

Using PBC to Support Positive Interactions: Coaching Corner Webinar Series

Joyce Escorcia: The slide area maximizes full screen by clicking on the arrows in the top right corner. So, if you have any questions during the webcast, you can submit them through the purple Q&A widget. And so we'll try to answer these questions during the webcast. But, you know, if a full answer is needed or some follow up kind of support is needed, then we'll answer it later via email. So, please know that we capture all questions.

A copy of today's slide deck and additional resources are available in the resource list, which is the green widget, and we encourage you to download any resources on the links that you think might be useful. Throughout this session, we'll be using the blue chat widget to kind of engage with each other. You can also find additional answers to some of your common technical issues located in the yellow help widget, and that's at the bottom of your screen.

So, finally, at the conclusion of the webinar, we're going to find to post a slide with a link to an evaluation for the webinar. We request that you please complete the evaluation, as we use this information to really help us better support you and improving our webinar presentations in the future. So, upon completion of the evaluation, you can download a certificate of completion for your participation in the webinar. If you're viewing the webinar with colleagues on one computer, that's completely fine. Only one person is registered for the webinar, so please forward the evaluation link to your colleagues, who also viewed the webinar, so that they can complete their evaluation and receive their certificate of completion.

So, I think that is kind of it as far as for getting familiar with our space. We want to just start by going over some of our session objectives. So, [coughs] by the end of this presentation, we really want you to be able to identify practices that support positive interactions between all adults and children, to discuss ideas and strategies to use coaching to enhance those practices, and then also to explore resources that you can use in coaching and ongoing professional development to support positive interactions between adults and children. So, we're really looking forward to our time together.

So, we want to start out by giving you an opportunity to use that group-chat widget. And so we want to know how does coaching support positive interactions in your program? And that can be adult-to-child, adult-to-adult, adult-to-family, or it can even be child-to-child. So, please just use that group-chat widget to respond.

And so we really just want to know, in your program, how does coaching support this positive interaction? So, we're just going to give a couple of minutes 'cause people are kind of typing away, and we can't wait to hear from you and kind of see what that looks like in your program. And, again, that can be, you know, interactions between an adult and a child, it can be, you know, adult-to-adult, adult-to-family, or even kind of child-to-child. So, excited to see quite a few people still kind of letting us know they're here and where they're from, and now we're excited to hear a little bit about how coaching is supporting some of those positive interactions. I'm having to scroll. Oh, my gosh. They're, like, flooding in now, so I'm trying to catch up with them. Sarah or Beth, are you guys able to catch any of those?

Sarah Basler: Sure, so, it looks like we see some people are using class practices. Adult-to-child, child-to-child, teacher-to-parent interactions.

Joyce: Yeah, I see some that say they're using coaching to support teaching teams... ..and then some more class references, as well. And we know the class tool really looks at those teacher-child interactions and sort of those positive interactions.

Sarah: I saw one coach that mentioned that they used modeling to promote those positive interactions.

Joyce: It sounds like a good one, as well. And then I also see some, like, one-on-one coaching -- that they're using one-on-one coaching to kind of support those positive interactions.

Sarah: I see that Janice uses coaching around pyramid-model practices. Well, I saw that someone is using 15-minute in-service suites as a resource to staff.

Joyce: Yeah, those are really great resources, as well. And I see some more references to using the pyramid resources to support those positive interactions.

Beth Vorhaus: Yeah, I also see several are modeling for home visitors, and modeling those skills.

Joyce: I love that you bring that up because that's really important that it's not just about adult-to-child. It can even be the home visitor supporting the parent, as well. So, that's -- that's a great one, as well. Okay. Well, I think we are ready to kind of move on and kind of start our conversation today. Thank you so much for all of the responses, and we look forward to kind of keeping up the conversation, and we're going to be kind of looking through the chat box, as well, as we continue on with our slides. So, let's begin by doing a quick review of what we refer to as the Theory of Change. And so what you see now is what we refer to as the Theory of Change. It illustrates what we believe about how professional development, including coaching, can impact education staff, use of effective practices, and does impact child learning. So, positive child outcomes can happen when we use high-quality teaching and home-visiting practices.

