

WELCOME to COACHES CONNECTION

Meeting Norms:

- ★ Reflect on conversation
- ★ Share your thoughts and ideas
- ★ Mute when not talking
- ★ Be present
- ★ Set an intention for yourself

February 9th: Coaching Teachers around Family Engagement



Mindfulness
Starts Here



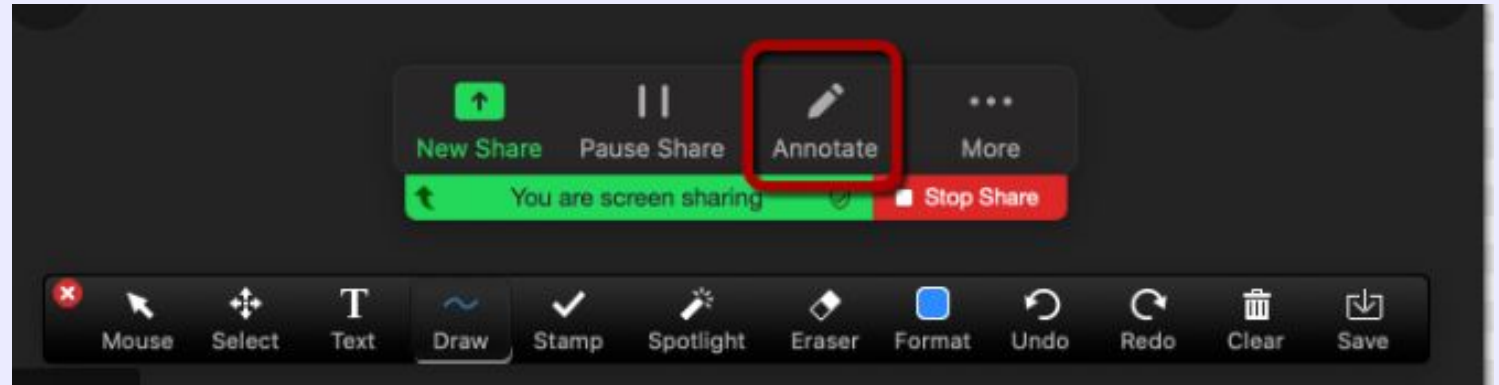
Check In

In the chat share:

- Your name
- Your program

On the following slides indicate which option you agree with most using the stamp feature

*You can only pick one!



Happy National Pizza Day



Thin Crust



Thick Crust



Red Sauce



White Sauce



Pineapple Belongs on Pizza!



Pineapple is a fruit, not a pizza topping.



Registry Credit is now available for Coaches Connection and Institute



Our Time Together:

- Ground ourselves in the process
- Reflect on current practice
- Discuss common coaching challenges
- Develop our coaching toolbox

Why?

- Learn from each other
- Strengthen our skills
- Build our community of coaches

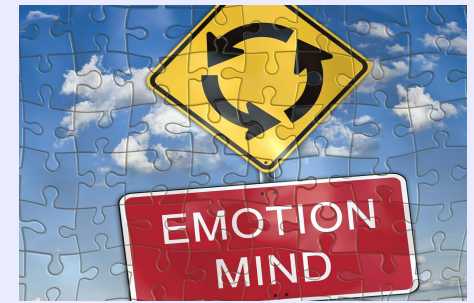


Parking Lot

Something comes up you want to share, coaching struggle, or you need more information. Go to link in chat and we will try to address at our next CC or individually if needed.



