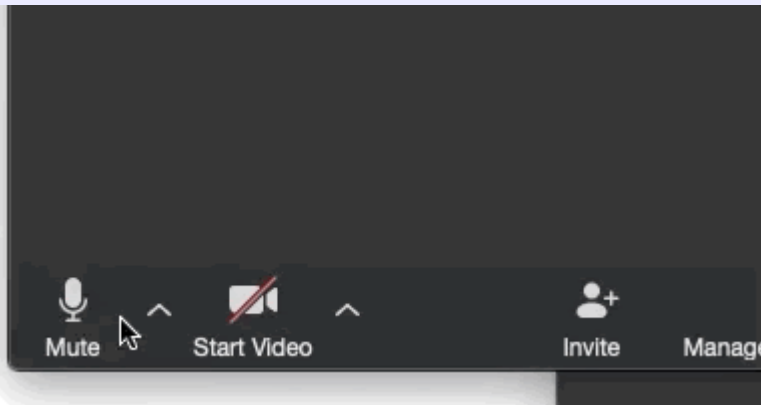
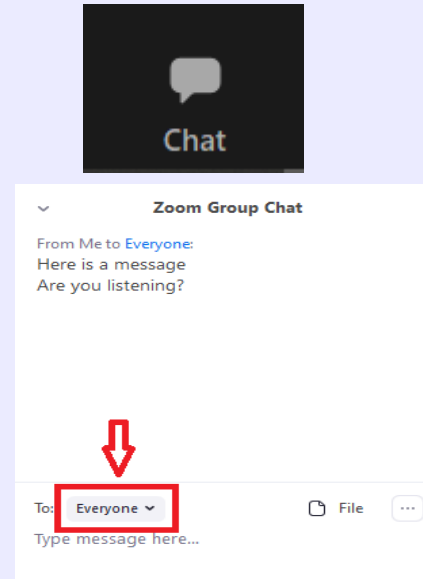


WELCOME to COACHES CONNECTION

BE KIND: Mute Microphone



BE HELPFUL: In Chat box, tell us what program you are with and do a feelings check in



Greetings | Saludos



smile
sonríe



put hands on your heart
pon las manos
sobre tu corazón



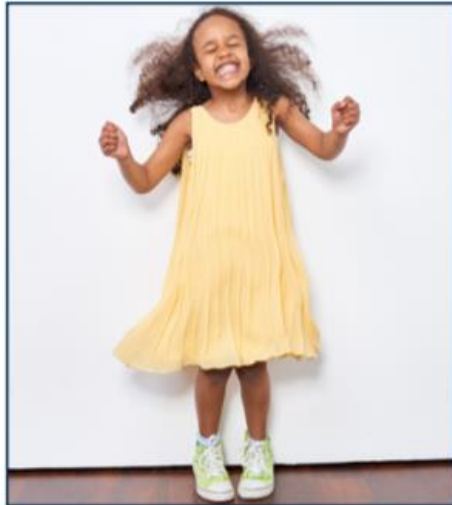
give an air hug
da un abrazo de aire



give a superhero salute
da una saludo
de superhéroe



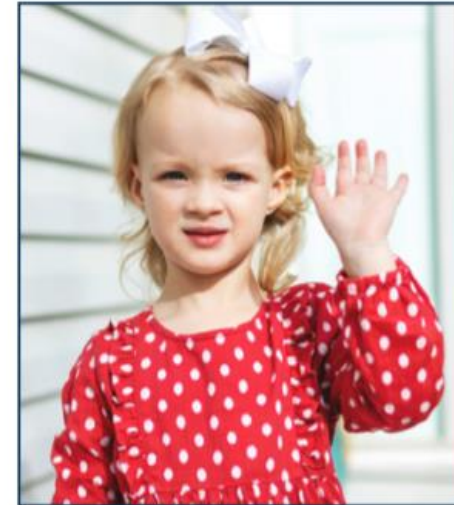
give a thumbs up
da un pulgar hacia arriba



do a happy dance
haz un baile feliz



elbow bump
choca los codos



wave hello
saluda con la mano



Our Time Together:



Problem of the Day: “Coaching During a Pandemic”



Learning Opportunity: Coaching Agreements



Resources and Upcoming Events





Coaching with the Pyramid Model during a pandemic

Prioritize PM

Not all staff back; just getting going

Not face to face with anyone strictly at home

Expectations for kids at home are different than at school

Supporting teachers and families to use PM practices both virtually and in person

Building relationships virtually; creating connections and friendships when not in person





Think of Some Solutions

Break Out Group Work

*Wisconsin Pyramid Model has a team of people including national friends and we can help figure it out





Developing a Coaching Relationship

Coaching Contract/Agreement-Statements of coaches and coachees responsibilities and commitments to coaching that is agreed upon and signed by coaching partners. A coaching contract supports accountability, transparency, and consistency between coaching partners.