And so this is true in any learning environment, whether it be classroom-based or home-based, and for all ages birth to five. So, these practices are learned through effective professional development. The Head Start Early Learning Outcome Framework is what children learn, and then the ELOF also provides information about how children learn. And then the puzzle represents professional development and... ..and what we do to kind of support staff implementation of those effective teaching practices and home-visiting practices. Those are kind of represented in the house, which leads to those increased child outcomes -- the framework. So, for home visitors, effective PD strategies help home visitors to use effective practices to promote kind of the parental use of those effective interactions and environments, which lead to child development and learning outcomes.

So, the use of effective practices can be supported and encouraged via socialization. We know the coach coaches the home visitor to be more effective, and the home visitor supports the family to... ..and the home visitor supports that family to even be more effective, and the expected result is the increased child outcome. So, the house includes those five integral components of effective teaching and home-visiting practices. And so that's that figure in the middle. And then we have that parent-family engagement kind of providing those nurturing responses and effective interactions, and engaging environments. So, choosing, implementing a research-based curriculum and teaching and home-visiting practices, using ongoing assessment of children's skills, and individualizing, teaching, and learning.

So, these elements kind of correspond respectively to a house foundation. We know we have to have that foundation in play. Then we have those two pillars on the side. We've got that roof, and then we have the family within the house. So, when connected with one another, they form this structure that you see that we refer to as the house framework, or the framework for effective practice. And those things coming together is what fosters children's learning and development. And coaching often begins with the foundation of the house, those nurturing responses and effective interactions and engaging environments, because without that foundation, the pillars and the roof will not be stable. And so in home-base programs, interactions between the home visitor and the parent that are nurturing, responsive, and intentional support the parent's role as their child's first and most important teacher.

So, home visitors also help families to use their home and community as a learning environment. So, coaching on effective teaching and home-visiting practices for the foundation is very concrete and therefore can be an easier place to start for both staff and coaching. And now that we talked just a little bit about the theory of change... ..we want to talk about practice-based coaching. So, we know that practice-based coaching is a cyclical process for supporting education staff's use of effective teaching practices that lead to positive outcomes for children. And so while PBC can be used to support a variety of effective teaching practices, today we will talk specifically about how PBC can be used to support positive adult-child interactions, specifically social and emotional development. So, when we kind of invest our time and our -- when we invest our time and interactions in building those relationships with families and children, as well as having environmental supports in place, we can help to prevent or manage challenging behaviors. Therefore, it's worth our time to support those positive adult-child interactions because they help us in establishing a trusting relationship.

So, within that trusting relationship, it's easier to redirect and kind of resolve behaviors. Children display that to challenge it. So, some of you may be kind of familiar with the pyramid model. If you are, you know that the piggy bank is used to illustrate deposits and withdrawals. So, education staff that spend time making positive deposits, such as, like, hugs or those one-on-one conversations or high fives or kind of those moments of praise with children and families build those positive relationships and make it just a lot easier if they have to make a withdrawal. So, examples of some of the withdrawals could be, you know, anytime you have to provide direction or redirection to a child, or you have to share information about a child's behavior with the family, or even provide guidance during a home visit about something a parent could be doing differently to support their child's development more effectively.

So, the components of PBC are, you know, that collaborative coaching partnership that's kind of the foundation for the whole PBC cycle, and then having those shared goals and action planning to guide the work of coaching, engaging, and, like, focused observation based on the action plan, and then using reflection and feedback as tools to support growth. I just wanted to kind of touch on that briefly. And then some agencies begin coaching practices from the foundation, like we mentioned earlier.

So, foundation of the house that you see here -- because those nurturing responses and effective interactions and engaging environments are kind of foundational. Like, we want all staff members to be providing those every day for all children and families. The definition of effective practices is a specific statement of the actions and behaviors that teachers, home visitors, and family child-care providers use to support child and family learning. So, that's kind of what an effective practice is. So, having that definition really helps us to kind of differentiate between practices and activities. So, for example, like, a teacher can engage in, like, a back-and-forth conversation with the children as they arrive, during breakfast, at circle time, even during small groups, at center time, or on the playground during transitions all throughout the day.

