Using PBC to Support Positive Interactions

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Session Objectives

At the end of this presentation, you should be able to:

• Identify effective practices that support positive interactions between all adults and children
• Discuss ideas and strategies to use coaching to enhance these practices
• Explore resources you can use in coaching and ongoing professional development to support positive interactions between adults and children

Let’s Chat
Theory of Change

PD w/COACHING

USE OF EFFECTIVE TEACHING PRACTICES

CHILD LEARNING

Practice-Based Coaching

Effective Practices
What sources are you using to find practices that can support positive interactions?

Scenario

ABC Community Action Agency has identified the foundation of the house as an area of need for their program. They have decided to focus coaching on practices that support nurturing, responsive and effective interactions, specifically social and emotional support.
Collaborative Partnerships

If all begins here

Collaborative Partnership

- Shared Understanding
- Support
- Communication

Shared Goals and Action Planning

- Conduct needs assessment
- Set goals
- Develop action plan

It all begins here

Effective Teaching Practices

Conduct needs assessment
Set goals
Develop action plan
Tonya’s Needs Assessment

<table>
<thead>
<tr>
<th>Teaching Practices</th>
<th>Not Being Addressed: Not at All</th>
<th>Teaching Strategies: At Least Once a Week</th>
<th>Not Addressed: Not at All</th>
<th>Not Being Addressed: Not at All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and Emotional Support</td>
<td>![ ]</td>
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<tr>
<td>1. Help children develop positive social skills by engaging in conversations.</td>
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<tr>
<td>2. Establish shared goals with children’s needs.</td>
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<td>3. Engage in activities that foster interactions and develop friendships.</td>
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<td>5. Provide opportunities for children to relate meaningfully in the early learning setting.</td>
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<td>6. Use strategies that encourage children to collaborate with others.</td>
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Putting It into Practice: Shared Goals and Action Planning

Step 1. Complete and review needs assessment
Step 2. Set Goals
Step 3. Develop an action plan

The goal I will work on in my classroom: Engage in conversations with at least 3 children during both outdoor play and mealtime.

I will know I achieved this when: I have had a conversation with at least 3 children during both outdoor play and mealtime daily for 2 weeks.
Putting It into Practice: Shared Goals and Action Planning

- Step 1. Complete and review needs assessment ✓
- Step 2. Set Goals ✓
- Step 3. Develop an action plan ✓

<table>
<thead>
<tr>
<th>Steps to achieve this goal</th>
<th>Resources needed</th>
<th>By whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Select 3 children to target for mealtime and outdoor play (different children each activity and day)</td>
<td>Sign-in sheet</td>
<td>This is ongoing each day</td>
</tr>
<tr>
<td>- Send home “My Favorite Things” survey to families to fill out to find out what the children love</td>
<td>My Favorite Things survey (provider created)</td>
<td>Weekly</td>
</tr>
<tr>
<td>- Engage children in transition conversations starters</td>
<td>Completed surveys and coach</td>
<td>Following Monday</td>
</tr>
<tr>
<td>- Start having conversations with families</td>
<td>Conversation starters</td>
<td>Tuesday</td>
</tr>
</tbody>
</table>

Focused Observation

Watch and listen
Record information about the observation
Use coaching strategies

Reflection and Feedback

- Reflect on observation and progress.
- Give and receive feedback.
- Problem-solve.
- Use coaching strategies.
Let’s Chat

How do you prepare for reflection and feedback meetings with your coachee’s?

Putting It into Practice: Reflection and Feedback

Focused Observation Log

What I Observed: During Mealtime
- T says, “Jose what did you do when you went home yesterday?” C. replies, “I played with my brother and cousin outside.” T. asked, “what did you play?” C. “We played Paw Patrol.” T. asked, “which character were you?”
- T talked to another child for 4 back and forth exchanges

Reflection and Feedback

What I want to share or ask:
- What worked well?
- How did you feel?
- It was great to see you having conversations with 2 children!
- I noticed in both conversations you were asking children questions to extend the conversation.
- How do you think you could include more children in conversations at lunch?
- Would you do anything differently next time?

Steps to achieve this goal: Resources needed: By when:
- I will select 3 children to target for mealtime and outdoor play (different children each activity and day)
- Sign-in sheet
- Send home “My Favorite Things” survey to families to find more about the interests of the family/children
- My Favorite Things Survey (provider created)
- Completed surveys and coach
- Completed 10/1/2018
- Using survey results brainstorm conversation starters
- Completed surveys and coach
- Completed 10/8/2018
- Start having conversations with children
- Conversation starters
- Completed Monday
- Coach sends link for In-Service Suite
- Completed 10/16/2018
- Coach will provide a gestural prompt to me during observation to point out opportunities for conversations
- Coach observation
- Following Monday
A mobile resource that provides on-the-go access to the ELOF goals for children and effective practices in support of those goals. Designed for teachers, family child care providers, and home.
Head Start Center for Inclusion

11/27/2018

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• T4T is a mobile messaging platform for teachers and staff from EHS, HS & CC Centers & FCC Settings.

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Text STOP to 22660 to cancel.
Text HELP to 22660 for technical help.
Thank you!

Contact us at ecdtl@ecetta.info or call (toll-free) 1-844-261-3752

Evaluation Link: