



# Coaching Teachers in the Teaching Pyramid

Rochelle Lentini, [lentini@fmhi.usf.edu](mailto:lentini@fmhi.usf.edu)

Lise Fox, [fox@fmhi.usf.edu](mailto:fox@fmhi.usf.edu)

University of South Florida

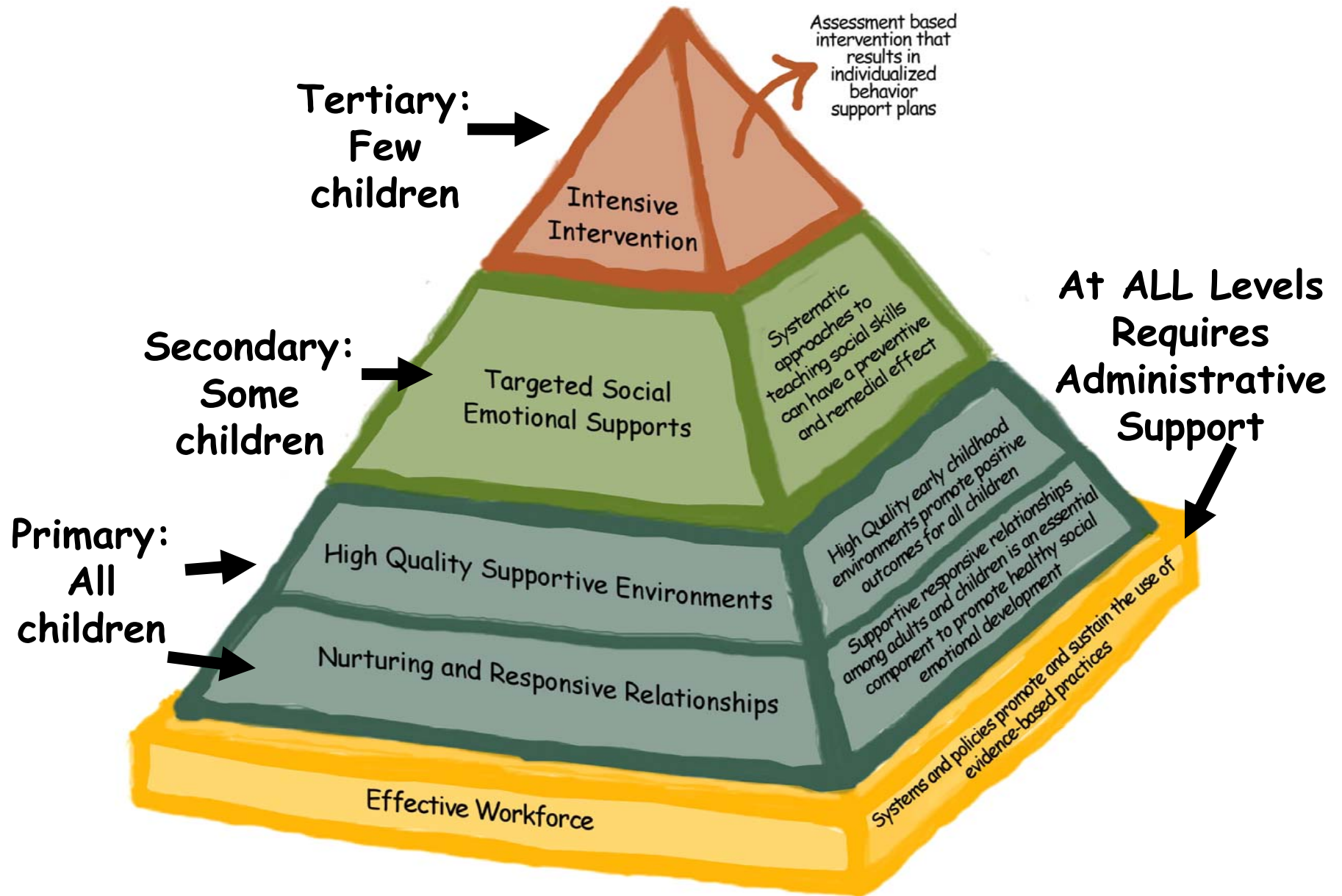
# Objectives

- Participants will understand the coaching model as it applies to implementation of the teaching pyramid.
- Participants will be able to identify effective strategies and tools to assist with coaching teachers.
- Participants will be able to access resources for coaching teachers in the teaching pyramid.

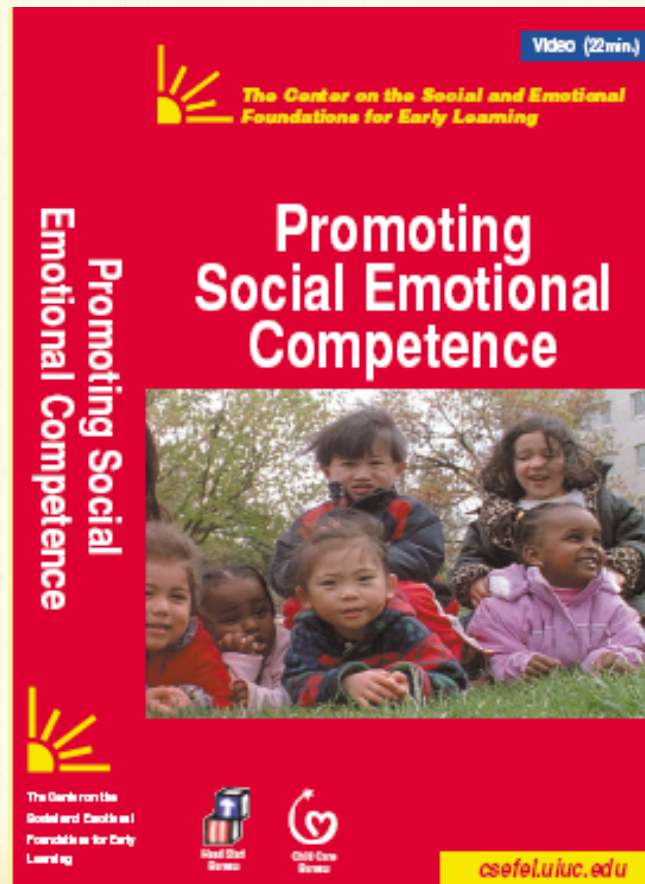


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Foundations for Early Learning

# Coaching The Pyramid Model



# CSEFEL Teaching Pyramid Video



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# The Pyramid Model

- Refer to NAEYC's *Young Children* article: The Teaching Pyramid
  - Available at [www.challengingbehavior.org](http://www.challengingbehavior.org)

Behaviors That Challenge Children and Adults

## The Teaching Pyramid

**A Model for Supporting Social Competence and Preventing Challenging Behavior in Young Children**

Lise Fox,  
Glen Dunlap,  
Mary Louise Hemmeter,  
Gail E. Joseph,  
and Phillip S. Strain

Lise Fox, Ph.D., is a research professor with Louis de la Parte Florida Mental Health Institute at the University of South Florida in Tampa. She conducts research and training and develops support programs focused on young children with challenging behavior.

Glen Dunlap, Ph.D., is a professor of child and family studies and director of the Division of Applied Research and Educational Support at the Florida Mental Health Institute.

Mary Louise Hemmeter, Ph.D., is an associate professor in the Department of Special Education at the University of Illinois in Urbana-Champaign and the principal investigator of a five-year project to enhance the capacity of Head Start and child care providers to address the social and emotional needs of young children.

Gail E. Joseph, Ph.D., assistant research professor at the University of Colorado at Denver, has been engaged in several national projects focused on professionals working with children with challenging behaviors.

Phillip S. Strain, Ph.D., professor in educational psychology at the University of Colorado at Denver, has designed comprehensive early intervention programs for children with autism or severe problem behaviors.

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Many early educators report feeling ill equipped to meet the needs of children with challenging behavior and frustrated in their attempts to develop safe and nurturing classroom environments. These teachers spend much of their time addressing the behaviors of a few children, leaving little time to support the development and learning of the other children. Increasing evidence suggests that an effective approach to addressing problem behavior is the adoption of a model that focuses on promoting social-emotional development, providing support for children's appropriate behavior, and preventing challenging behavior (Dugli et al. 2000). In this article we describe a framework for addressing the social and emotional development and challenging behavior of young children. This pyramid framework includes four levels of practice to address the needs of all children, including children with persistent challenging behavior (see "Teaching Pyramid"). The following example demonstrates how to implement this model in a preschool classroom.

Emma, a preschool teacher of two- and three-year-olds, takes time to greet every child and parent on arrival. She talks to the child briefly about the upcoming day or events at home. Emma is committed to building a nurturing and supportive relationship with every child in her class [Level 1].

The classroom is carefully arranged to promote children's engagement and social interaction. When children have difficulty, Emma first examines the environment to make sure that the

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# Training Modules

- 3<sup>rd</sup> Edition of Training Modules
  - Focused on 2 – 5 year olds
  - Suggested agenda
  - Expanded activities, scripts, handouts
  - More diverse examples and case studies
  - New video clips with guidance for presenters
  - Information on program-wide implementation
  - Available in English & Spanish



# Infant Toddler Modules



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# Module 1



# Module 2



# You Got It!

- Refer to NAEYC's *Young Children* article: "You Got It!" Teaching Social and Emotional Skills



**Lisa Fox, PhD**, is a professor in the Department of Child and Family Studies of the Louis de la Parte Florida Mental Health Institute of the University of South Florida in Tampa. She conducts research and training and develops support programs focused on young children with challenging behavior.

**Rochelle Harper Lentini, MEd**, is a faculty member in the Department of Child and Family Studies of the Louis de la Parte Florida Mental Health Institute. She provides training and technical assistance to early educators and families on supporting young children with challenging behavior and promoting social and emotional competence.

Development of this article was supported by the Center for Evidence-Based Practice: Young Children with Challenging Behavior (Office of Special Education Programs, U.S. Department of Education #H3242010051) and the Center on the Social and Emotional Foundations for Early Learning (Administration for Children and Families, U.S. Department of Health and Human Services, Cooperative Agreement #02V0011001).

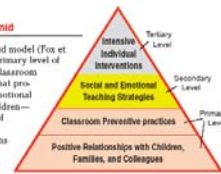
Teaching Pyramid diagram adapted from L. Fox, D. Dunlap, M.L. Hemmeter, G.L. Joseph, & P.S. Strain, "The Teaching Pyramid: A Model for Supporting Social Competence and Preventing Challenging Behavior in Young Children," *Young Children* 58 (July 2003): 40.

Photos courtesy of the authors. Illustration © Aqca Burrows.

**EARLY EDUCATORS REPORT** that one of their biggest challenges is supporting young children who have problem behavior beyond what might be expected (Bascemi et al. 1995; Hemmeter, Corso, & Chatham 2005). Some children engage in problem behavior that is typical of a particular stage of development as they build relationships with peers and adults and learn to navigate the classroom environment. For example, a toddler might grab a cracker from another child's plate because she is still learning to use words to ask for what she wants or needs. What troubles teachers is how to meet the needs of children who have persistent problem behavior that does not respond to positive guidance or prevention practices. The extent of this problem is highlighted by recent reports on the rates of expulsion of children from preschool programs (Gilliam 2005).

#### The teaching pyramid

The teaching pyramid model (Fox et al. 2003) describes a primary level of universal practices—classroom preventive practices that promote the social and emotional development of all children—built on a foundation of positive relationships, secondary interventions that address specific social and emotional learning needs of children at risk for challenging behavior, and development of individualized interventions (tertiary level) for children with persistent problem behavior (see the diagram "The Teaching Pyramid"). The model is explained more fully in "The Teaching Pyramid: A Model



The Teaching Pyramid




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# CSEFEL Social Skill Video

Video (28min.)

Center for Evidence-Based Practice:  
Young Children  
with Challenging Behavior

## Practical Strategies for Teaching Social Emotional Skills



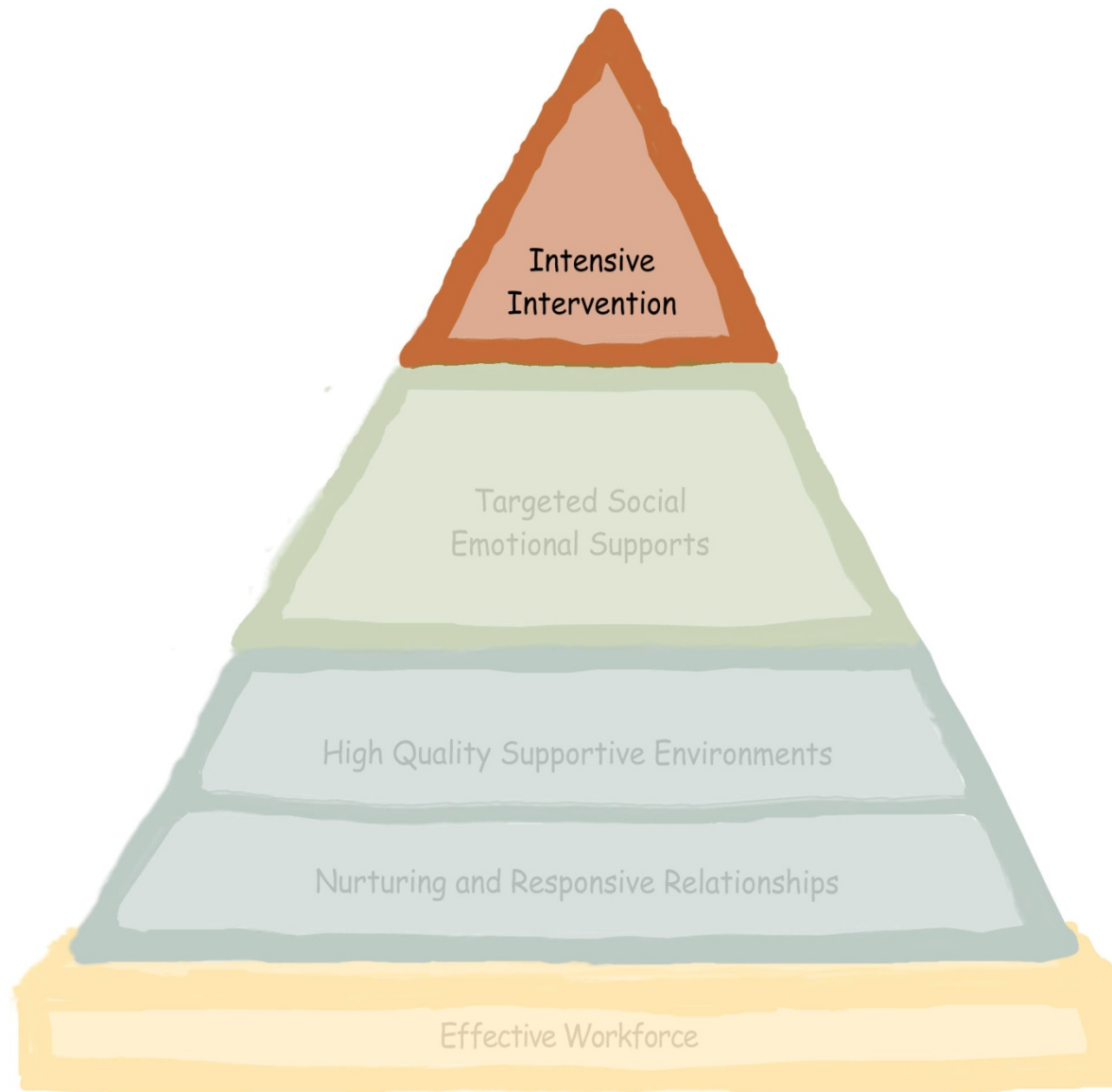


[www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel)



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# Module 3



**“If a child doesn’t know how to read, *we teach.*”**

**“If a child doesn’t know how to swim, *we teach.*”**

**“If a child doesn’t know how to multiply, *we teach.*”**

**“If a child doesn’t know how to drive, *we teach.*”**

**“If a child doesn’t know how to behave, *we.....*  
*.....teach? .....punish?*”**

**“Why can’t we finish the last sentence as  
automatically as we do the others?”**



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***Tom Herner (NASDE President ) Counterpoint 1998, p.2)***

# Process of Individualized Positive Behavior Support (I-PBS)

- Step 1: Establishing a collaborative team and identifying goals
- Step 2: Gathering information (functional assessment)
- Step 3: Developing hypotheses (best guess)
- Step 4: Designing behavior support plans
- Step 5: Implementing, monitoring, evaluating outcomes and refining plan in natural environments



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# Module 4



# Training Module 4: Leadership Strategies

## Topics included in this module:

- Identifying challenges and barriers to implementing effective practices
- Identifying strategies for addressing barriers and challenges
- Developing program policies and staff development plans that promote the use of effective practices
- Identifying steps to collaborative planning for programs and systems that support all young children's social-emotional development and addressing challenging behaviors as needed



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**Program Philosophy**

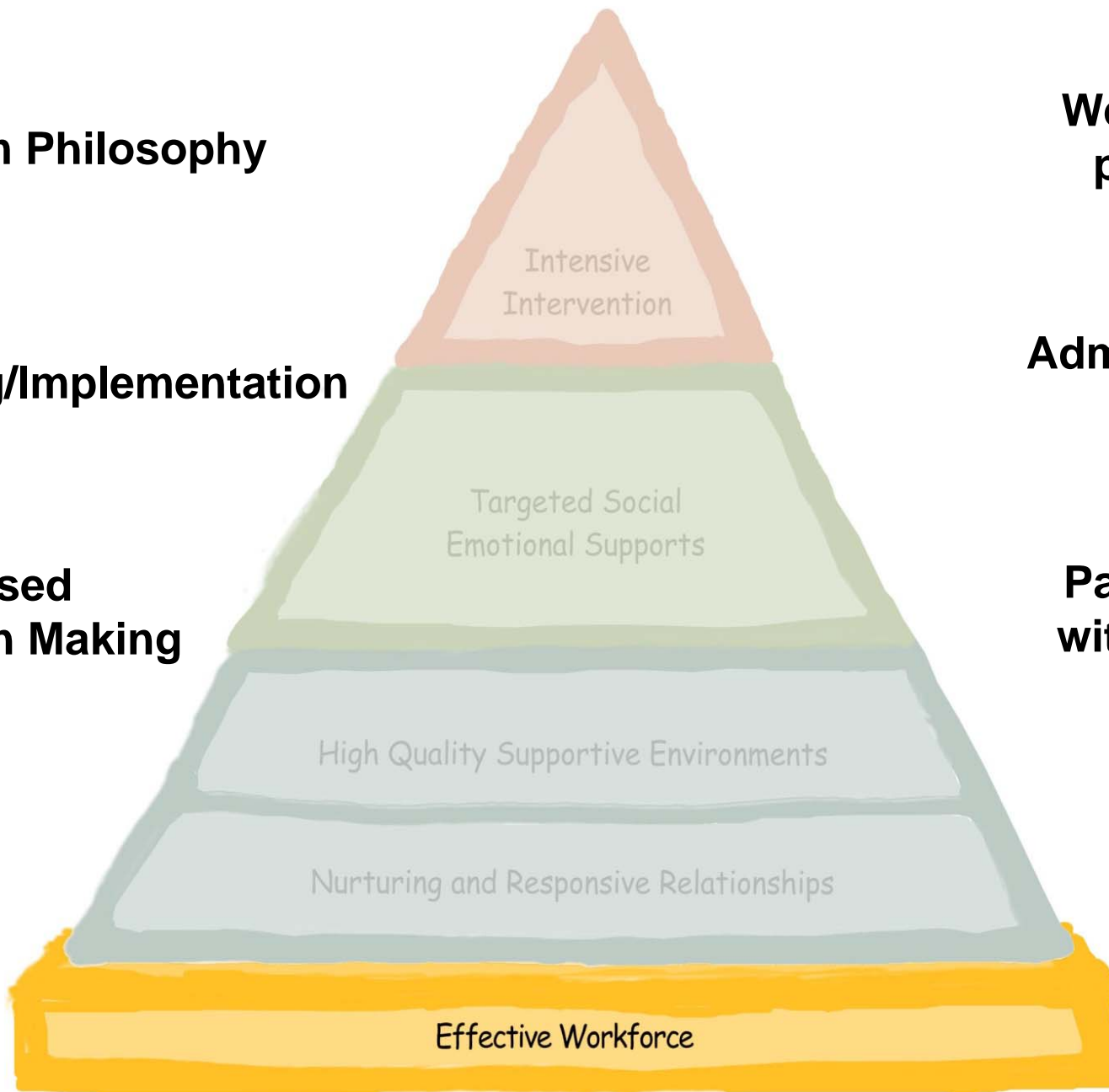
**Well defined  
procedures**

**Teacher  
Training/Implementation**

**Administrative  
Supports**

**Data Based  
Decision Making**

**Partnerships  
with Families**



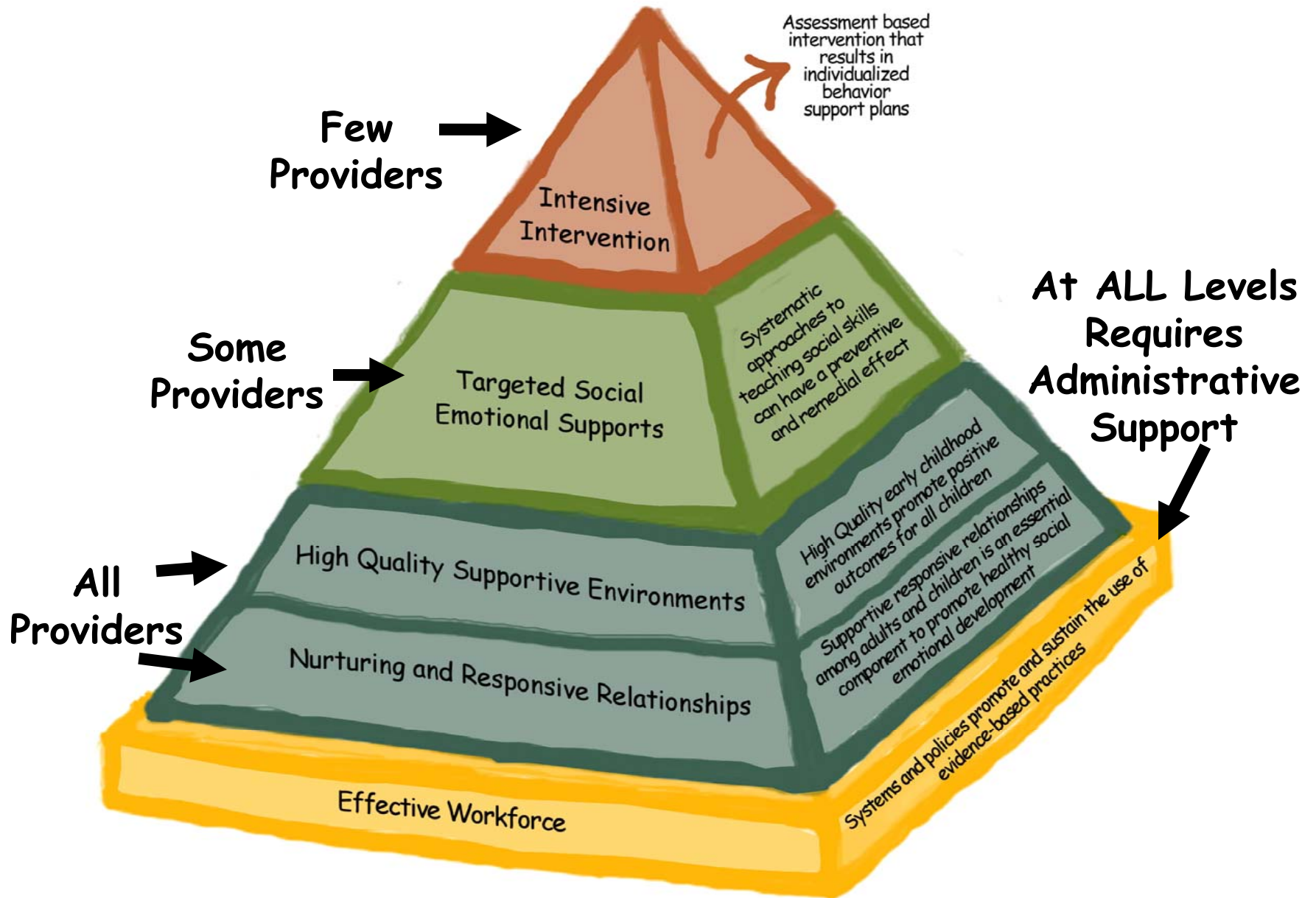
# Effectively Addressing Social Emotional Development is a Systems Issue

- Staff development, training and wellness
- Administrative supports within in programs
- Access to community based expertise/resources