So, this would be a practice. A teacher would not be doing a puzzle or reading a book to the children or engaging in a particular art activity throughout the day or across all activities. In the same way a home visitor may ask parents questions, you know, upon arriving at the home visit, as they engage with the children, and when they are kind of just providing information and as they plan for their next home visit. Asking questions would be a home-visiting practice. So, I just kind of wanted to talk a little bit about what is a practice and what's the difference between a practice and an activity there. So, one way to kind of determine which effective practices might be appropriate for coaching is direct observation.

So, direct observation can be informal. It might be the coach just visiting at a pre-arranged time to kind of observe and learn about the coaching, the children, the family, and what happens on a daily basis. Or it could be more formal, like using an objective measure, such as the CLASS, the TPOT, the ECERS, and some of those are there on the screen for us. Or, you know, it could be either one of those. So, for

example, when we're talking about positive interaction practices, it can be found within the emotional support domain of the class tool. So, an example of a practice that would support positive interactions would be a teacher that acknowledges emotions of students. So, like, an example for some Early Head Start measures would be the TPOT or the... So, positive interaction practices can be found throughout the TPITOS because it's a measure that focuses on social, emotional development of infants and toddlers.

And so an example of a practice that would support positive interactions would be when a teacher talks often with individual children. So, examples for home-visiting measurements are the Home Visiting Rating Scale -- the HOVRS -- or the home visitor's use of the triadic strategies from the...model. And so an example of a practice that would promote positive interactions would be a home visitor that interacts with both the parent and the child. So, curriculum fidelity checklist could also be another tool that's utilized to identify teaching practices that would be appropriate for coaching. So, for example, thinking about creative curriculum, they have a coaching to fidelity guide, and that's a checklist of teaching practices. So, these are just examples. You may be using other measures within your programs. So, just some kind of things to consider as far as where we can kind of find some other practices. And I believe now I am turning it over to Sarah.

Sarah: Hi. Yes, so we'd like to know from you, what sources are you using to find practices that can support positive interactions? So, I see prior, we had some people listing out where the measures that you were using to find these practices -- where we had mentioned on the slide previously, just tell us in the group chat if you're using any of those or list out what you're using. And we had a question that came up that I think is a good one. And it was asking whether or not you need to be certified in those observation measures, and you do. In order to be reliable -- a reliable observer -- you'd need to go through a reliability training. Oh, Genevieve says she is getting practices from creative curriculums, so that's one we didn't mention. That's great. We have someone that's using positive behavior support, responsive caregiving, teaching strategies, goals.

Beth: Conscious discipline.

Joyce: See some that say they're pulling from ECLKC resources, conscious discipline I saw come up.

Sarah: Nice. We're getting a lot of the class. Reflective-needs assessments.

Beth: Teaching-strategy goals. That's part of the creative curriculum.

Sarah: Class for both pre-K and infant and toddler. People are using conscious discipline.

Joyce: The inventory of practices from the CSEFEL materials.

Sarah: And then --

Joyce: Parents and teachers.

Sarah: So, we have a wide variety of places that people are finding practices. We have someone using the Frog Street curriculum to find practices.

Beth: The inclusion -- the Head Start inclusion website.

Sarah: Growing great kids and families. PQA.

Beth: Seek social-emotional training.

Sarah: Okay, "Are we only required to have at least one or do we need more? We only use the class..." You're not required to gather your practices in more than one location. So, often, what your program should be doing is an assessment -- assessments yearly -- to have -- and use that data to decide what

your focus of coaching would be. So, often, we see class used because it's a measure that is used widely in Head Start and Early Head Start as a measure. And so when data is reviewed, you can decide what practices look like they need more improvement, but you could certainly pull from practices from different measures. But, generally, practices are pulled from some sort of data source or a way to measure where you started, and that way you know how effective coaching was 'cause you can measure the progress. We see Kelly K. is using the HOVRS, and then the competency guidelines for relationship-focused practices. Great. Awesome. So, it's exciting to hear that you guys are using so many different sources to find these practices that support these interactions. All right.

So, for our time today, we're going to focus our time on ABC Community Action Agency. And this agency has identified the foundation of the house as an area of need for their program. They will focus their coaching on practices that support nurturing, responsive, and effective interactions, and specifically social and emotional support. And they've developed a needs assessment for each of their programs options.

