



Follow-Up

Tools for Rules: Using Practice-Based Coaching to Support Behavior Expectations

Coaching Corner Webinar, November 20, 2014

Thank you for participating in the November Coaching Corner webinar!
Please let us know how you used the webinar ideas in your coaching. Email us at ncqtl@uw.edu.

Presentation Summary

Behavior expectations are broad concepts (e.g., be safe, be respectful, be responsible) that apply to children and adults in all settings. Rules are used to clarify expectations for specific settings (e.g., use walking feet, use gentle touches).

When coaching teachers around classroom rules, remember the following key teaching practices. Rules should be:

- Few in number (no more than five)
- Positively stated, using child-friendly language
- Observable and measurable
- Posted at children's eye level, with visuals
- Taught to children
- Referred to throughout the day
- Reinforced throughout the day

Use the Practice-Based Coaching Cycle

Shared Goals and Action Planning

- Use tools from NCQTL, data you already collect in your program, and teacher self-reflection to complete a needs assessment. Consider the Tools for Supervisors handouts in the 15-minute in-service suites, CSEFEL Inventory of Practices, the CLASS tool, etc.
- Then develop goals and an action plan that lists the specific steps you and the classroom team will accomplish.

Presentation Summary

Focused Observation

You might look for:

- A posted visual of the rules
- Teachers referring to the rules poster
- Teachers providing reminders about the rules to groups of children, as well as individual children
- Teachers acknowledging children for following the rules
- Teachers redirecting children to the rules when problem behavior occurs
- Teachers individualizing their reminders and encouragement to meet children's needs (e.g., making sure to liberally praise a child who struggles with following the rules when the child is observed engaging in appropriate behavior)

Reflection and Feedback

- Discuss the **data and anecdotal notes** you collected during focused observation
- Discuss a **video recording** of the teacher reviewing the rules or teaching about the rules.
- Provide **supportive feedback**, like:
 - o I saw you provide rule reminders three times during circle.
 - o You acknowledged children for following the rules during centers—I counted six times!
 - o Jamal seemed to light up when you praised him for using gentle touches when he was in a dispute over a toy.
- Provide **constructive feedback**, like:
 - o Next time, I would suggest quickly reviewing each rule and showing children the visual so it's clear to them before beginning the activity.
 - o You provide a lot of rule reminders, but you also need to acknowledge when they follow the rules. What are some ideas for remembering to do this?
- Offer opportunities for **reflection**:
 - o How do you think reviewing the rules and reminding children about them went today?
 - o How could you help your children understand when it's okay to use loud voices and when they should use quiet voices?
 - o Why do you think Sara has trouble using walking feet?

Presentation Summary

Try it Out

- ✓ Look over the observation tools you already use in your program (CLASS, ECERS, etc.). Identify items that relate to teaching rules.
- ✓ Do the programs you work in have center-wide expectations? How can you help teachers make these expectations more concrete for children?
- ✓ Take data on how often teachers refer to their classroom rules throughout the day.
- ✓ Think of some ideas for class-wide systems for acknowledging children for following the rules (e.g., adding a leaf to a tree each time a child is “caught” following a rule). Remember to keep it positive!
- ✓ Think about how rules can be created for other settings or areas of the classroom (e.g., playground, bathroom, hallway, circle time).
- ✓ Check out the resources listed in the next section for more ideas.

Resources

- Creating Classroom Rules 15-minute In-service Suite: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/engage/iss/classroom-rules.html>
- Stating Behavioral Expectations 15-minute In-service Suite: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/engage/iss/state.html>
- Preschool Training Module 1 from the Center on the Social and Emotional Foundations for Early Learning (CSEFEL): http://csefel.vanderbilt.edu/resources/training_preschool.html
- CSEFEL’s What Works Brief on Acknowledging Children’s Positive Behaviors: <http://csefel.vanderbilt.edu/resources/wwb/wwb22.html>
- Head Start Center for Inclusion’s Teacher Tools website: <http://depts.washington.edu/hscenter/teacher-tools#visual>

Looking ahead:

Don’t miss next month’s Coaching Corner webinar on **Thursday, December 18, 2 p.m. EST/11 a.m. PST!** Bring your questions and ideas about self-care and time management for coaches. Coaching Corner webinars take place the third Thursday of each month.

For more information, contact us at: ncqtl@uw.edu or 877-731-0764

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