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# Coaching The Pyramid Model



# Pyramid Coaching Framework

- Introducing the Teacher/Provider to the Pyramid
- Preparing for Coaching
- Ongoing Professional Development through Coaching
- Pyramid Model Fidelity



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# Coaching Impact

Joyce and Showers, 2002

	<b>OUTCOMES</b> % of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom		
<b>TRAINING COMPONENTS</b>	<b>Knowledge</b>	<b>Skill Demonstration</b>	<b>Use in the Classroom</b>
<b>Theory and Discussion</b>	<b>10%</b>	<b>5%</b>	<b>0%</b>
<b>...+ Demonstration in Training</b>	<b>30%</b>	<b>20%</b>	<b>0%</b>
<b>...+ Practice &amp; Feedback in Training</b>	<b>60%</b>	<b>60%</b>	<b>5%</b>
<b>...+ Coaching in Classroom</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>

# According to Rush and Shelden, 2008

- “Coaching is an evidence-based adult learning strategy used for interacting with parents and other care providers to recognize what they are already doing that works to support child learning and development as well as building upon existing or new ideas.”



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# Coaching Teachers/Providers

- Occurs between provider and someone with specific expertise based on:
  - The Pyramid Model
  - Joint goal setting
  - Actions that produce results (i.e., behavior change)
  - Skill development
- Different from mentoring
  - Mentors are typically peers
  - Mentors have shared experience



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## Implementing the Pyramid...

*Coaching increases the likelihood that implementation will happen with fidelity.*

- Universal Coaching
  - Building Relationships/Developing Coaching Partnerships
  - Supportive Environments for Coaching
- Secondary Coaching
  - Targeted Coaching for Skill Development
- Tertiary Coaching - Intensive Interventions
  - Child Focused Interventions
  - Teacher/Provider Focused Interventions



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# Coaching Teachers in the Pyramid

- **Nurturing Relationships**
  - Meet with teams, partner
  - Meet one-on-one
  - Respect (pay) teachers time
- **Creating Supportive Environments for the teacher/provider**
  - Discuss content, curriculum, strategies and offer choices
- **Teaching Targeted Social Emotional Supports**
  - Model lessons, plans, strategies
- **Intensive Interventions**
  - Quickly respond (I-PBS)
- **All Levels**
  - Ongoing professional development opportunities/resources are offered
  - Data-based decisions guide next steps
  - Keep it simple



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# Additional Coaching Activities

Possibilities to consider:

- Group coaching on a topic
- “Live” demonstration, cueing
- Videotape
- Individual coaching
- Individualized intervention



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# Responsive Mirror Dance Activity

- A reflective activity about teaching and learning
  - You and your partner stand face to face
  - One leads, the other follows by mirroring the leader's actions/sound
  - Reverse roles
  - Reflect as a large group on the importance of coaching:

**It's about both teaching and learning**



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# The Role of Coaching



Teach  
Learn

# L-E-A-R-N: 360° of Coaching



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# Look and Listen

- Relationship building is the foundation to good coaching
- Initiation - getting to know each other
- Orientation, policies, procedures
- Mutual conversations (Kinlaw, 1999)
  - Each share information and skills
    - Pyramid Model, Child Development, etc.
    - Intimate information about the children



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# Look and Listen: Questions to Ask

- What would you like help with?
- What children do you have questions or concerns about?
- What techniques or strategies have you tried? And what happened?
- What supports do you feel you need to be successful?



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# Tools to Use

- **LOOK AND LISTEN Phase**
  - Coaching agreement form
  - Setting expectations
  - Adult learning styles

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# Evaluate by Observing

- Can be planned or spontaneous (Hanft, Rush, & Shelden, 2004)
- Can be anecdotal or formal
- Can be through video, dialogue about past events, interviews, reports, or live observations



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# Evaluate by Observing: Questions to Ask

- Do you prefer I observe and
  - Take notes to talk at a later time?
  - Comment and ask questions as things occur?
  - Then model some strategies and techniques?
  - Video tape so that we can review together?



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## Evaluate by Observing: Questions to Ask (continued)

- Could you show me how you \_\_\_\_\_?
- Let's give \_\_\_\_\_ a try, would that be ok?
- Would you like me to try it and then you take a turn?
- Do you feel more comfortable trying this when I am not here?



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# Tools to Use

## EVALUATION phase

- Note-taking
- Coaching log

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# Action Plan

- Plan for Action and Practice; but remember there will also be those moments that require spontaneous action
- If providers help with development of a plan they will be more likely to act on it
- It's a joint effort, make determinations jointly and offer support



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# Action Plan: Questions to Ask

- What would you like to work on?
- What is the first strategy/idea you would like to try?
- What additional information do you need?
- How much time would you like in preparing for my next observation?
- NOTE: Be ok with silence
  - Adults need time to think and process too



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# Action Planning: Tools to Use to Guide Professional Development and Data-Based Decision Making

- Brainstorm Lists
- Anecdotal Notes
- Classroom Data
- Child Assessment Information
- Classroom Observation Tools (e.g., TPOT, ECERS)
- Action Planning Form
- TTYC Routine Based Support Guide and Teacher Support Planning Sheet
  - ([www.challengingbehavior.org](http://www.challengingbehavior.org))



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# Reflect and Give Feedback

- This can happen throughout coaching; it is ongoing
- Coach asks reflective questions
- Coach give feedback
- Coach provides resources and information for continued learning
- Coach encourages, affirms, and acknowledges
- Feedback should occur from both the coach and the provider



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# Encourage, Affirm & Acknowledge...