This agency understands the importance of investing time in building these relationships with families and children and knows that it can help to prevent challenging behavior. So, they want to make this a focus for their coaching. You'll note that the building, nurturing, and positive relationships look similar across settings and ages. So, for example, in all settings with all ages, you'd want to greet children by name and engage in positive interactions, like talking with and to a child and families. So, throughout our time today, we're going to see how ABC uses PBC to support positive interactions. We'll briefly review each component of PBC, and then put it into practice as we follow Tonya, a family child-care provider, and her coach, Lee, at ABC through each component of the PBC cycle. We will also be providing examples of what it might look like in other program settings.

All right. So, practice-based coaching occurs within the context of a collaborative partnership. A collaborative partnership is a safe place where coachees feel free to ask questions, discuss problems, get support, gather feedback, and try new ideas. The partnership develops as a coach asks questions and makes connections, and it helps coachees feel appreciated. We say "partnership" and not "relationship" because collaborative partnerships are professional in nature, and relationships can take time to develop. You can establish partnerships with education staff and begin working towards change while you're getting to know each other. Although it's great to develop relationships with coachees, and that can be teachers, home visitors, family child-care providers that you work with, but it's possible that a partner -- you can have a partnership without having a close relationship.

Remember, PBC can be implemented through a variety of delivery methods. So, whether you're using expert coaching, peer coaching, or group coaching -- including TLC -- you'll work to build a collaborative partnership with the people you coach. Collaborative partnerships are also the key to success in distance coaching. The way that you form those partnerships might vary. For example, you might have to get creative and use Skype calls, text messaging, or video-sharing. But these partnerships are still crucial, so we don't want to skip out on the collaborative partnership to get coaching going because we know that it's easier to learn from somebody that you feel like is on your side and is a partner with you.

So, here's some things to consider when coaching a home visitor. You want to keep these things in mind. Coaches need to coordinate and build the collaborative partnership, not only with the home visitor, but also with the families that the home visitor works with. They might be -- the coach might be visiting the home for focused observation, and so it would be very important that they build a partnership with that family, as well. The practices of focus in PBC for home visiting will be related to interactions with parents, as well as practices that improve child outcomes. So, the practices might look a little different and what the focus is. Communication is key to building this collaborative partnership so families do not

feel any extra pressure or strain. So, we don't want to have any surprises. And this is true for all partnerships.

We want to make sure that it's a transparent process, that everybody knows what's going on and there's no surprises because that doesn't feel good. Coaches should be flexible and take family schedules into consideration. The collaborative coaching partnership is built around three key ideas, which are shared understanding, support, and communication. So, we want to hear from you. What are you doing to develop collaborative partnerships with your coachees? Please use the group chat to respond.

Joyce: Hey, Sarah, I see Karen Reed put in that the partnerships help to build comfort.

Sarah: Yeah. Definitely does. I know that when I know someone, I'm a little bit more at ease. It doesn't feel so foreign. So, let us know, what are some of the things that you're doing to build these partnerships? Oh, Toni says she makes sure to listen, and that's really important. We want to listen to our coachee. Often, we want to start giving advice before we've had time to really see what the problems are. Active listening. There's an open-door policy, and the coach checks in frequently. Let's see. Make sure to have buy-in.

Beth: "Be generally interested in what they're talking to me about."

Sarah: Yeah. That seems so basic, but it's really important. Let's see. They come in so fast. We use a coaching agreement to establish expectations. That's a great way to be transparent. I saw someone said non-judgmental. Let's see.

Beth: Here's a group that works as a team, having a weekly email for home visitors to talk about what they're struggling with.

Sarah: Nice. It's a great way to validate, but also come up with solutions. Oh, help to be part of the solution. Good communication and share your experiences. That's important. Julie uses peer mentoring. Honest, clear feedback, and then sandwich it. Let's see. Establish agreed-upon communication routes. That's really important because you really want to take time to know how your coachees prefer to be communicated with. Take time to make visits to the classroom or the setting. Learn about their learning style. That's huge. When working with adults, we really want to tap into those adult learning principles.

Beth: Here's one that has an intake form that asks more personal questions, like teaching styles and different ways of getting to know the actual coachee, and that's one of our resources on our resource list today is a form that we'll talk about later about getting to know who you are coaching.

Sarah: Nice. Empathy is shown. I saw someone that said show interest in their whole lives. So, not just aspects that affect coaching, but things that are outside of coaching. Maybe they have a new child or they got a new car. I mean, those things are fun.

Beth: Just open-ended questions with conversations like, "What would it look like?" "Tell me more." "I noticed." "I wonder."

Sarah: Those are great. That kind of goes with a question that we had earlier about how to get coachees to reflect more. Being prepared with those reflective questions can help.

Beth: And I'm catching a few in the Q&A box -- using direct contact with families when they have questions about the center of the child's needs, communicating with families.

Sarah: All right. Let's see. Let's take a few more. Provide support and feedback. And it's -- we definitely want to make sure that we provide that support and feedback because that really is where we see change.

Beth: Celebrate any small progress that they share.

Sarah: Yeah, that's great. Getting to know them, showing them that you care.

[Clears throat]

And then, "I spend time getting to know them personally and professionally." And that's so important. Often, we want to get started right away with coaching 'cause there's so many things we have to get done. But when you invest in these relationships early, it'll pay off in the end. Working together to complete an action plan. That's right. That's a great way because it really is a team effort. All right. We're going to move on.

So, now going back to Lee, our family child-care -- and our family child-care provider, Tonya, prior to developing an action plan, Lee has worked hard to build the partnership with Tonya, and we know that building the partnership, it continues throughout the whole process, but it's important to do it early on. Lee shared with Tonya information about his experience as a family child-care provider, and he gave Tonya a "My Favorite Things" survey to get to know her a little better. Lee learns that Tonya has a mother that's in poor health, and takes the time to send Tonya an article about the importance of self-care. By doing this, Lee has established himself as a resource as well as a support for Tonya. Lee has modeled building a nurturing and responsive relationship with Tonya, and in turn, Tonya has shared the self-care information and created a family interest survey for the families in her home.

And as Beth mentioned, that's a resource in the resource list that we shared. So, the "My Favorite Things" document is not a -- it's just a sample. It's not a required coaching document. However, it can be useful when you're trying to get to know coachees or families that you work with. All right, as we know, the shared goals and action planning component of PBC includes processes for initial and ongoing goal-setting and action-plans. So, this can include conducting needs assessments, setting goals, and action-planning.

So, now let's take a closer look at the needs assessment for Tonya. So, take a moment and look at this needs assessment and tell us in the chat box some of the things that you notice as you look at this document. If you can respond in the chat box, what are some of your initial thoughts when you see Tonya's needs assessment? So, some of the things that I notice is Tonya is going to rate her -- her use of these -- how she's doing with the practice, and if she wants -- how she wants to do it, and then she ranks the priorities.

Angie says it's a rating scale. That's right. So, she's going to rate how she's using the practice and how she wants to use the practice. She gets to prioritize for herself. That's right. Ranking of priority, what she feels is most important to her. That's great. That's exactly right. Tabitha says she does well with planning activities, but not strongly with relationships. She doesn't feel she has a positive relationship with children. And so based on what we're seeing here in this needs assessment, what does Tonya list as a priority for coaching? You see what she's rated as her top priority? Building relationships. Relationships with children. That's right. So, she's working on developing positive relationships with the children in her family child-care setting. This needs assessment would look very similar for other program settings.

For example, if we -- if this were a needs assessment for a home visitor, the focus could be assisting the parent or caregiver on strengthening the relationship with the child, or it could be the home visitor working on strengthening the relationship with the family. So, on this slide, we see an excerpt from the needs assessment that Tonya and her coach, Lee, completed. Tonya indicated on her needs assessment that she would like to build stronger positive relationships with children and families in her family child-care program by engaging in conversations. This practice could be something a center-based teacher or home visitor could select as a focus for coaching. So, please note needs assess-- this needs-assessment excerpt on the screen is an example that we created, and it's not a part of another resource. And that's because needs assessments are very individualized to meet a program's goals and a coachee's needs.

So, remember, practices can be selected based on the data that's collected by your program, and then the needs assessments are created. So, needs assessments can be formatted in different ways to gather different types of information from the coachees. We can gather information about how often a coachee is using the practice, how important the coachee thinks the practice is or how they feel, what the coachee believes about the practice, their comfort using the practice, and whether or not the coachee would like to focus on this practice. Because, in the end, we really want this to be coachee-driven so that we can continue to have some choice built in. So, we've included the needs- assessment-format resource within the resource list. So, now that Tonya and Lee have completed and reviewed the needs assessment, they will work together to set a goal and develop an action plan.

