

Empowering Professionals with Nurturing and Responsive Relationships

**Working Smarter Not Harder:
Establishing Systems, Enhancing Skills, and Empowering People**

WVBMHTAC Annual Conference
Charleston Coliseum and Convention Center
Tuesday, June 6 2:45-4:00 PM Room 212

SARA WINES Early Childhood Behavior Support Specialist

ALISHA DESKINS Director of Behavior Analysis, Support, Compliance and Equity Programs

DEANNA BAILEY Director of Early Childhood Programs





The West Virginia Behavior/Mental Health Technical Assistance Center (BMHTAC) is a collaboration between:



Our Mission





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WV ECPBIS
Early Childhood Positive Behavioral Interventions and Supports



WV PBIS
Positive Behavioral Interventions and Supports

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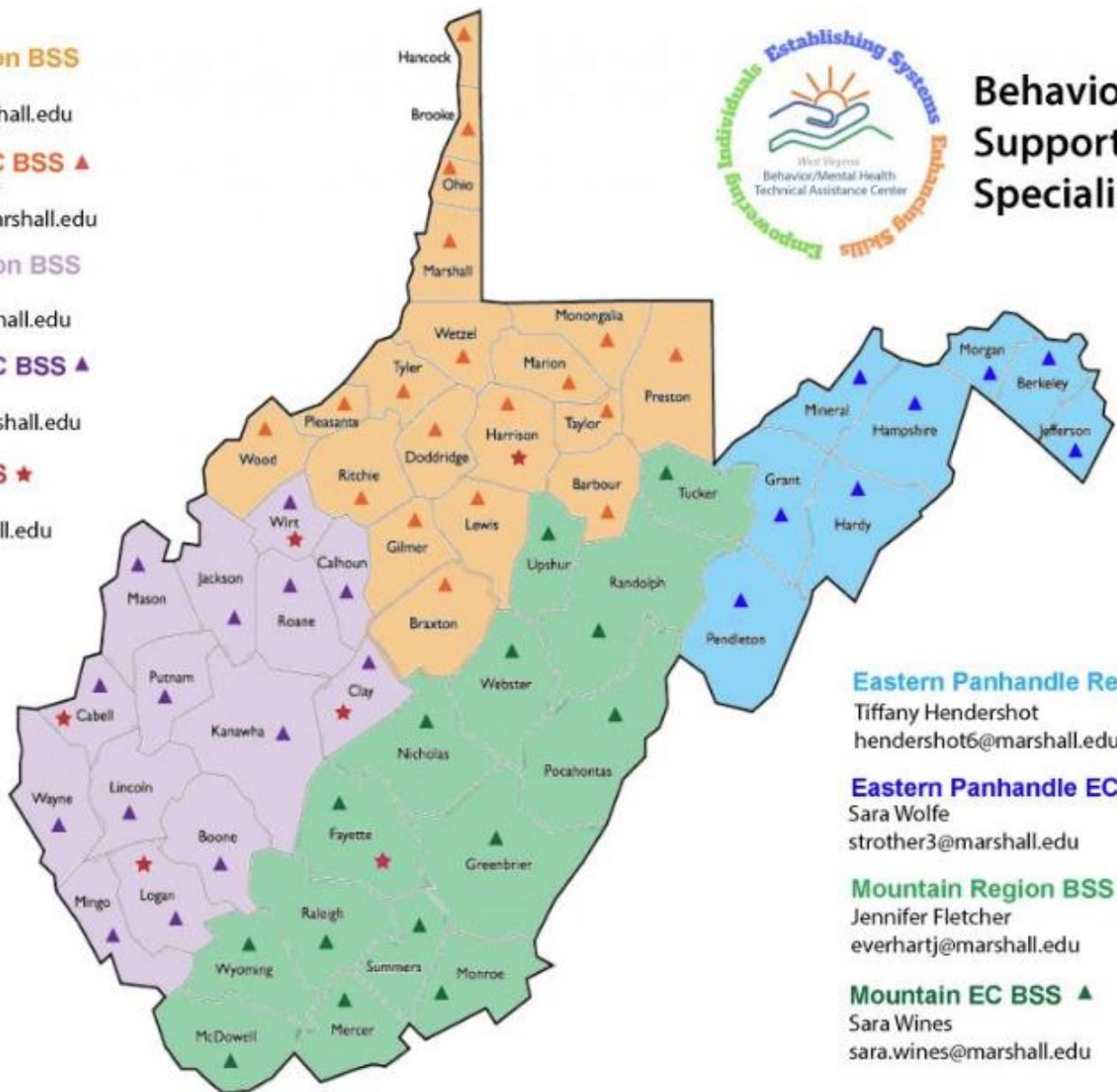
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Christy Fubio
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Behavior Support Specialists

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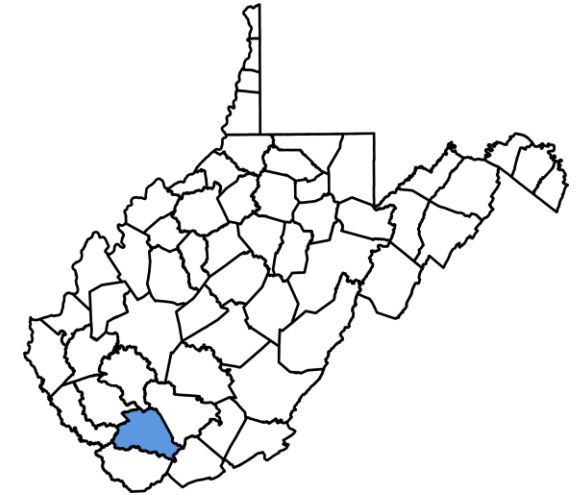
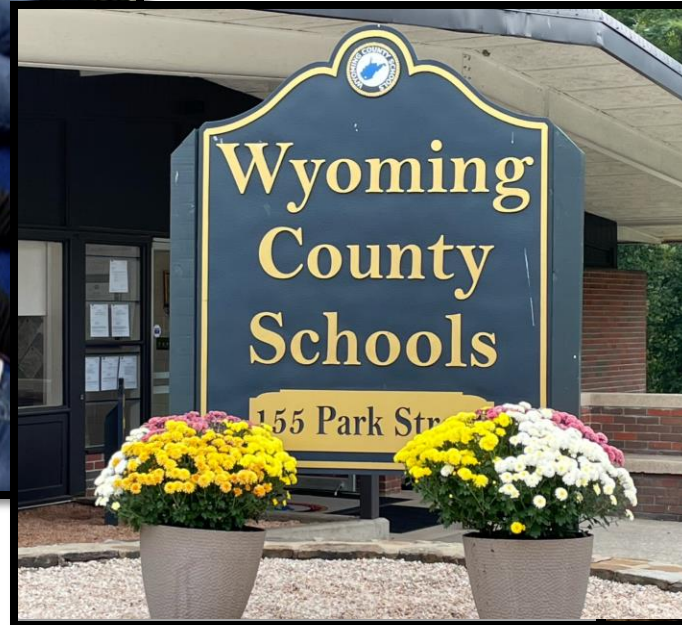
Mountain EC BSS ▲

Sara Wines
sara.wines@marshall.edu



Wyoming County BOE

Inspiring Our Students to Learn, Dream, and Achieve!



Wyoming County Schools is a small, rural district in Southern West Virginia. It serves approximately 3,500 students attending 14 schools including three elementary, five K-8, three middle, two high schools and one career center.