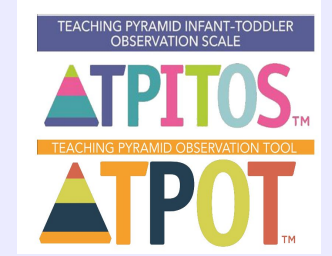
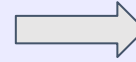
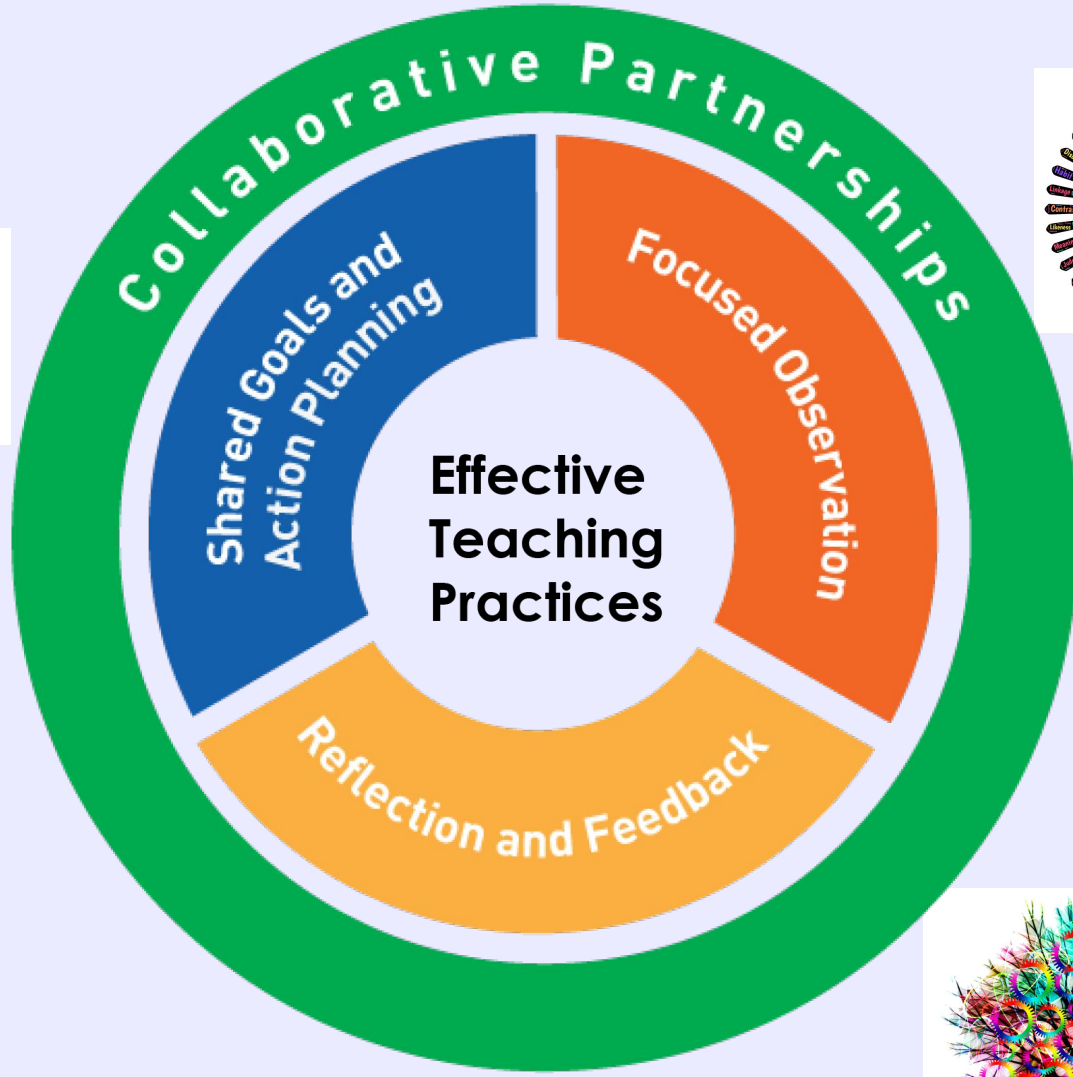
Think, Feel, and Process



Think of your experience with the interview portion of the TPOT or TPITOS.

- How did it feel to ask the interview questions and record responses?
- As you prepare for a second observation and interview with coachees, how are you feeling about this part?
- Have any of the items addressed by interview questions come up in your coaching?





Observation Items Scored by Interview Only

TPITOS

- Teacher has effective strategies for engaging parents in supporting their children's social-emotional development and addressing challenging behavior
- Teacher has effective strategies for communicating with families and promoting family involvement in the classroom