So, as we see, Tonya's action plan, she stated that her goal would be to engage in conversations with at least three children during both outdoor play and mealtime. And then the next step after they develop the goal is they're going to go right into writing the goal achievement statement, and that's an important step. Often, we want to kind of go linear.

There's a different format for action planning, but the one that we see most often has a goal at the top, the steps in the middle, and the achievement statement at the bottom. When we write the goal and then focus on the achievement statement, writing the achievement statement could help us know what steps we need to take to get there. So, Tonya has identified that she wants to -- that she'll have achieved her goal when she's had at least three children -- she's had conversation with at least three children during both outdoor play and mealtime daily for two weeks. So, it's very specific, measurable, and both the coach and the coachee are aware of when this goal is completed.

So, this goal could differ slightly for a home visitor because the focus might change from the child to the parent caregiver engaging in conversations with the child. And the activities listed -- here we have outdoor play and mealtime. They might differ by setting based on what was selected, as well the number of conversations that might take place. If there's only an individual child involved, there might be opportunities for more conversation. Tonya and Lee also established some steps to help achieve her goal.

They include -- you'll see the steps to achieve the goal, the resources needed, and when they know that the goal is completed. So, her first step is going to be to select the children that she wants to target for mealtime and outdoor play, and she's going to use the sign-in sheet, and then sending home an interest survey to families to find out what those interest are. Using those results from the survey, the coach and Tonya are going to come up with some conversation starters with children to kind of know what it is that the children in her setting are really into. And then the last step is to start having conversations with the children, and she's going to use those conversation starters that were brainstormed with Lee to get started.

All right, observation, of course, is focused, and we know that it's focused because it's based on the action plan, and in Tonya's case, we know that the focus is on conversations between her and the children. So, the coach and the coachee are going to select a time where it's going to be the most parent to view this practice. So, Lee and Tonya decided that he's going to observe during mealtime and outdoor play because there's many opportunities during that time to see conversations. So, it's much more than just watching and listening. The coach is recording objective information about what's going on in relation to the action plan, and that seems very simple, but we're collecting this information so that it can drive the reflection.

If your notes are not specific and if your notes are not objective, it's hard to come up with reflection and feedback to deliver to the coachees. So, when we say "objective," that's -- we're thinking fact-based and not opinion. So, for example, when Lee came to observe during mealtime, he noticed that Tonya had

two conversations with two different children before mealtime ended, and he wrote down some direct quotes from Tonya and the children to share with Tonya during the reflection-and-feedback meeting. And this is important because that gets at the quality of the conversations, so their focus is, of course, conversations, and if he's writing down direct quotes, once they've moved on to the number of conversations that she's providing, he can also offer feedback on the type of conversation that she's having.

So, when using -- and you can also plan for the coaching strategies that might be used with the coachee. And of course, you want to gain permission, and some of these strategies that could be used during the observation would see side-by-side, verbal, or gestural support, problem-solving, video recording of the caregiver, modeling or other help in the classroom or the home. And then these practices might look different in the home-visiting setting, as families might not be comfortable with an additional person observing. So, videotaping the home visit might be an option, but before this occurs, you want to make sure that you receive consent from the family. Okay. Tonya and Lee have completed the focused-observation component of the PBC cycle, and now they're preparing for the next component, which is reflection and feedback.

The third component of PBC focuses on a mutual consideration of the support strategies used and the information gathered about the teaching practices to identify successes, challenges, and areas for additional improvement or refinement, and starting -- and sharing feedback about the implementation of those practices. So, the coach and the coachee need to agree upon a time to meet, to discuss, and talk about the implementation of the goal. Not only do you need to schedule a time to meet with the coachee, but the coach really needs to prepare -- leave time in their schedule to prepare for the meeting. You can brainstorm questions that you might want to ask. You don't want to go into a reflection-and-feedback meeting without reviewing your notes. It just helps you to be more prepared.