**Who Is Here
Today?**



Early Childhood Behavior Support Specialist

Marlo Hornsby

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School-Wide Behavior Support Specialist

Erin Day

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AWARE Behavior Support Specialist

★ Christy Fubio

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NORTH



- Hancock
- Brooke
- Ohio
- Marshall
- Wetzel
- Monongalia
- Preston
- Barbour
- Taylor
- Marion
- Harrison
- Lewis
- Doddridge
- Tyler
- Pleasants
- Wood
- Ritchie
- Gilmer
- Braxton

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Kate Morris

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SOUTH



- Wirt
- Calhoun
- Clay
- Roane
- Jackson
- Mason
- Putnam
- Kanawha
- Cabell
- Lincoln
- Boone
- Logan
- Mingo
- Wayne

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AWARE Behavior Support Specialist

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MOUNTAIN



- Tucker
- Randolph
- Upshur
- Webster
- Pocahontas
- Nicholas
- Greenbrier
- Fayette
- Raleigh
- Summers
- Monroe
- Mercer
- Wyoming
- McDowell

EASTERN PANHANDLE

Early Childhood Behavior Support Specialist

Sara Wolfe

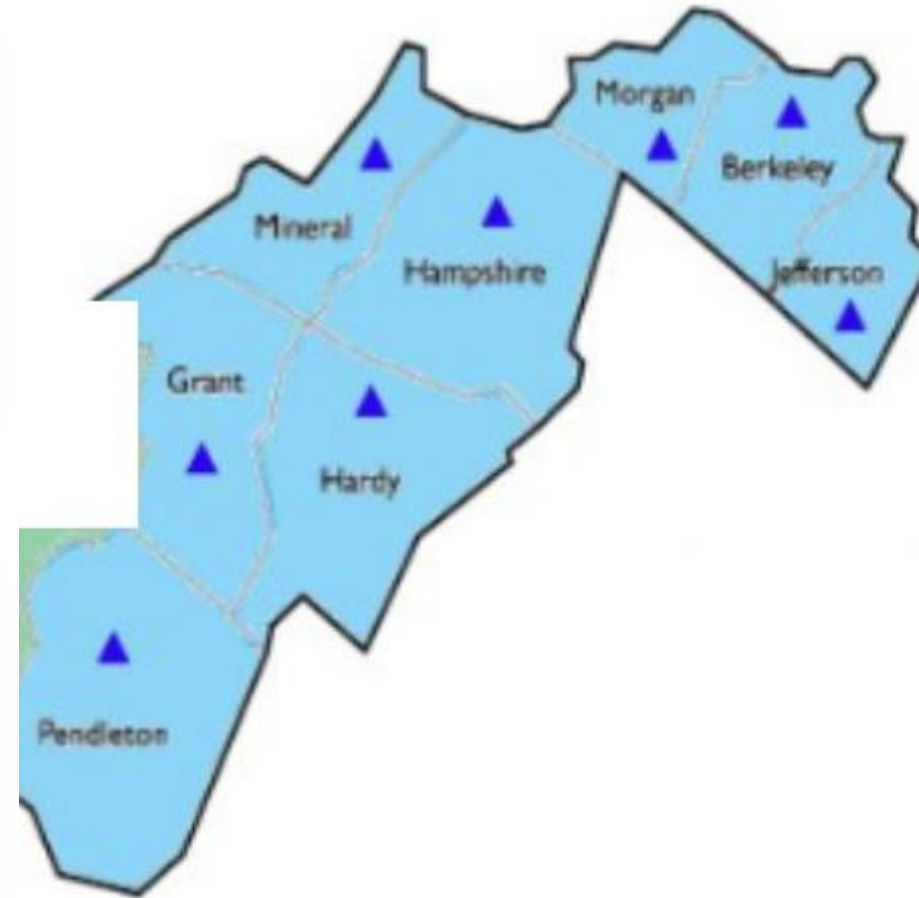
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School-Wide Behavior Support Specialist

Tiffany Hendershot

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- Jefferson
- Berkeley
- Morgan
- Hampshire
- Mineral
- Grant
- Hardy
- Pendleton



Objectives

The power of relationships in education is undeniable. In Tier 1 of the Pyramid Model, time is most often spent looking closely at the developing teacher-child relationships without much consideration of the adult relationships that surround and directly impact the child's success.

In this session, we will dig into how we can empower the relationships of professionals that are pivotal in a single Pre-K classroom or in an entire district. Wyoming County Schools will be sharing their own examples and reflections from their journey into ECPBIS as we explore several different relationships including:

teacher and coach

teacher and aide

administration and teams



Relationships with Kids



ECPBIS Pyramid Model

Creating a caring classroom community

Relationships with children

Positive attention

Supportive conversations

Relationships among children

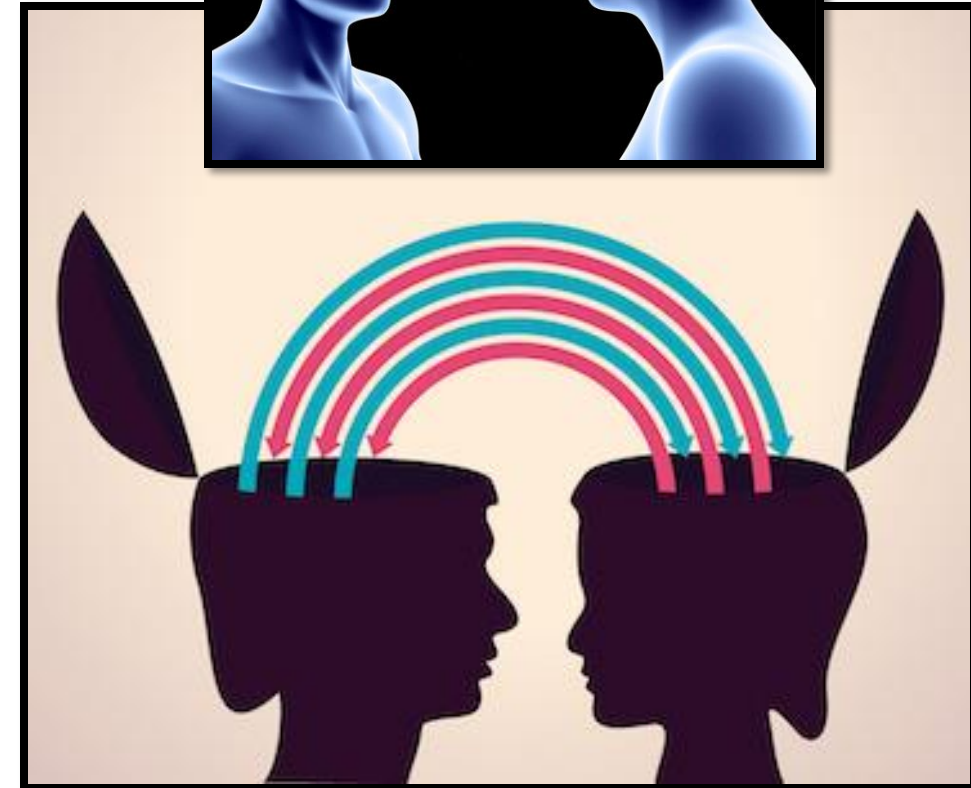
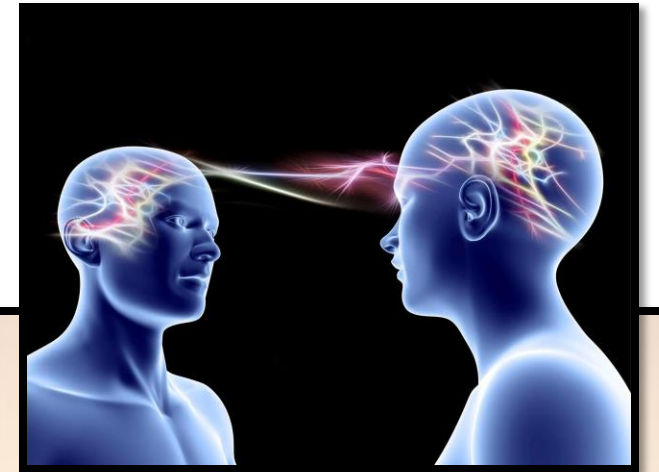
Relationships with families

Relationships with colleagues



It all begins with us!