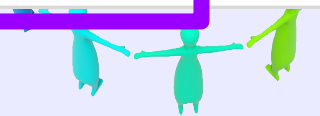
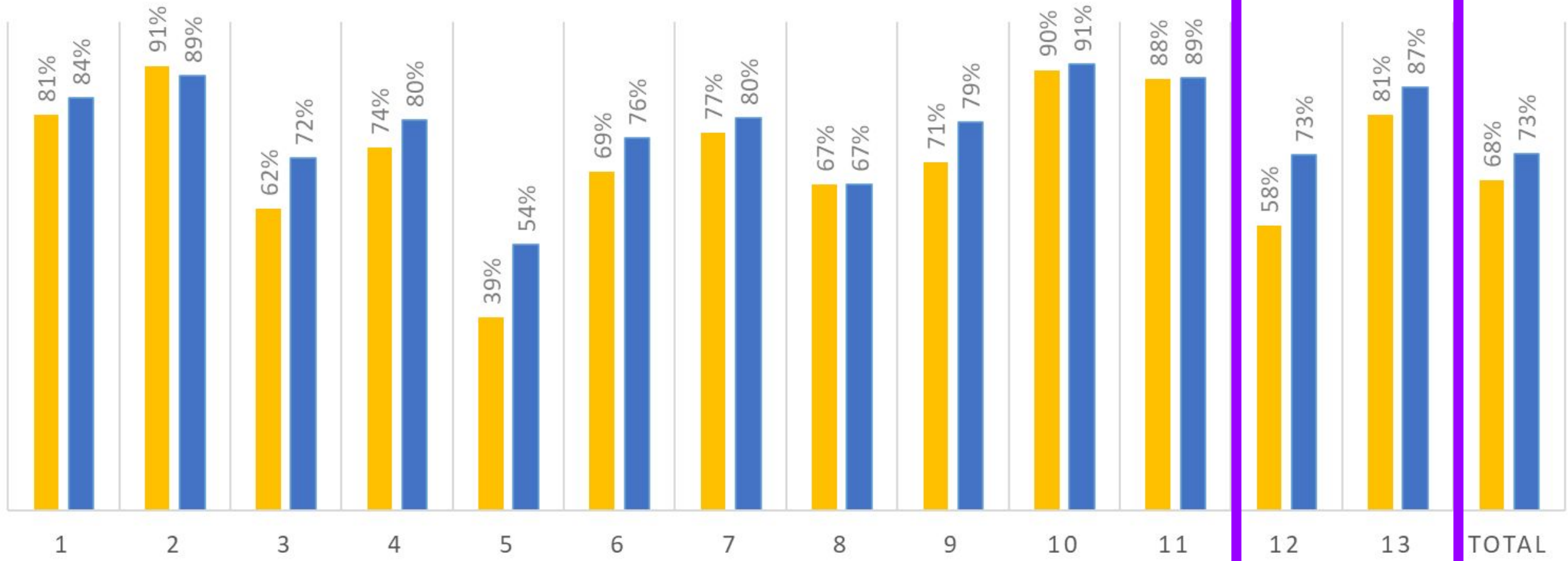
TPOT

- Interventions for Children with Persistent Challenging Behavior
- Connecting with Families
- Supporting Family Use of the Pyramid Model Practices



TPITOS 2015-2022 CUMULATIVE 1ST TO 2ND OBSERVATION

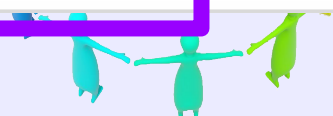
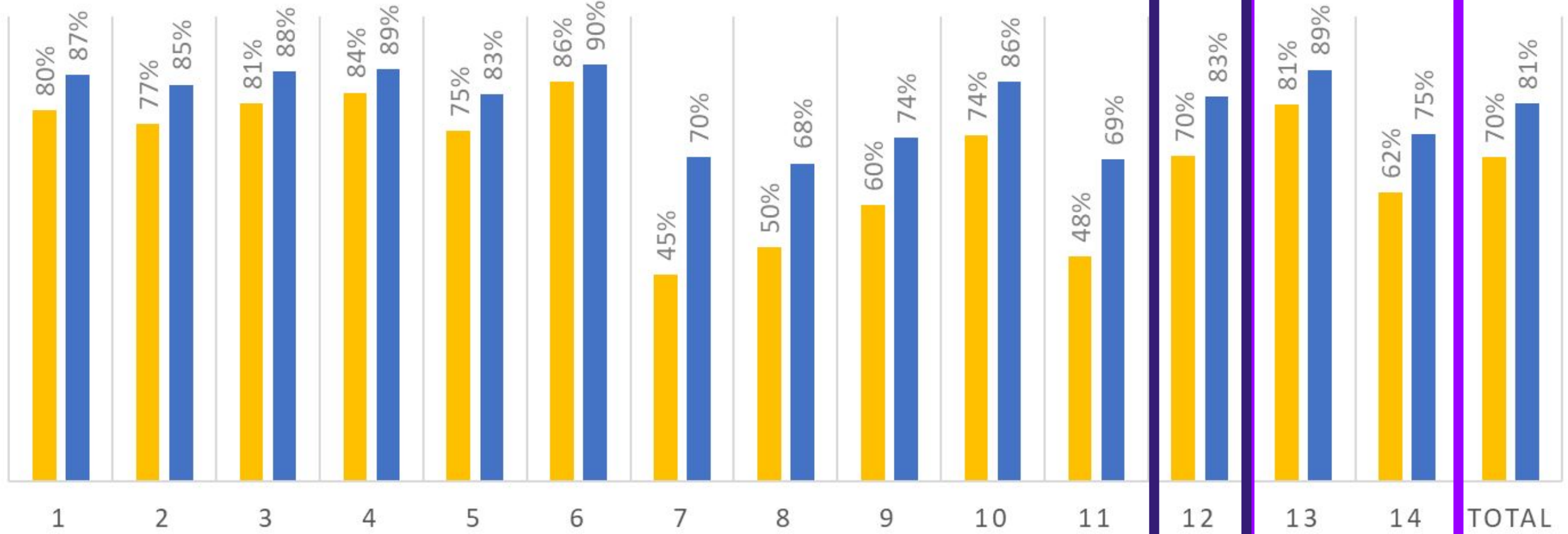
■ 1st TPITOS (n=43) ■ 2nd TPITOS (n=43)



TPOt 2015-2022

1ST TO 2ND OBSERVATION

■ 1st TPOt (n=120) ■ 2nd TPOt (n=120)



Goal Writing

S pecific/Strategic	Focused, narrow and targeted Aligned to the larger efforts of the school
M easurable	Observable
A chievable	Realistic for the coachee within a short time frame
R elevant/ R esults Based	Important to the coachee Will have a positive impact on children and/or families
T ime-Bound	Framed within a specific time period
E quitable	Focus on the success of all children with consideration of the needs of children from historically marginalized groups



APPENDIX 3.1. Checklist of effective family partnership practices

Practice	Never	Sometimes	Often	Always
1. I am aware of my own biases and I use strategies with all families to affirm culture, language, and identity.				
2. I make efforts to personally connect with all families by learning information about the family and their circumstances.				
3. I make home visits.				
4. I represent each child's family in the classroom in multiple ways.				
5. I offer a variety of opportunities for families to be involved in the classroom.				
6. I use in-person, paper, and electronic strategies to communicate with families, based on their preferences.				
7. I engage in formal and informal bidirectional communication with families that includes information about the good things their children are doing.				
8. I use a data collection system to ensure that I have regular, personalized communication with all families.				
9. I send home practical suggestions for supporting children's social-emotional development and addressing challenging behavior at home and in the community.				
10. I provide families with support as needed so that they are confident and comfortable supporting their children's social-emotional development.				
11. I share information with families about community resources related to social-emotional development and challenging behavior.				

APPENDIX 16.1. Checklist for the individualized behavioral support process

Practice	Never	Sometimes	Often	Always
1. Teacher initiates request for assistance by using the program process.				
2. Members of the collaborative behavior support team are identified and the family is invited to participate.				
3. The collaborative behavior support team is convened by the facilitator and meets to identify goals and data to collect.				
4. Data collection begins in the classroom.				
5. The team participates in the functional behavioral assessment process that is guided by the facilitator.				
6. The team identifies hypotheses from the functional behavioral assessment.				
7. The team develops a behavior support plan based on the function of behavior.				
8. The team develops an action plan for implementation, including materials development and coaching.				
9. The behavior support plan is implemented and data continue to be collected.				
10. The team meets for data review and plan adjustments.				

Strengths and Needs Assessments

Unpacking the Pyramid Model



Break Out Room Discussion

- 1) With your group, decide which strengths and needs assessment you will discuss
 - a) Family Partnership Practices
 - b) Individualized Behavioral Support Process
- 2) Review the strengths and needs assessment
 - a) Determine which practices are observable
 - b) For practices that are not observable, how would you phrase the goal to make it measurable? What support could you give?
 - c) Think about which practices would be easier/more effective if connected to program-wide efforts



Scenario

You have been coaching a teacher since fall of 2021. They have about 75% of practices in place as seen on the last observation done in fall of 2022. They have seen great success with the practices they have put in place both in the classroom and with their own children at home. They are highly motivated to start sharing information with families in an intentional way.

