



Coaching Corner Series

November 17, 2021

Coaching to Support Emotional and Behavioral Self-Regulation

Viewer's Guide

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (ELOF)

<https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>

This year we will be focusing on the Approaches to Learning domain of the ELOF. The link above takes you to the interactive ELOF where you can click on the domains and sub-domains. Within each sub-domain, you will find goals for either infants/toddlers or preschoolers.

		Central Domains				
		Approaches to Learning	Social and Emotional Development	Language and Literacy	Cognition	Perceptual, Motor, and Physical Development
Infant / Toddler Domains	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development	
Preschooler Domains	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development	
			Literacy	Scientific Reasoning		

Emotional and Behavioral Self-Regulation	Cognitive Self-Regulation (Executive Functioning)	Initiative and Curiosity	Creativity
--	---	--------------------------	------------

Goals for Sub-Domain: Emotional and Behavioral Self-Regulation

Goals for Infants and Toddlers

- IT-ATL 1. Child manages feelings and emotions with support of familiar adults.
- IT-ATL 2. Child manages actions and behavior with support of familiar adults.

Goals for Preschoolers

- P-ATL 1. Child manages emotions with increasing independence.
- P-ATL 2. Child follows classroom rules and routines with increasing independence.
- P-ATL 3. Child appropriately handles and takes care of classroom materials.
- P-ATL 4. Child manages actions, words, and behavior with increasing independence.



National Center on
Early Childhood Development, Teaching, and Learning

This resource was supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$10,200,000 with 100% funded by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by ACF/HHS, or the U.S. Government. This resource may be duplicated for noncommercial uses without permission.



MINDFUL MOMENT

Write strategies to help keep your stress bucket from overflowing.

*PBC Coach Competency Connection*

Domain 1: Preparation

f) Demonstrates the ability to regulate personal emotions, thoughts, and behaviors in different situations





COACHING AND PRACTICE

Needs Assessment Practice

COACHEE NAME: _____

DATE: _____

AGE GROUP: PRESCHOOL EXAMPLE

Effective Practice	I am doing this...					Change needed?	Priority rank	Notes
	Not at all			All the time				
INTERACTIONS								
1. Involve the children in setting a few simple rules stated in positive terms so children know what to do.	1	2	3	4	5	No		
2. Use positive guidance strategies to help children learn appropriate behaviors.	1	2	3	4	5	No		
ENVIRONMENT								
3. Provide dramatic play props, materials (e.g., art, writing), and opportunities that encourage children to act out coping with strong feelings.	1	2	3	4	5	Yes	2	<i>I want to add more materials to our safe space for children to use when they feel big emotions. I've already got a spot and some pillows set up!</i>
4. Use visual cues and verbal reminders to help children prepare for transitions.	1	2	3	4	5	No		
INDIVIDUALIZATION								
5. Use role playing to help a child practice how to act and what to say when experiencing strong emotions.	1	2	3	4	5	Yes	1	<i>I need to role play or prompt children to use the strategies and materials in the calm down space.</i>
6. Pair a child with more fully developed emotional and behavioral self-regulation skills with a child whose skills in this area are still developing.	1	2	3	4	5	Yes	3	<i>I would like to do this, but I think I need to work on teaching the calming strategies first.</i>

Action Plan for Practice

COACHEE NAME: _____

DATE WRITTEN: _____

DATE ACHIEVED: _____

ACTION PLAN			PRESCHOOL EXAMPLE
The goal I will work on: <i>I will teach children calming down strategies to use when they are experiencing strong emotions (e.g., anger, sadness, excitement, anxiety) by modeling how to use strategies, using visual supports, prompting in the moment, and providing positive descriptive feedback when children use strategies.</i>			
I will know I achieved this when: <i>When I have taught calming strategies and remind children to use the strategies before center time every day for a week.</i>			
STEPS TO ACHIEVE THIS GOAL:	RESOURCES NEEDED:	DATE:	
<i>Decide which strategies to teach (e.g., deep breathing, drawing, chair pushups, etc.).</i>	<i>Coach will help brainstorm</i>	10/1	
<i>Create visuals.</i>	<i>Boardmaker</i>	10/1	
<i>Create a "safe space" and teach children when and how to use it.</i>	<i>Pillows, visuals, puppets, calming bottles</i>	10/5	
NOTES: <i>Coach will collect data on opportunities to prompt children to use calming strategies and on positive descriptive feedback statements provided. Coach will look for children that might need more support.</i>			





VIDEO REFLECTION



Clip courtesy of the Pyramid Model YouTube channel

<https://www.youtube.com/watch?v=wjM8yOTrBP4>

Observe

Use the space below to take notes about what you observe the teacher doing/saying as well as what the children are doing/saying and how they are responding.

Notes:



Reflect

1. What was the teacher trying to accomplish with this strategy or activity? What do you think was successful?
2. How did the children in the video react/respond to the strategies the teacher used? For example: Were all children involved? Did you see some children that need more help? What did you notice about child engagement or participation?
3. What are some questions you might ask this teacher to get her to reflect about her implementation of calming strategies?
4. What supportive and constructive feedback might you share with this teacher? What additional types of support would you give to this teacher?