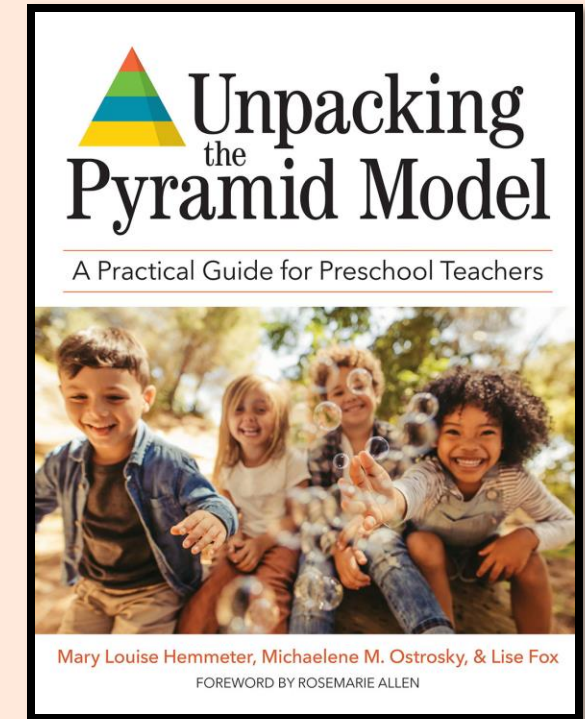
Don't adapt
to the energy
in the room.
Influence the
energy in the
room.



Relationships vs. Collaborative Partnerships



Teacher and Aide



Chapter 4: "Building Collaborative Relationships with Colleagues"

Unpacking the Pyramid Model (2021)

Hemmeter, Ostrosky, Fox

Teacher and Aide

- Guided discussions
- Articulated guidance principles for challenging behavior
- Clearly defined roles and expectations
- Personal connections

"...the connections that the adults have with each other set the tone for the classroom community. When adults struggle to interact effectively, it can be more difficult to put other Pyramid Model practices, such as supporting positive peer interactions or teaching self-regulation strategies, in place."
p. 27 Unpacking the Pyramid Model



Guided Discussions

Unpacking the Pyramid Model (pages 29-30)

INSTRUCTIONS

Teaching partners share responses as they work through the list together. Note that there are no right or wrong responses. Teachers may read the prompts ahead of time to be prepared; however, although notes may help make the conversation be more productive, it is not necessary to come with written answers prepared. The goal is to learn more about each other, to highlight commonalities, and to better understand differences.

Initial questions (before the school year starts)

1. My past experiences with the Pyramid Model include ...
2. My past experiences collaborating with other adults in a classroom setting include ...
3. My favorite part about my job is ...
4. The hardest part about my job is ...
5. Right now, I'm feeling ... about our collaboration this year. I may be feeling this way because ...
6. I think my responsibilities for successful inclusive experiences for the children include ...
7. I would like my collaboration partner to have the following responsibilities ...
8. I suspect the biggest obstacle for our effective collaboration is ...
9. I think we can overcome this obstacle by ...
10. I would like you to know how I approach ...

- Classroom management (i.e., expectations for behavior, philosophies)
- Classroom environment (i.e., physical space, organization, materials management)
- Partnerships with families
- Planning
- Modifications for individual students
- Curriculum
- Schedule (i.e., flexibility, essential components)

11. The best way for me to learn something new is ...

12. I have the following work styles (check all that apply):

<input type="checkbox"/> I am a morning person.	<input type="checkbox"/> I like to openly discuss problems.
<input type="checkbox"/> I am okay if plans change at the last minute.	<input type="checkbox"/> I like to be in charge.
<input type="checkbox"/> I am always punctual.	<input type="checkbox"/> I like to have explicit directions.
<input type="checkbox"/> I am comfortable receiving feedback.	<input type="checkbox"/> I'm okay with winging it if no plans are in place.

Two months into the school year

1. Our biggest success so far has been ...
2. I am wondering how we can improve ...
3. So far this year, I have learned the following things about collaborating with you ...
4. One thing I think it would be helpful for you to know or remember about me is ...
5. A teaming strategy we need to keep using is I think it works because ...
6. Do we need additional resources to support our collaboration? What is our plan to obtain those?

At the end of the school year

1. The high point of the year was We can make sure that happens again by ...
2. The biggest challenge of the year was We might be able to avoid that by ...
3. Next year, I think it would be helpful to change the way we ...
4. My experiences this year collaborating have taught me ...
5. One of the ways our collaboration helped me grow was ...

Understand How You Want to Work Collaboratively



Classroom Collaboration Workstyle Discussion Guide

The purpose of this tool is for practitioners working in a classroom to begin to open communication about how they are best able to work as a collaborative team. Honesty in the responses to the statements is essential. Differences in responses provide an opportunity to communicate and identify the best way to ensure classroom staff are working collaboratively so that classroom practices are implemented effectively and reliably (French, 2002). Working through the tool may raise questions or identify other areas in which practitioners might have different ways of working. Add these to the discussion as they arise.

Directions: The statements should be reviewed and discussed by all practitioners in the classroom. They can do this separately or together and may or may not include the classroom practitioner coach. Each practitioner reviews the list of statements, indicates whether they Agree or Disagree with each statement, and compares their responses to identify similarities and differences in the way they like to work.