So, during the time, you can write out things that might prompt reflection, or if you have resources that you want to collect for that coachee. And if you are sharing data or graphs with the coachee, you want to prepare any of those that you want to share. All right. So, now we want to hear from you. What do you do to prepare for your reflection-and-feedback meetings with coachees? What are some of your ideas? How do you get prepared? What are some of the ways that you get ready to have a successful reflection-and-feedback meeting? I know that when I was coaching, I used to give myself at least an hour.

Oh, we see Alayna. She says she reviews data, review your notes, and write down questions. That's what I did. I couldn't rely on my brain.

[Chuckles]

I had to be really prepared. Prepare specific reflection questions, go over notes and goals and agreements. And that's also important to do before the observation, especially if you have a large case log. You want to make sure what you're observing is that coachee's action plan. Review data, prepare open-ended questions... ..reflect back on what I want to share and review the information as talking points, review teacher's goals. Let's see. Set appointment with the coachee so you're both mentally prepared. Ah, yes. And I like to do that -- I like to do that during my reflection-and-debrief meeting. I plan for the next observation and the next debrief meeting then. Have a checklist prepared to go over, and specific examples and reflections. Review data. Yes. That is so important. Always write down notes. But you want to make sure your notes are very objective and really based on exactly what happened in the class or the home. Let's see. Prepare some questions or answers the teacher might say.

I often found that sometimes my best efforts -- I would still prepare open-ended questions and think I would get an open-ended response. I would prepare questions just in case I would get a more close-

ended response so I can volley it back, so I can really query that response with another question. Try not to be taking notes during the session.

Beth: I like that. I have one from the Q&A I like from Ellen saying, "I also be sure that my listening ears are on."

Sarah: Yes. That's so important. All right. I want to make sure that we have time to get to our resources, so we're going to move on. So, putting it into practice. We're going to check in with Lee and Tonya again as they met for their regularly scheduled time for reflection. So, on this slide, you see that Lee has prepared some possible feedback to share with Tonya, and you see his observation log on the left, and he's written down some direct quotes. The "T" stands for "teacher," the "C" stands for "child." So, he's written down some direct quotes that -- so he can discuss maybe the quality with the family -- with Tonya.

Also written out over here on the right -- for reflection and feedback -- we see some questions. What worked well? How did it feel? So, maybe the "What worked well?" question, it gets a more close-ended response. So, you might ask "How did it feel?" And then just some facts that -- of things that happened, such as the conversations were extended and children were asking questions. So, we know that provided effective reflection and feedback takes time and effort, so preparing notes ahead of time can help you make the most of your time together. So, I can't stress enough how important it is to -- I know that we are all busy, and when we cut time, we cut time in that prep. But it will really help you get the most out of your sessions if you prepare beforehand. And for a home visitor, due to different locations and schedules, you want to make sure that if you're meeting, that you're doing it in a place that's private. And you can do it via Skype or FaceTime if you don't have a meeting space.

So, after their meeting, Tonya and Lee reviewed action plan and discussed next steps, and some of the things that they decided that they wanted to work on in -- Lee decides that he's going to share the fostering connections in-service suite with Tonya, and then they also planned for the coaching strategy that they're going to use during the next observations. So, we see here, the coach is going to provide a gestural prompt to alert Tonya to when he notices opportunities to support those conversations. So, they continue the PBC cycle, and they work together to accomplish her goals. And so now thanks for sticking with us as we walked through this process with Lee and Tonya. I'm going to turn it over to Beth, and she's going to go over some resources that might help support these positive interactions.

Beth: So, now we're going to look at some resources, as Sarah said, where you can find practices to support positive interactions and promote nurturing and response relationships with children and families. And I want to say first of all since our time -- since you guys have been flying through the group chat and putting questions and answers in for us on both of our platforms, our time is short, so I'm going to refer you to the resource list. Every resource that I am going to refer to, the links are actually there, so you can follow up after the webinar and see the different sites that I'm going to talk about.

So, the first -- the first one that we're going to look at is the Head Start Learning Outcomes Framework -- ELOF, effective practice guide that provide information about domain-specific teaching practices and support children's development. And I know from the group chat and the answers that you guys have been there, seen some of these. But I want to point out that under the social-emotional domain, there's guides for relationships with adults as well as relationships for children. And what's great about these guides -- they're split into four components -- the "know," that's how you can get those teaching practices for supporting children's developments, the "see," the video clip for effective teaching practices, so you can see it in action, and then "do," some tips on what you can do and how you can do these activities and using the framework for effective practice, and then "improve," which follows the basic -- the practice-based coaching steps that Sarah and Joyce have talked about today.