FOCUS ON EQUITY

NOTICE/OBSERVE

Look for:

- Certain children/families who are received differently by the adult
- Consistent expectations of children and families
 - Meaning are some children/families held at a higher expectation due to some sort of bias
- Certain children/families receive additional support as needed

COLLECT DATA

- Write direct quotes of coachee to children/coachee to family
- Tally gender/race/ability that receive a certain type of support or response from coachee
- Tally gender/race/ability coachee responsiveness data

PROMPT REFLECTION

- How do you expect children to express or regulate emotions?
- Have you noticed if you respond to _____ differently than _____?
- When _____ does _____, how does that make you feel?



KOKO'S CORNER

Five Things About the Head Start Coaching Companion

Did you know that...

1. The Head Start Coaching Companion aligns with Practiced-Based Coaching?
2. The Head Start Coaching Companion is flexible to support various coaching needs?
3. You can access the Head Start Coaching Companion on your phone or mobile device?
4. You can time-stamp video clips?
5. The Coaching Companion is free?



COACHEE NAME: _____

DATE: _____

AGE GROUP: INFANT/TODDLER EXAMPLE

Effective Practice	I am doing this...					Change needed?	Priority rank	Notes
	Not at all				All the time			
INTERACTIONS								
1. Soothe children by voice and touch to help them reach a calmer state.	1	2	3	4	5			
2. Identify and name emotions to help children recognize and eventually use feelings vocabulary to talk about emotional state.	1	2	3	4	5			
ENVIRONMENT								
3. Observe children’s use of toys and materials to make sure they are neither too simple nor too challenging, which may cause boredom or frustration. Make changes accordingly.	1	2	3	4	5			
4. Create an environment of “yes” to support children’s emotional and behavioral self-regulation (e.g., safe, and appropriate toys, materials, and equipment within children’s reach; duplicates of favorite toys; enough space for active play places for one or a few children).	1	2	3	4	5			
INDIVIDUALIZATION								
5. Create a setting where all children have access to appropriate learning experiences (e.g., modifying the environment/arrangement so all children have access, selecting materials that match ability of child(ren)).	1	2	3	4	5			
6. Recognize children’s emotional cues and respond in ways that are effective for a given child.	1	2	3	4	5			



COACHEE NAME: _____

DATE: _____

AGE GROUP: PRESCHOOL EXAMPLE

Effective Practice	I am doing this...					Change needed?	Priority rank	Notes
	Not at all							
INTERACTIONS								
1. Involve the children in setting a few simple rules stated in positive terms so children know what to do.	1	2	3	4	5			
2. Use positive guidance strategies to help children learn appropriate behaviors.	1	2	3	4	5			
ENVIRONMENT								
3. Provide dramatic play props, materials (e.g., art, writing), and opportunities that encourage children to act out coping with strong feelings.	1	2	3	4	5			
4. Use visual cues and verbal reminders to help children prepare for transitions.	1	2	3	4	5			
INDIVIDUALIZATION								
5. Use role playing to help a child practice how to act and what to say when experiencing strong emotions.	1	2	3	4	5			
6. Pair a child with more fully developed emotional and behavioral self-regulation skills with a child whose skills in this area are still developing.	1	2	3	4	5			



COACHEE NAME: _____

DATE WRITTEN: _____

DATE ACHIEVED: _____

ACTION PLAN		INFANT/TODDLER EXAMPLE
<p>The goal I will work on: <i>I will teach 4 emotions (happy, sad, mad, and excited), by using visuals, books, and modeling emotions during arrival, when reading books, and when playing with children.</i></p>		
<p>I will know I achieved this when: <i>When I have read 3 different books and point out at least 2 different emotions with 2 children a day for a week.</i></p>		
STEPS TO ACHIEVE THIS GOAL:	RESOURCES NEEDED:	
<i>Select emotion visuals (happy, sad, mad, and excited) to use to teach emotions throughout the day</i>	<i>Emotion visuals</i>	10/11
<i>Read books to children that have pictures of characters that are happy, sad, mad, or excited.</i>	<i>Books</i>	10/13
<i>Use emotion visuals while saying and modeling the emotions happy, sad, mad, and excited for children</i>	<i>Emotion visuals</i>	10/20
<i>Point out when children seem to be expressing emotions, "Davion is smiling! He looks happy. Are you happy, Davion?"</i>	<i>Class roster to mark off when I use emotions with children.</i>	10/22
NOTES:		