Item Content	Agree	Disagree
1. I like to get things done early before children arrive.	<input type="checkbox"/>	<input type="checkbox"/>
2. I like to get things done after children leave.	<input type="checkbox"/>	<input type="checkbox"/>
3. I am okay with "winging it" if there are no plans in place.	<input type="checkbox"/>	<input type="checkbox"/>
4. I like to discuss problems openly.	<input type="checkbox"/>	<input type="checkbox"/>
5. I like having a written plan to follow each day.	<input type="checkbox"/>	<input type="checkbox"/>
6. I like to review and discuss activities that were successful.	<input type="checkbox"/>	<input type="checkbox"/>
7. I give frequent positive feedback to adults working with me.	<input type="checkbox"/>	<input type="checkbox"/>
8. I appreciate frequent positive feedback from adults working with me.	<input type="checkbox"/>	<input type="checkbox"/>
9. I think planning and teaching should be detailed.	<input type="checkbox"/>	<input type="checkbox"/>
10. I believe following the written plan exactly is important for it to be successful.	<input type="checkbox"/>	<input type="checkbox"/>
11. I work best when directions for the way tasks are to be completed are explicit.	<input type="checkbox"/>	<input type="checkbox"/>
12. I think it is important for classroom staff to think ahead so they know what to do for the next task.	<input type="checkbox"/>	<input type="checkbox"/>
13. I am comfortable receiving feedback about my workstyle.	<input type="checkbox"/>	<input type="checkbox"/>
14. I believe that all adults working in the classroom should be punctual.	<input type="checkbox"/>	<input type="checkbox"/>
15. I like working with someone willing to take on new challenges.	<input type="checkbox"/>	<input type="checkbox"/>
16. I like staff in the classroom to work independently.	<input type="checkbox"/>	<input type="checkbox"/>
17. I keep my voice slow and soft because it influences calm in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>
18. I get a little loud when I get excited.	<input type="checkbox"/>	<input type="checkbox"/>
19. I like to review and discuss activities that did not go well so I can improve them.	<input type="checkbox"/>	<input type="checkbox"/>
20. I think it is the teacher's responsibility to include ideas for teaching the lesson in the daily plan.	<input type="checkbox"/>	<input type="checkbox"/>
21. I think all classroom staff should be part of the planning for each day.	<input type="checkbox"/>	<input type="checkbox"/>
22. I think close supervision of classroom staff is the best way to ensure instruction is implemented effectively.	<input type="checkbox"/>	<input type="checkbox"/>

French, N.K. (2002). *Managing paraeducators in your school: How to hire, train, and supervise non-certified staff*. Thousand Oaks, CA: Corwin Press.

Guidance Principles

Unpacking the Pyramid Model (page 31)

When challenging behavior occurs in our classroom, what do we agree to do?

Articulated Classroom Guidance Principles

When challenging behavior occurs in our classroom, our team agrees to do our best to:

- Remain calm in an effort to counteract any chaos that may occur as a result of the challenging behavior.
- Support each other in the moment by communicating our needs and releasing our roles (e.g., "Can you take over large group time while I help Winnie?").
- Remind each other of any individual or classroom-wide plan that is in place.
- Deliver positive attention to the child after the challenging behavior ceases.
- Seek to understand what skills the child needs to learn.
- Create a plan to teach the missing skills to the child.
- Reflect on classroom-wide practices that may be missing in the classroom, which could have inadvertently contributed to the challenging behavior.

Roles and Expectations

Unpacking the Pyramid Model (pages 32-33)

Table 4.1. Teaming matrix for transitions

Transition	Child expectations/routine	Teacher A responsibilities	Teacher B responsibilities
Arrival to table time	<ul style="list-style-type: none"> • Move name from home to school. • Put folder in cubby. • Answer the question of the day with parent or family member. • Sign in at table. • Wash hands. 	<ul style="list-style-type: none"> • Greet families and children. • Assist children with unloading backpacks, sign-in, and answering question of the day. 	<ul style="list-style-type: none"> • Greet families and children. • Assist children with hand washing. • Assist children with choosing table activity, if needed.
Table time to morning meeting	<ul style="list-style-type: none"> • Clean up. • Help others near them. • Come to carpet. • Join transition activity. 	<ul style="list-style-type: none"> • Give 2-minute cleanup warning. • Sing cleanup song. • Start transition activity on carpet. 	<ul style="list-style-type: none"> • Assist children with cleanup and direct to carpet. • Receive late families. • Prompt and support children to engage during morning meeting.
Morning meeting to centers	<ul style="list-style-type: none"> • Participate in transition activity. • Choose a center by using the choice board. 	<ul style="list-style-type: none"> • Introduce small-group time. • Dismiss children with the transition activity and support selecting centers. 	<ul style="list-style-type: none"> • Set up materials for small-group time. • Assist children with choosing centers or going to small-group time. • Lead small-group time.
Between centers	<ul style="list-style-type: none"> • Choose a bracelet at each center. • Clean up materials before hanging up bracelet and choosing another center. 	<ul style="list-style-type: none"> • Lead small-group time. • Assist child with choosing a center; use visual, if needed. 	<ul style="list-style-type: none"> • Assist child with choosing a center; use visual, if needed.
Centers to snack	<ul style="list-style-type: none"> • Clean up center. • Go to cubby to get snack bag. • Put snack bag at table. • Wash hands, then wait at table. 	<ul style="list-style-type: none"> • Help with cleanup until finished. • Monitor hand washing. 	<ul style="list-style-type: none"> • Help with initial cleanup. • Lead snack song when all children are at the table.
Snack to goodbye group	<ul style="list-style-type: none"> • When finished, throw away trash. • Push in chair. • Put snack bag in cubby. • Get a book at the carpet. 	<ul style="list-style-type: none"> • Monitor cleanup. 	<ul style="list-style-type: none"> • Guide children in selecting a book. • Join carpet reading.
Goodbye group to dismissal	<ul style="list-style-type: none"> • Dismiss from group when name is called. • Put on coat and get backpack. • Stand on car or bus picture. 	<ul style="list-style-type: none"> • Receive children at cubbies to help with backpacks and coats. • Walk children to bus. 	<ul style="list-style-type: none"> • Dismiss children from group. • Walk car riders to foyer.



Table 4.2. Example zone defense schedule

Time	Teacher A responsibilities	Teacher B responsibilities
7:10-8:15	Arrive/greet parents	Set up/monitor breakfast
7:15-8:30	Join breakfast/clean up	Monitor rug play
7:30-8:45	Support Christian	Lead morning meeting
7:45-9:00	Monitor art, science, and book centers	Monitor blocks and dramatic play
7:50-9:15	Monitor art, science, and book centers	Monitor blocks and dramatic play
7:55-9:30	Monitor blocks and dramatic play	Monitor art, science, and book centers

Personal Connections

Unpacking the Pyramid Model (page 35)




Getting to Know You

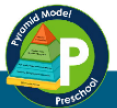
Help your colleagues learn a bit about your likes and dislikes by completing this questionnaire. Collect and keep team forms in a shared place (e.g., binder, pictures on group text).

1. What are your favorite snack foods?
2. What is your favorite color?
3. What is your favorite hot beverage?
4. What is your favorite cold beverage?
5. What is your favorite scent?
6. What is your favorite flower?
7. What is your favorite thing to do in your free time?
8. What can you never have too much of?
9. What is something people think you like . . . but you don't?
10. Where do you like to go out to eat?
11. What do you collect?
12. What is your favorite television show (or type of television show)?
13. What is your favorite kind of music?
14. How do you relax?
15. What is your favorite dessert?
16. What are your hobbies?

Lightning round! Would you rather have . . .
(neither or both is also an option)

- | | |
|---------------------------------|--------------------------|
| • Hot dogs or tacos? | • Dine in or delivery? |
| • Chinese food or Mexican food? | • Motorcycle or bicycle? |
| • Cake or pie? | • Book or e-reader? |
| • Train or plane? | • Antique or brand new? |
| • Soup or sandwich? | • TV or movies? |
| • Beer or wine? | • Forest or beach? |
| • Card game or board game? | • City or county? |

Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers edited by Mary Louise Hemmeter, Ph.D., Michaelene M. Ostrosky, Ph.D., and Lisa Fox, Ph.D. with invited contributors. Copyright © 2021 by Paul H. Brookes Publishing Co., Inc. All rights reserved.