What types of things have you or could you put into an agreement?

What might you add due to the pandemic?

What would make it different if you are also a supervisor?



RESOURCES

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

<https://wiaimh.org/pyramid-model>



Teacher-Coach Agreement

Implementing the Pyramid Model for Social-Emotional Competence in Young Children

Coaches Responsibilities:

As I coach you to implement the Pyramid Model with fidelity, I commit to:

- Maintain your confidentiality.
- Observe you during your different daily routines.
- Watch, listen, and learn from you about your educational beliefs and values.
- Focus on your strengths, your emerging skills, and your individual professional goals for implementing the Pyramid Model.
- Use a variety of tools to assess your strengths.
- Offer guidance and support that will address emerging skills identified on the TPOT and the Inventory of Practices.
- Understanding your unique learning style, so that I can adapt my coaching to your individual needs.
- Support you in creating your professional development plans in areas that you prioritize for your growth.
- Follow through to encourage systematic teaching practice changes.
- Be organized and prepared for our monthly teacher-coach meetings to review progress and revise goals.
- Be approachable and trustworthy.

I commit to being respectful, non-judgmental, and supportive in all our coaching interactions in order to contribute to a positive collaborative relationship.

Teacher's Responsibilities:

As I work with you to implement the Pyramid Model with fidelity, I commit to:

- Build positive relationships with my children, families, peers and the coach.
- Design supportive environments that will encourage children's positive behavior.
- Learn to implement the variety of social-emotional strategies imbedded into the Pyramid Model.
- Recognize when a child's behavior indicates the need for individualized intensive interventions.
- Collaborate as a team with every adult who is influential in the child's life when creating a functional behavior plan.
- Provide the coach with a self-assessment on the Inventory of Practices when requested.
- Take charge of prioritizing my own goals identified as emerging skills on the TPOT and the Inventory of Practices.
- Work to successfully implement changes in my teaching practices.
- Be organized and prepared for our monthly teacher-coach meetings.
- Be approachable and trustworthy.

I commit to being open to suggestions, ready to ask for what I need, and willing to change my teaching practices when skills have been identified in order to contribute to a positive collaborative relationship.

Signature of Teacher

Signature of Coach



Put Your Own Face Mask on First

“State of Grace” Examples

- Assume positive intent
- Assume a need for support
- Acknowledge the daily joys (your own 5:1 ratio)
- Assume that everyone’s challenging behavior is a current skill deficit
- Ask for and accept support from others (it is a sign of strength😊)

From Webinar on NCPMI website: “Put Your Own Face Mask on First: Being a Great Pyramid Model Implementor in the Time of COVID 19”

<https://challengingbehavior.cbcs.usf.edu/Training/Webinar/archive/2020/07-15/2020-07-15-WTF-Put-Your-Own-Mask-on-First.html>





Continue to join us on the 2nd Thursday of each month

- Oct 8, 2020
- Nov 12, 2020
- Dec 10, 2020
- Jan 14, 2021
- Feb 11, 2021
- March 11, 2021
- April 8, 2021
- May 13, 2021

Wisconsin Infant and Early Childhood Mental Health Conference
October 19-21, 2020 a personal event in a virtual space

Registration for the
2020 Wisconsin Infant and Early Childhood
Mental Health Conference is OPEN!

Click here to register for the Conference

Featuring a keynote presentation
by Dr. Barbara Stroud
Every Child: Holding Stories of
Inequity from a Compassionate
Lens

Conference Home Sessions Presenters

See you in October!
www.wiaimh.org/conference

Register with Access Code
PM 2020

Pyramid Model
Teach. Coach. Change.

- ▶ Pyramid Model Institutes:
By and about
program-wide
implementation of the
Pyramid Model
- ▶ Lead by programs
- ▶ Scheduled for February,
April and June