COACHEE NAME: _____

DATE WRITTEN: _____

DATE ACHIEVED: _____

ACTION PLAN		PRESCHOOL EXAMPLE
<p>The goal I will work on: <i>I will provide behavior expectation/direction for activities and familiar routines that are simple, short, and specific to help children know what to do by pointing to visuals (when applicable), giving positive descriptive feedback (PDF), and individualizing for children that need more support.</i></p>		
<p>I will know I achieved this when: <i>I have provided at least 2 simple expectations for at least 2 activities and 2 transitions for 2 weeks. And I provide at least 2 PDF statements for children following the expectations/directions in those activities and transitions.</i></p>		
STEPS TO ACHIEVE THIS GOAL:	RESOURCES NEEDED:	
<i>Make visuals for the arrival routine, common requests (e.g., walking feet, quite voice, raise hand, etc.), and transition from lunch to bathroom.</i>	<i>Coach making visuals and will bring on 10/11</i>	10/11
<i>Start using visuals as I provide the expectation/direction for activities, routines, and transitions to teach what they mean.</i>	<i>Visuals made by coach</i>	10/12
<i>Coach will come and take data on my use of PDF and individualization for children that need more support.</i>	<i>Visuals, student roster</i>	10/20
NOTES:		



COACHEE NAME: _____

DATE WRITTEN: _____

DATE ACHIEVED: _____

ACTION PLAN		PRESCHOOL EXAMPLE
<p>The goal I will work on: <i>I will teach children calming down strategies to use when they are experiencing strong emotions (e.g., anger, sadness, excitement, anxiety) by modeling how to use strategies, using visual supports, prompting in the moment, and providing positive descriptive feedback when children use strategies.</i></p>		
<p>I will know I achieved this when: <i>When I have taught calming strategies and remind children to use the strategies before center time every day for a week.</i></p>		
STEPS TO ACHIEVE THIS GOAL:	RESOURCES NEEDED:	
<i>Decide which strategies to teach (e.g., deep breathing, drawing, chair pushups, etc.).</i>	<i>Coach will help brainstorm</i>	10/1
<i>Create visuals.</i>	<i>Boardmaker</i>	10/1
<i>Create a "safe space" and teach children when and how to use it.</i>	<i>Pillows, visuals, puppets, calming bottles</i>	10/5
<p>NOTES: <i>Coach will collect data on opportunities to prompt children to use calming strategies and on positive descriptive feedback statements provided. Coach will look for children that might need more support.</i></p>		



COACHEE NAME: _____

DATE WRITTEN: _____

DATE ACHIEVED: _____

ACTION PLAN		HOME VISTING EXAMPLE
<p>The goal I will work on: <i>I will support the family in helping their child transition between activities by modeling how to give a 5-minute warning and letting child know what will happen next (e.g., in 5 minutes we will clean up and go to dinner).</i></p>		
<p>I will know I achieved this when: <i>I have modeled at least two transition warnings and observed family offer at least one transition warning.</i></p>		
STEPS TO ACHIEVE THIS GOAL:	RESOURCES NEEDED:	
<i>Brainstorm with family transitions that are challenging and determine some supports.</i>	<i>Family</i>	10/1
<i>Teach the family how to use a timer after a transition warning is given.</i>	<i>Timer</i>	10/1
<i>Model how to give transition warning.</i>	<i>Timer</i>	10/13
NOTES:		



 RESOURCES

Many resources below are available in Spanish!

ELOF Resources

Head Start Early Learning Outcomes Framework and related resources

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>

Approaches to Learning Effective Practice Guides

<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/approaches-learning>

Head Start Center for Inclusion

Visual Supports

<https://headstartinclusion.org/tools-and-supports/classroom-visuals-and-supports/>

Circle Time Magazine

Season 2: Positive Behavior Support

Episode 3, Noticing Feelings: Teaching Emotional Literacy and Regulation

<https://cultivatelearning.uw.edu/circle-time-magazine/season-2/>

National Center for Pyramid Model Innovations (NCPMI)

Visuals, scripted stories, family handouts, coaching resources/webinars, and so much more!

<https://challengingbehavior.cbcs.usf.edu/>

Pyramid Model Equity Coaching Guide

<https://challengingbehavior.cbcs.usf.edu/Implementation/Equity/Guide/index.html>

Coaching Companion

National Center on
Early Childhood Development, Teaching, and Learning

This resource was supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$10,200,000 with 100% funded by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by ACF/HHS, or the U.S. Government. This resource may be duplicated for noncommercial uses without permission.

Request access

<https://eclkc.ohs.acf.hhs.gov/coaching-companion-account-application-organizations>

Already a Coaching Companion user? Login

<https://eclkc.ohs.acf.hhs.gov/cas/login>

Have a question or need help with Coaching Companion? Email coachingcompanion@eclkc.info.

Online Communities

MyPeers

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-social-network-early-childhood-professionals>

- Practice-Based Coaching Community

Mobile Apps

ELOF2GO Mobile App

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>

ELOF@Home Mobile App

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/mobile-tools-home-visitors>



National Center on
Early Childhood Development, Teaching, and Learning

This resource was supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$10,200,000 with 100% funded by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by ACF/HHS, or the U.S. Government. This resource may be duplicated for noncommercial uses without permission.