A large, thick, blue checkmark graphic is positioned on the left side of the slide, pointing towards the title.

Pyramid Model Practices Implementation Checklist for Preschool (2-5 years) Classrooms

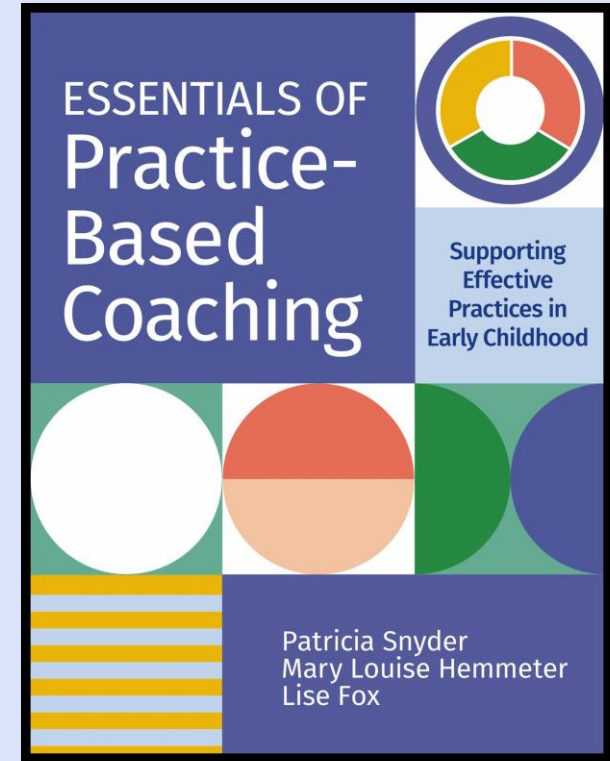
Relationships with Colleagues

- Use a calm, positive, and supportive tone of voice in interactions with adults in the classroom.
- Plan opportunities to get to know classroom staff.
- Greet classroom staff and colleagues (e.g., therapist, office staff, custodial staff) when they enter the classroom and invite them to greet children.
- Provide positive and supportive feedback to other team members and use these opportunities to model for children.
- Share information on what is going well in the classroom or with children and share information on child progress with other service providers (e.g., special education teacher, therapists) on a regular basis.



Wyoming County Perspective:

Teacher and Aide Relationships



Coach and Teacher

Chapter 3: "Establishing and Maintaining a Collaborative Partnership"

Essentials of Practice-Based Coaching (2022)

Snyder, Hemmeter, Fox

Coach and Teacher

- Shared understanding about the goals of coaching
- Shared focus on specific effective practices
- Choices about effective practices and coaching strategies
- Commitment to the partnership
- Ongoing communication and support
- Celebrations of successful implementation and outcomes



“Example Poor Coaching Techniques”



Shared understanding about the goals of coaching



Teacher-Coach Agreement

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

Coach's 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



Shared focus on specific effective practices

Teachers	Coaches
<ul style="list-style-type: none"> • Explicit set of practices • TPOT • Strengths and needs • Observable • Measurable • Feasible • Child outcomes 	<ul style="list-style-type: none"> • Reference to the action plan goal • Facilitated reflection • Supportive feedback • Constructive feedback • Providing resources and materials



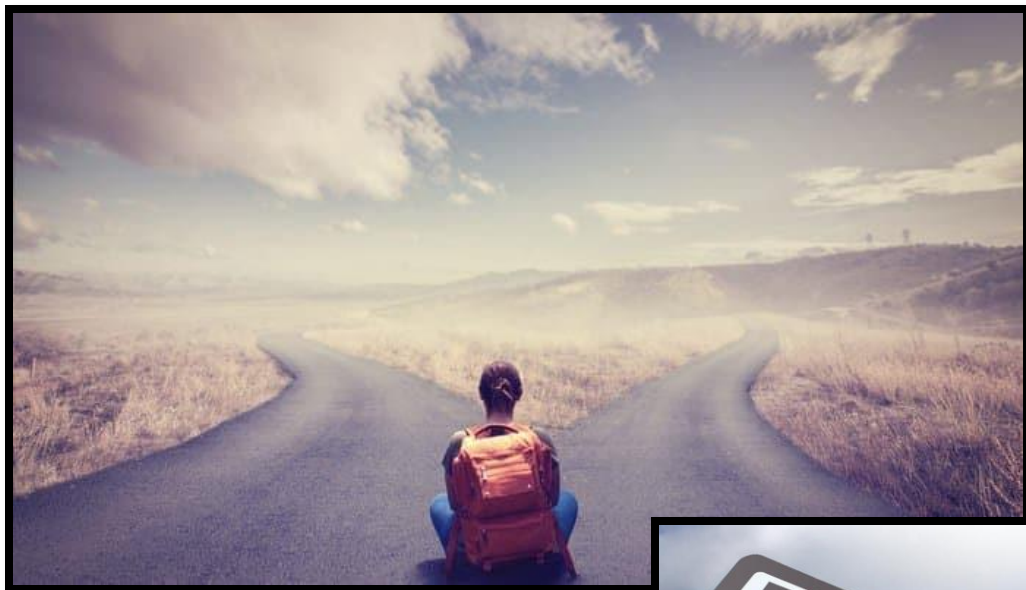
Makes and posts good classroom schedule.



Reviews the posted schedule with words and gestures with children at least three times a day.

Choices about effective practices and coaching strategies

Essentials of Practice-Based Coaching (page 43)



Preferred Coaching Strategies Checklist

Instructions: Please mark your preferred enhancement coaching strategies using the checklist below. Please feel free to add comments as well

Coachee: Lynn Date: October 15

Enhancement Coaching Strategies	I'd like to try this strategy	Notes
1. Side-by-side support cues: The coach supports your practice implementation in the moment, verbally, with gestures, or with visual cues, or through technology (e.g., bug-in-ear).		
2. Other help in practice setting: The coach provides support to you or children, which is not directly related to your goal or action plan (e.g., wiping up spilled paint, sitting on the floor beside a child at circle).	X	
3. Problem solving: An interaction between you and the coach to solve an identified practice implementation issue. Problem-solving involves four steps: 1) identify the implementation issue, 2) generate potential solutions, 3) decide on a course of action, and 4) evaluate pros and cons of the selected course of action.	X	
4. Role play: In a role play, you and the coach take on other roles related to practice implementation (e.g., coach acts as child, coachee acts as adult).	X	
5. Video examples: Video examples show how another practitioner uses a practice in a similar implementation setting.	✓	
6. Modeling: Modeling is demonstrating or showing you how to implement a practice that is the focus of a goal or action plan.		
7. Environmental arrangements: The coach helps you modify or enhance your practice setting or materials in your setting to set the occasion for you to implement a practice.		
8. Graphing: You and your coach work together to graph data you or your coach has collected about your practice implementation or child behaviors.		
9. Other: <i>In what other ways would you want your coach to help?</i>		

I like to read about things so I can really think about them before we meet or before we share them with the staff and parents.

Commitment to the partnership

- Start and end on time
- Observations respect schedules
- Changes are communicated in advance
- Confidentiality



Ongoing communication and support

- Calling ahead if running late
- Rescheduling if there is an emergency
- Helping clean a mess made during an observation
- Call, email, text, handwritten notes
- Understanding complexities of each other's lives



Celebrations of successful implementation and outcomes





Wyoming County Perspective:

**Coach and
Teacher
Relationships**





Administration and Teams

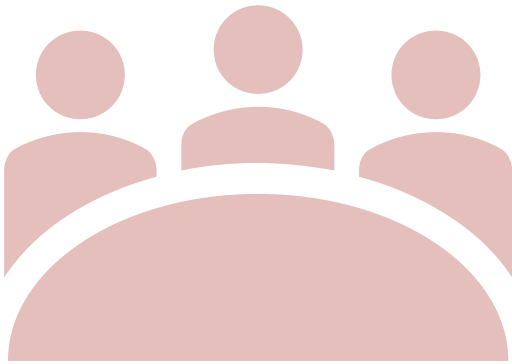
Administration and Teams

- Know your team
- Interact by showing kindness and encouragement
- Use positive descriptive feedback
- Be active in ECPBIS/PBIS efforts
- Support Practice-Based Coaching efforts
- Interact!



Team

Who is part of
your “team”?



- Teachers
- Assistants
- Floaters or substitute teachers
- Therapists
- Volunteers
- School staff (e.g., custodial staff, kitchen staff, bus driver)
- Administration

Getting to Know You Form



NCPMI Getting to Know You

Help your colleagues learn a bit about your likes and dislikes by completing this questionnaire. Collect and keep team forms in a shared place (e.g., binder, pictures on group text).

1. What are your favorite snack foods?
2. What is your favorite color?
3. What is your favorite hot beverage?
4. What is your favorite cold beverage?
5. What is your favorite scent?
6. What is your favorite flower?
7. What is your favorite thing to do in your free time?
8. What can you never have too much of?
9. What is something people think you like . . . but you don't?
10. Where do you like to go out to eat?
11. What do you collect?
12. What is your favorite television show (or type of television show)?
13. What is your favorite kind of music?
14. How do you relax?
15. What is your favorite dessert?
16. What are your hobbies?

Lightning round! Would you rather have . . .
(*neither or both* is also an option)

- | | |
|---------------------------------|--------------------------|
| • Hot dogs or tacos? | • Dine in or delivery? |
| • Chinese food or Mexican food? | • Motorcycle or bicycle? |
| • Cake or pie? | • Book or e-reader? |
| • Train or plane? | • Antique or brand new? |
| • Soup or sandwich? | • TV or movies? |
| • Beer or wine? | • Forest or beach? |
| • Card game or board game? | • City or county? |

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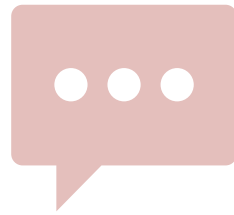
Interact!



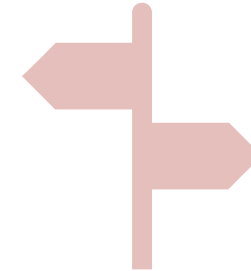
Show Kindness: Model with your Team the Quality of Interactions You Want Children to Use with Each Other!



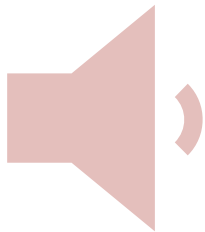
Use warm and caring language



Use each other's names



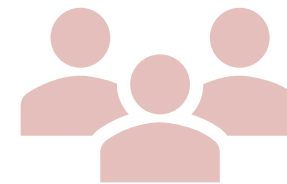
Provide directions in a friendly tone



Maintain low and calm voice



Give encouragement



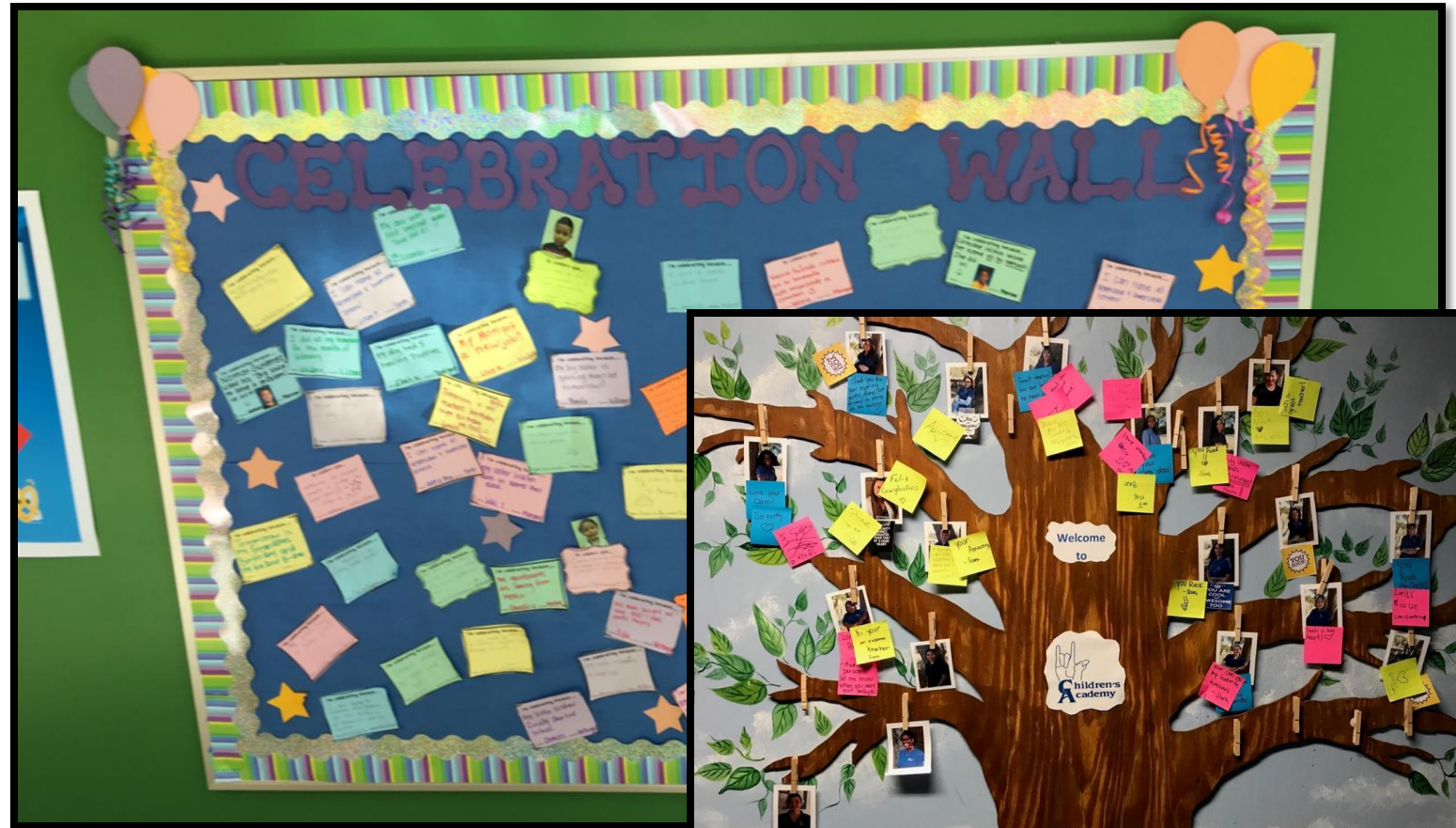
Use language that implies teamwork

Use Positive Descriptive Feedback



A house.