And as a coach, you can use these resources to give coachees information about the practice and view hidden action with the video clips and practice. So, then our next resource is the ELOF2GO app. It's a mobile solution for teachers who want to access and learn more about the Head Start Early Learning Outcome Framework. This app provides the on-the-go access to ELOF, for the children, and effective practices to support these goals. The app includes strategies and effective teaching practices for promoting development across domains for children who are DLL, and it also includes focusing on individualizing for children with unique needs and abilities, check out the approaches to learning and social-emotional domains for ideas on how to build positive relationships with children and with adults, and then the ELOF2GO app for home visitors is coming soon, and you can access these free on Google Play or the App Store, and there is a Spanish version available.

Then another source research-based teaching practices support social-emotional development are the 15-minute in-service suites. And again, I saw this in the group chat when we were asking what you were using. These 15-minute in-service suites have supporting videos, tips for teachers, and other resources, and they're available on ECLKC. And the 15-minute in-service suites' fostering connections, being aware of children's needs, creating caring community, can be shared with your coachees to provide them information about building relationships with children and families. This next website -- the National Center for Pyramid Model Innovations, NCPMI -- is a newer website. It is funded by the Office of Special Education Programs to improve and support capacity of state systems and local programs to implement early childhood multi-tier systems of support to improve social-emotional behavior outcomes for young children with and at risk for developmental disabilities and delays.

And you might see things that you're very familiar with on this CSEFEL symbol, the Pyramid Model, and TACSEI, and this National Center for Pyramid Model Innovations is expanding the work of TACSEI and CSEFEL to bring more information and resources to support young children's social-emotional development, and it's the Pyramid Model that is used here. And this is the newest site, and it combines what was found on CSEFEL and TACSEI. And this is -- the great thing about this site is it is being revised and updated almost weekly with new materials, and the resources to share with your coaches to help build responsive and nurturing relationships are included. So, this is one to definitely follow. Then our next resource is the Division for Early Childhood, or DEC, recommended practices link, and these practices are online and free, and include a glossary of terms and a version with short illustrations and examples of practices, including to support social-emotional development, and that can be implemented in all sorts of different early childhood settings by different types of practitioners and professionals.

And, again, within this site, there are things that are directly linked to social-emotional development and building relationships, and I'm going to move ahead rapidly because our time is ending and I just want to make sure to mention the last couple of resources. The Head Start Center for Inclusion was another site mentioned on the group chat, and its overarching goal is to increase competence and -- competence and effectiveness of Head Start programs to include children with disabilities. This site has some excellent resources for practices working with children with disabilities, but also has some great links on social stories as well as visuals to use in the classroom. And then finally, we have Text4Teachers, and also the next one will be Text4HomeVisitors, and there's directions on your screen on how to access these, and these support Early Head Start and Head Start Teachers to increase -- excuse me -- for young children to center-based families and settings, and you can sign up to receive two free SMS messages per month about ways to strengthen and support teaching practices. And these can be done in a variety of different mobile carriers, and the directions and there, and they also come in Spanish. I'm going to pass it back to Joyce to wrap it up here.

And, again, the resources I mentioned all have links in the resource list.

Joyce: Thank you, Beth, and thank you, everyone, for joining us. So, as a reminder, please complete the evaluation using the link -- this link that you see here on the... on the screen. You can click directly on that link. We also put it in the chat box. We also request that you complete the evaluation link because we really use this information to improve our webinar presentations and planning for future webinars. So, evaluations will be closed in three days after the webinar, and that certificates will no longer be available after those three days. So, again, once you complete the evaluation, you can download your certificate of completion and kind of have that for your record. Thank you for joining us today. We're going to go ahead and invite you to mark your calendars as a reminder for January 23, 2019, at 3:00 p.m. Eastern for our next Coaching Corner Webinar.

Please remember that we're just an email away, and we look forward to seeing you on MyPeers to kind of continue the conversation. So, thank you so much, and see you on MyPeers.