Read through the action plan that was created with the teacher.



Think, Feel, and Process



As you read through the action plan, take a few minutes to reflect:

- What information would be helpful to know if this goal was effective for families?
- What questions might you ask your coachee to get a better understanding of the process, product and impact of the goal?





Action Planning Form

Goal	Action Steps	Materials or Resources Needed	Timeline	My goal is met when...	Date Action Step Completed
I will create and send a classroom newsletter once a month to inform families on what we are doing in the classroom, including a suggestion for working on social and emotional development at home	1) Talk to administrator for approval	Planning Time	12/15/22	I provide the January newsletter to families <input type="checkbox"/>	
	2) Google formats for one-page newsletters and pick one to use	IPAD	12/30/22		
	3) Take at least 3 pictures of the kids engaging in activities a week to possibly be included in the newsletter	NCPMI	In January		
	4) Browse the family resources on NCPMI for any good tips to share	Paper and copier	1/25/23		
	5) Use one planning time to write newsletter (hopefully the week before sending)		1/25/23		
	6) Email one to coach to view and provide feedback		1/25/23		
	7) Email one to translator for Spanish translation		1/25/23		
	8) Make copies of finished newsletter		1/30/23		
	9) Put newsletters in the children's cubbies on the last day of the month		1/31/23		

Notes:



Breakout Room Discussions

We will introduce a situation or scenario that often comes up in coaching. We will break you into breakout rooms of 2 or 3 people.

1. Introduce Yourself
 - a. Name
 - b. Program/Region
 - c. Role
2. Decide Format for your Breakout Room
 - a. Role Play
 - b. Discussion

Come back together and share



Scenario

You are engaging in a reflection and feedback meeting with the teacher after they completed their goal of sending home a newsletter about the classroom activities and a suggestion for working on social and emotional development at home. The teacher reports that the newsletter was in all the kids cubbies on the last day of the month as outlined on the action plan but that the Spanish translation was not ready in time. The teacher is disappointed that only 7 of the 12 families have taken it out of their child's cubby even with a reminder via the app. The teacher does not see all the families during the day, so she is unable to give reminders in person. 1 family gave her some positive feedback on the newsletter without being asked. 2 families signed the bottom of the newsletter and gave it to the administrator even though this was not a requirement.

- 1) Did the teacher meet the goal? Why or why not?
- 2) What approach would you take with this practitioner?
- 3) What additional information do you need?
What questions could you ask?

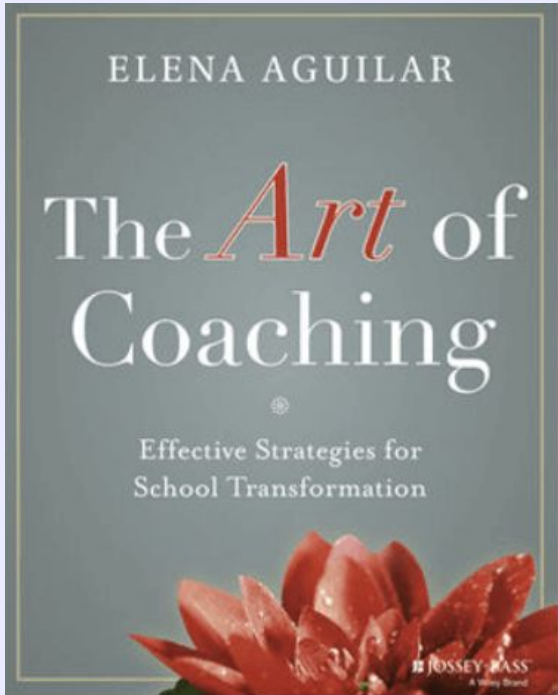


Group Problem Solving

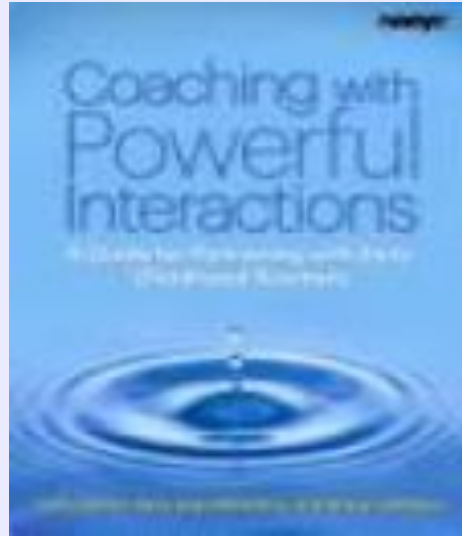
If you have a question or a coaching struggle that you would like to discuss with the group:

- Unmute and share directly with the group
- Private chat one of the facilitators and we will read it out loud anonymously
- Get the contact information for a person that was in your breakout room that you connected with so you can discuss with them at a later time





<https://brightmorningteam.com/>

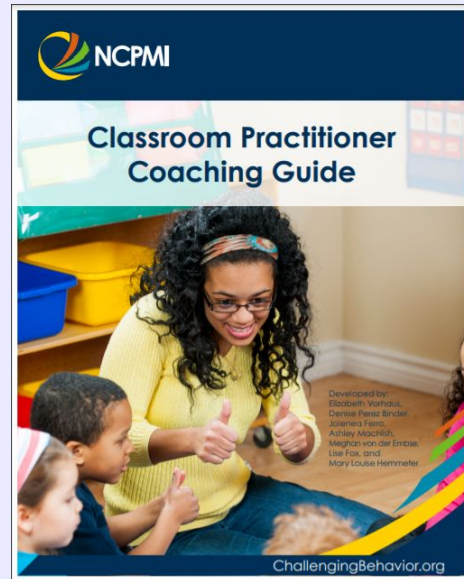


WI Pyramid Model Practice-Based Coaching Resources

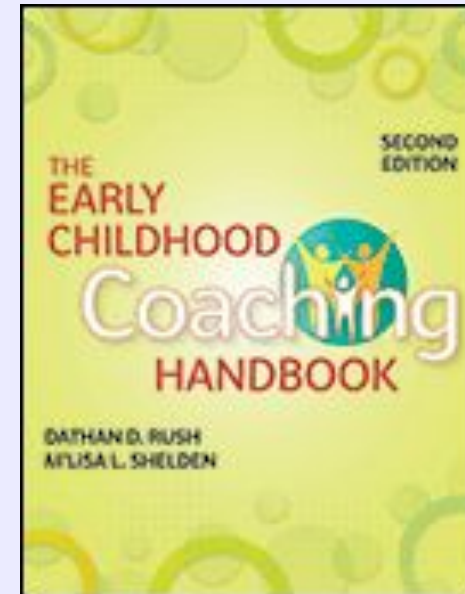
COLLABORATIVE PARTNERSHIPS	TPOT/TPITOS OBSERVATIONS	SHARED GOALS & ACTION PLANNING	FOCUSED OBSERVATIONS	REFLECTION & FEEDBACK

[Handouts for Practice Based Coaching](#)

www.wiaimh.org



<https://challengingbehavior.cbcs.usf.edu/docs/Class-Practitioner-Coach-Guide.pdf> **PAGES 20-25**



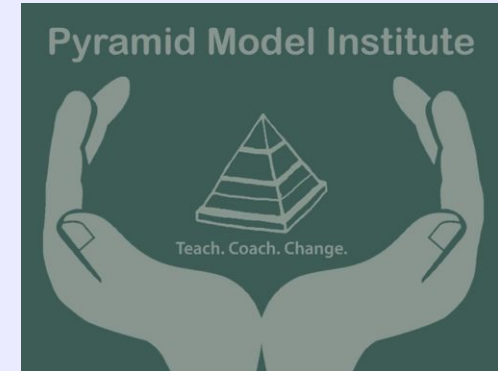
Upcoming Events



1:00-2:00

March 9

April 13 - Cancelled



Wisconsin Pyramid Model

Institute:

1-2:30pm

Feb 28

March 28

April 25

Spring Academy

TPOT Reliability Training

May 9th 8:15am-4:00pm and May 10th 8:00am-4:00pm

Virtual Only



TPITOS Reliability Training

May 9th 8:15am-4:00pm and May 10th 8:00am-4:00pm

Virtual Only



Practice Based Coaching for Pyramid Model Practices

May 16th and 17th 9:00am-3:30pm

Hybrid (WI-AIMH Training Room in Middleton, WI or Virtual)



Feedback Survey