Encouragement: Celebration Boards



Be active in ECPBIS/PBIS efforts



WV ECPBIS
Early Childhood Positive Behavioral Interventions and Supports



WV PBIS
Positive Behavioral Interventions and Supports

Support Practice-Based Coaching efforts

- Who is coaching coaches?
- Coach's sense of community
- Professional development
- Time with teachers
- Materials and resources





Wyoming County Perspective:

**Administration
and Teams
Relationships**



Your turn

What strategies discussed have and haven't worked for you?

What other strategies would you add to each relationship?



teacher and coach
teacher and aide
administration and team



Thank You!

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Like us on Facebook **@WVECPBIS**

www.marshall.edu/bmhtac/

www.wvecpbis.org

www.challengingbehavior.org



Evaluation



References

- *Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers* (Hemmeter, Ostrosky, Fox; 2021)
- *Essentials of Practice-Based Coaching: Supporting Effective Practices in Early Childhood* (Snyder, Hemmeter, Fox; 2022)
- <https://challengingbehavior.org/docs/Pyramid-Practices-Checklist.pdf>
- [Pyramid Model Practices Implementation Checklist for Preschool \(2-5 years\) Classrooms \(challengingbehavior.org\)](#)
- [Example Poor Coaching Techniques - YouTube](#)



Classroom Collaboration Workstyle Discussion Guide

The purpose of this tool is for practitioners working in a classroom to begin to open communication about how they are best able to work as a collaborative team. Honesty in the responses to the statements is essential. Differences in responses provide an opportunity to communicate and identify the best way to ensure classroom staff are working collaboratively so that classroom practices are implemented effectively and reliably (French, 2002). Working through the tool may raise questions or identify other areas in which practitioners might have different ways of working. Add these to the discussion as they arise.

Directions: The statements should be reviewed and discussed by all practitioners in the classroom. They can do this separately or together and may or may not include the classroom practitioner coach. Each practitioner reviews the list of statements, indicates whether they Agree or Disagree with each statement, and compares their responses to identify similarities and differences in the way they like to work.

Item Content	Agree	Disagree
1. I like to get things done early before children arrive.	<input type="checkbox"/>	<input type="checkbox"/>
2. I like to get things done after children leave.	<input type="checkbox"/>	<input type="checkbox"/>
3. I am okay with "winging it" if there are no plans in place.	<input type="checkbox"/>	<input type="checkbox"/>
4. I like to discuss problems openly.	<input type="checkbox"/>	<input type="checkbox"/>
5. I like having a written plan to follow each day.	<input type="checkbox"/>	<input type="checkbox"/>
6. I like to review and discuss activities that were successful.	<input type="checkbox"/>	<input type="checkbox"/>
7. I give frequent positive feedback to adults working with me.	<input type="checkbox"/>	<input type="checkbox"/>
8. I appreciate frequent positive feedback from adults working with me.	<input type="checkbox"/>	<input type="checkbox"/>
9. I think planning and teaching should be detailed.	<input type="checkbox"/>	<input type="checkbox"/>
10. I believe following the written plan exactly is important for it to be successful.	<input type="checkbox"/>	<input type="checkbox"/>
11. I work best when directions for the way tasks are to be completed are explicit.	<input type="checkbox"/>	<input type="checkbox"/>
12. I think it is important for classroom staff to think ahead so they know what to do for the next task.	<input type="checkbox"/>	<input type="checkbox"/>
13. I am comfortable receiving feedback about my workstyle.	<input type="checkbox"/>	<input type="checkbox"/>
14. I believe that all adults working in the classroom should be punctual.	<input type="checkbox"/>	<input type="checkbox"/>
15. I like working with someone willing to take on new challenges.	<input type="checkbox"/>	<input type="checkbox"/>
16. I like staff in the classroom to work independently.	<input type="checkbox"/>	<input type="checkbox"/>
17. I keep my voice slow and soft because it influences calm in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>
18. I get a little loud when I get excited.	<input type="checkbox"/>	<input type="checkbox"/>
19. I like to review and discuss activities that did not go well so I can improve them.	<input type="checkbox"/>	<input type="checkbox"/>
20. I think it is the teacher's responsibility to include ideas for teaching the lesson in the daily plan.	<input type="checkbox"/>	<input type="checkbox"/>
21. I think all classroom staff should be part of the planning for each day.	<input type="checkbox"/>	<input type="checkbox"/>
22. I think close supervision of classroom staff is the best way to ensure instruction is implemented effectively.	<input type="checkbox"/>	<input type="checkbox"/>

French, N.K. (2002). *Managing paraeducators in your school: How to hire, train, and supervise non-certified staff*. Thousand Oaks, CA: Corwin Press.

Comparison

You may use this page to compare the practitioners' responses in the classroom by identifying those in which there is agreement and those in which there are differences that require further discussion. Remember, there are no right or wrong answers. Discuss areas of differences and work on solutions.

Item Content	Agree	Disagree	Priority
1. Work before children arrive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Work after children leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Okay to "wing it"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Open problem discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Daily written plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Review successful activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Giving frequent positive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Getting frequent positive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Detail-focused	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Following a written plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Explicit directions for task completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Think ahead so ready for tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Comfortable getting/giving feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Taking on new challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Working independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Soft, calming voice level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Voice loud when excited	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Review activities that did not go well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. How to teach the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Planning together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Closeness of supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Teacher-Coach Agreement

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

Coach's 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

Articulated Classroom Guidance Principles

When challenging behavior occurs in our classroom, our team agrees to do our best to:

- Remain calm in an effort to counteract any chaos that may occur as a result of the challenging behavior.
- Support each other in the moment by communicating our needs and releasing our roles (e.g., "Can you take over large group time while I help Winnie?").
- Remind each other of any individual or classroom-wide plan that is in place.
- Deliver positive attention to the child after the challenging behavior ceases.
- Seek to understand what skills the child needs to learn.
- Create a plan to teach the missing skills to the child.
- Reflect on classroom-wide practices that may be missing in the classroom, which could have inadvertently contributed to the challenging behavior.