- Coach encourages, affirms, and acknowledges:
  - You really got it when you \_\_\_\_\_,
  - I enjoyed the way you \_\_\_\_\_,
  - I would love to share with others how you \_\_\_\_\_, etc.



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# Giving Feedback...

- Feedback should occur from both the coach and the provider
  - I heard you say....,
  - I see....,
  - I understand....,
  - You seem (feeling), etc.



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## Reflect and Feedback: Open-Ended Questions to Ask (Hanft, Rush, & Shelden, 2004)

- Objective Questions (who, what, when, where, how)
- Interpretive Questions (asks for the learner's interpretation and what to do next)
- Comparative Questions (compares the learners past to present)



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## Reflect and Feedback:

- Objective Questions (who, what, when, where, how)
  - What is happening with \_\_\_\_\_?
  - What are you doing about \_\_\_\_\_?
  - What have you tried with \_\_\_\_\_?
  - When does \_\_\_\_\_ have challenging behavior?



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## Reflect and Feedback:

- Interpretive Questions (asks for the learner's interpretation and what to do next)
  - What is he communicating when he \_\_\_\_\_?
  - What do you think would happen if \_\_\_\_\_?
  - Why do you think \_\_\_\_\_?



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## Reflect and Feedback:

- Comparative Questions (compares the learners past to present)
  - Knowing that now, how would you do it the next time?
  - How does this relate to your professional development?
  - How does this compare to \_\_\_\_\_?



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# Focus Specifically on Strengths-based Praise and Encouragement

- It's important to identify areas of pyramid practices
  - Self-identify strengths
  - Past successes builds confidence for new learning
  - Specific information makes praise more comfortable
  - Develop a strengths-based praise agreement with co-workers



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**JUST A NOTE  
TO SAY....YOU  
ARE DOING A  
GREAT  
JOB!**

**This certificate is awarded to**

**in recognition of valuable contributions to  
Hillsborough County Head Start/Early Head Start**



Signature

Date

# Sugar Grams

- Just a spoonful of sugar helps the medicine go down...
  - You are ...
  - You have...
  - You can...



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# New Skills Building: Stages of Learning

## ■ Show and Tell

- **Acquisition** – new skill or concept

## ■ Practice Makes Perfect

- **Fluency** – the ability to immediately use the skill or concept without a prompt

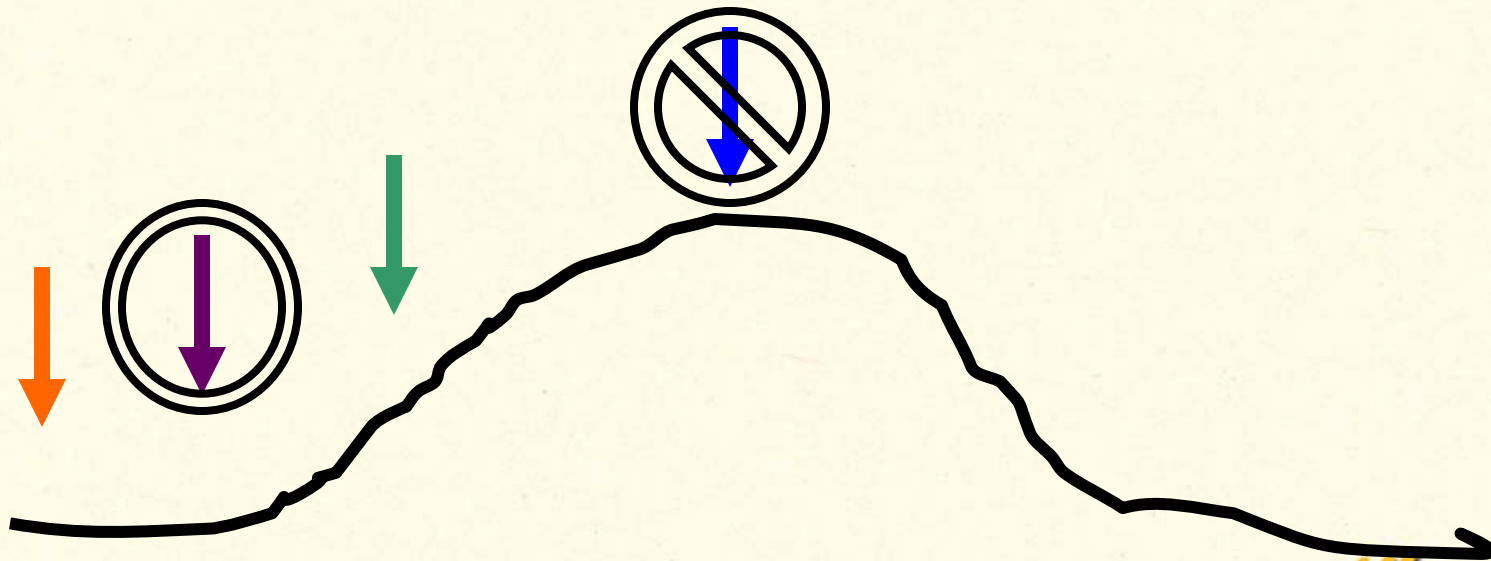
## ■ You Got It!