Table 4.1. Teaming matrix for transitions

Transition	Child expectations/routine	Teacher A responsibilities	Teacher B responsibilities
Arrival to table time	<ul style="list-style-type: none"> • Move name from home to school. • Put folder in cubby. • Answer the question of the day with parent or family member. • Sign in at table. • Wash hands. 	<ul style="list-style-type: none"> • Greet families and children. • Assist children with unloading backpacks, sign-in, and answering question of the day. 	<ul style="list-style-type: none"> • Greet families and children. • Assist children with hand washing. • Assist children with choosing table activity, if needed.
Table time to morning meeting	<ul style="list-style-type: none"> • Clean up. • Help others near them. • Come to carpet. • Join transition activity. 	<ul style="list-style-type: none"> • Give 2-minute cleanup warning. • Sing cleanup song. • Start transition activity on carpet. 	<ul style="list-style-type: none"> • Assist children with cleanup and direct to carpet. • Receive late families. • Prompt and support children to engage during morning meeting.
Morning meeting to centers	<ul style="list-style-type: none"> • Participate in transition activity. • Choose a center by using the choice board. 	<ul style="list-style-type: none"> • Introduce small-group time. • Dismiss children with the transition activity and support selecting centers. 	<ul style="list-style-type: none"> • Set up materials for small-group time. • Assist children with choosing centers or going to small-group time. • Lead small-group time.
Between centers	<ul style="list-style-type: none"> • Choose a bracelet at each center. • Clean up materials before hanging up bracelet and choosing another center. 	<ul style="list-style-type: none"> • Lead small-group time. • Assist child with choosing a center; use visual, if needed. 	<ul style="list-style-type: none"> • Assist child with choosing a center; use visual, if needed.
Centers to snack	<ul style="list-style-type: none"> • Clean up center. • Go to cubby to get snack bag. • Put snack bag at table. • Wash hands, then wait at table. 	<ul style="list-style-type: none"> • Help with cleanup until finished. • Monitor hand washing. 	<ul style="list-style-type: none"> • Help with initial cleanup. • Lead snack song when all children are at the table.
Snack to goodbye group	<ul style="list-style-type: none"> • When finished, throw away trash. • Push in chair. • Put snack bag in cubby. • Get a book at the carpet. 	<ul style="list-style-type: none"> • Monitor cleanup. 	<ul style="list-style-type: none"> • Guide children in selecting a book. • Join carpet reading.
Goodbye group to dismissal	<ul style="list-style-type: none"> • Dismiss from group when name is called. • Put on coat and get backpack. • Stand on car or bus picture. 	<ul style="list-style-type: none"> • Receive children at cubbies to help with backpacks and coats. • Walk children to bus. 	<ul style="list-style-type: none"> • Dismiss children from group. • Walk car riders to foyer.

Table 4.2. Example zone defense schedule

Time	Teacher A responsibilities	Teacher B responsibilities
8:00-8:15	Arrive/greet parents	Set up/monitor breakfast
8:15-8:30	Join breakfast/clean up	Monitor rug play
8:30-8:45	Support Christian	Lead morning meeting
8:45-9:00	Monitor art, science, and book centers	Monitor blocks and dramatic play
9:00-9:15	Monitor art, science, and book centers	Monitor blocks and dramatic play
9:15-9:30	Monitor blocks and dramatic play	Monitor art, science, and book centers

INSTRUCTIONS

Teaching partners share responses as they work through the list together. Note that there are no right or wrong responses. Teachers may read the prompts ahead of time to be prepared; however, although notes may help make the conversation be more productive, it is not necessary to come with written answers prepared. The goal is to learn more about each other, to highlight commonalities, and to better understand differences.
Initial questions (before the school year starts)

1. My past experiences with the Pyramid Model include . . .
2. My past experiences collaborating with other adults in a classroom setting include . . .
3. My favorite part about my job is . . .
4. The hardest part about my job is . . .
5. Right now, I'm feeling . . . about our collaboration this year. I may be feeling this way because . . .
6. I think my responsibilities for successful inclusive experiences for the children include . . .
7. I would like my collaboration partner to have the following responsibilities . . .
8. I suspect the biggest obstacle for our effective collaboration is . . .
9. I think we can overcome this obstacle by . . .
10. I would like you to know how I approach . . .
 - Classroom management (i.e., expectations for behavior, philosophies)
 - Classroom environment (i.e., physical space, organization, materials management)
 - Partnerships with families
 - Planning
 - Modifications for individual students
 - Curriculum
 - Schedule (i.e., flexibility, essential components)

(Continued)

11. The best way for me to learn something new is ...

12. I have the following work styles (*check all that apply*):

<input type="checkbox"/> I am a morning person.	<input type="checkbox"/> I like to openly discuss problems.
<input type="checkbox"/> I am okay if plans change at the last minute.	<input type="checkbox"/> I like to be in charge.
<input type="checkbox"/> I am always punctual.	<input type="checkbox"/> I like to have explicit directions.
<input type="checkbox"/> I am comfortable receiving feedback.	<input type="checkbox"/> I'm okay with winging it if no plans are in place.

Two months into the school year

1. Our biggest success so far has been ...
2. I am wondering how we can improve ...
3. So far this year, I have learned the following things about collaborating with you ...
4. One thing I think it would be helpful for you to know or remember about me is ...
5. A teaming strategy we need to keep using is I think it works because ...
6. Do we need additional resources to support our collaboration? What is our plan to obtain those?

At the end of the school year

1. The high point of the year was We can make sure that happens again by ...
2. The biggest challenge of the year was We might be able to avoid that by ...
3. Next year, I think it would be helpful to change the way we ...
4. My experiences this year collaborating have taught me ...
5. One of the ways our collaboration helped me grow was ...

Figure 4.1. Collaborative Partnership Development Tool.

Getting to Know You

Help your colleagues learn a bit about your likes and dislikes by completing this questionnaire. Collect and keep team forms in a shared place (e.g., binder, pictures on group text).

1. What are your favorite snack foods?
 2. What is your favorite color?
 3. What is your favorite hot beverage?
 4. What is your favorite cold beverage?
 5. What is your favorite scent?
 6. What is your favorite flower?
 7. What is your favorite thing to do in your free time?
 8. What can you never have too much of?
 9. What is something people think you like . . . but you don't?
 10. Where do you like to go out to eat?
 11. What do you collect?
 12. What is your favorite television show (or type of television show)?
 13. What is your favorite kind of music?
 14. How do you relax?
 15. What is your favorite dessert?
 16. What are your hobbies?
- Lightning round! Would you rather have . . .

(neither or both is also an option)

- Hot dogs or tacos?
- Chinese food or Mexican food?
- Cake or pie?
- Train or plane?
- Soup or sandwich?
- Beer or wine?
- Card game or board game?
- Dine in or delivery?
- Motorcycle or bicycle?
- Book or e-reader?
- TV or movies?
- Forest or beach?
- City or county?
- Antique or brand new?

Figure 4.3. Getting to Know You form.

Preferred Coaching Strategies Checklist

Instructions: Please mark your preferred enhancement coaching strategies using the checklist below. Please feel free to add comments as well!

Coachee: Lynn

Date: October 15

Enhancement Coaching Strategies	I'd like to try this strategy	Notes
1. Side-by-side support cues: The coach supports your practice implementation in the moment, verbally, with gestures, or with visual cues, or through technology (e.g., bug-in-ear).		
2. Other help in practice setting: The coach provides support to you or children, which is not directly related to your goal or action plan (e.g., wiping up spilled paint, sitting on the floor beside a child at circle).	X	
3. Problem solving: An interaction between you and the coach to solve an identified practice implementation issue. Problem-solving involves four steps: 1) identify the implementation issue, 2) generate potential solutions, 3) decide on a course of action, and 4) evaluate pros and cons of the selected course of action.	X	
4. Role play: In a role play, you and the coach take on other roles related to practice implementation (e.g., coach acts as child, coachee acts as adult).	X	
5. Video examples: Video examples show how another practitioner uses a practice in a similar implementation setting.	✓	
6. Modeling: Modeling is demonstrating or showing you how to implement a practice that is the focus of a goal or action plan.		
7. Environmental arrangements: The coach helps you modify or enhance your practice setting or materials in your setting to set the occasion for you to implement a practice.		
8. Graphing: You and your coach work together to graph data you or your coach has collected about your practice implementation or child behaviors.		
<p>9. Other: In what other ways would you want your coach to help?</p> <p>I like to read about things so I can really think about them before we meet or before we share them with the staff and parents.</p>		

Figure 3.3. Preferred Coaching Strategies Checklist: Example for Lynn.