- **Maintenance** – continuing to use the skill or concept over time
- **Generalization** – applying the skill or concept to new situations, people, activities, ideas, and settings



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# Identifying Teachable Moments (When coaching has an impact!)



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# L-E-A-R-N: 360° of Coaching



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# Fidelity of Intervention

- Fidelity = degree to which interventions are carried out as planned
- Determined by accuracy and consistency of implementation
- Fidelity is reduced by:
  - Complex interventions
  - Unclear directions or specific instructions
  - Provider knowledge, history, or expectations



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Gomez, Walls, & Baird (2007)

# Fidelity of Intervention

- To improve fidelity of interventions:
  - Provide moderate levels of specificity
  - Monitor intervention implementation through self-checks or observations (i.e., fidelity checklists)



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# Keep it up!

- Maintain fidelity over time with:
  - Ongoing monitoring & feedback
  - Praise & incentives
  - Effective problem solving



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# Coaching Teachers/Providers

Regular coaching sessions consist of the LEARN process:

- **L**ook and Listen
  - How are you doing?
- **E**valuate by Observing
  - Progress check: what have you accomplished since we last met?
- **A**ction Plan
  - Work for today: set priorities and a timeline
- **R**eflect and Give Feedback
  - Where should we go from here? (i.e., actions items, questions for reflection, resources needed)
- **N**ew Skill Building
  - Continual teaching through the Stages of Learning
    - Show and Tell (Acquisition)
    - Practice Makes Perfect (Fluency)
    - You Got It! (Maintenance/Generalization)



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# Sister Centers: Resources at Your Fingertips



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- Center on the Social and Emotional Foundations for Early Learning
  - (CSEFEL)

- <http://www.vanderbilt.edu/csefel/>

- Technical Assistance Center on Social Emotional Intervention for Young Children

- (TACSEI)

- [www.challengingbehavior.org](http://www.challengingbehavior.org)



Technical Assistance Center  
on Social Emotional Intervention  
for Young Children



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# CSEFEL Resource

- Training Modules/Handouts/Videos
- Practical Strategies
- What Works Briefs/Training Kit
- Family Training Modules/Tools
- Decision Making Guides
- State Planning Tools
- Videos
- Chats



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# TACSEI Resources

- Facts About Young Children with Challenging Behavior
- Recommended Practices
- Positive Solutions for Families
- Case Studies
- Consultant Bank
- Policies and Systems
- Presentations
- Publications and Briefs
- Resources and Tools



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6th Annual

# Addressing Challenging Behavior

National Training Institute  
on Effective Practices

Supporting Young Children's  
Social/Emotional Development



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This is not your typical conference! Come to Florida for intensive workshops where you can expect practical strategies for supporting a positive approach to social emotional development. Get real solutions to behavior challenges in early childhood settings!



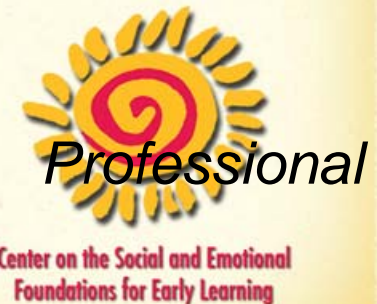
# Sheraton Sand Key Resort Clearwater Beach, Florida March 22-25, 2009

For Information about session, presenters, travel or to register online:

[www.addressingchallengingbehavior.org](http://www.addressingchallengingbehavior.org)  
call (406) 543-0872 email [nti@dec-sped.org](mailto:nti@dec-sped.org)

# Additional Coaching Resources

- Center for the **A**dvanced **S**tudy of **E**xcellence (**CASE**)
  - <http://fippcase.org/>
- Competencies for Effective Coaching
  - <http://www.mnsmart.metrostate.edu>
- The Center for Teaching Quality
  - <http://www.teachingquality.org>
- Flaherty, J. (1998). *Coaching: Evoking Excellence in Others*
- Hanft, B., Rush, D., & Sheldon, M. (2004). *Coaching Families and Colleagues in Early Childhood*
- Instructional Coaching: Kansas Coaching Project
  - <http://www.instructionalcoach.org/tools.html>
- National Staff Development Council
  - [www.nsd.org](http://www.nsd.org)
- Sweeney, D. (2003). *Learning Along the Way: Development By and For Teachers*
- Teacher Leader Network
  - [http://www.teacherleaders.org/old\\_site/Resources/coaching.html](http://www.teacherleaders.org/old_site/Resources/coaching.html)



# Reflections

- Questions
- Answers



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