



**NCPMI**



**UNPACKING COACHING**  
Webinar Series

# Group Coaching to Support Pyramid Model Implementation: A Virtual Tour of Materials

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National Center for  
**Pyramid Model INNOVATIONS**  
*ChallengingBehavior.org*

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## Welcome



**Mary Louise Hemmeter**  
Vanderbilt University



**Letitia Bandy**  
Metropolitan Action Commission  
Head Start



**Sarah Basler**  
Vanderbilt University



**Erika Breshears**  
Mid-Cumberland  
Head Start



**Britany Hobbs**  
Metropolitan Action Commission  
Head Start



## Agenda

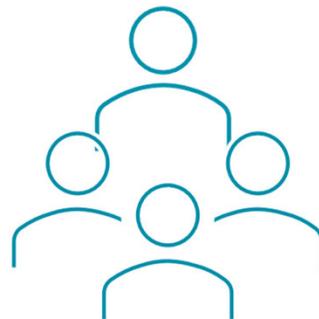
Overview of Group Coaching

Accessing Group Coaching Materials

Coach Perspective of Group Coaching



## Group Coaching Approach



## Adherence to PBC



- Action Plan
- Focused Observation (participant videos)
- Reflection and Feedback
- In the context of a Collaborative Partnership

## Group Focus



1. Friendship Skills
2. Friendship Skills Review



3. Emotional Literacy
4. Emotional Literacy Review



5. Self-Regulation and Anger Management
6. Self-Regulation and Anger Management Review



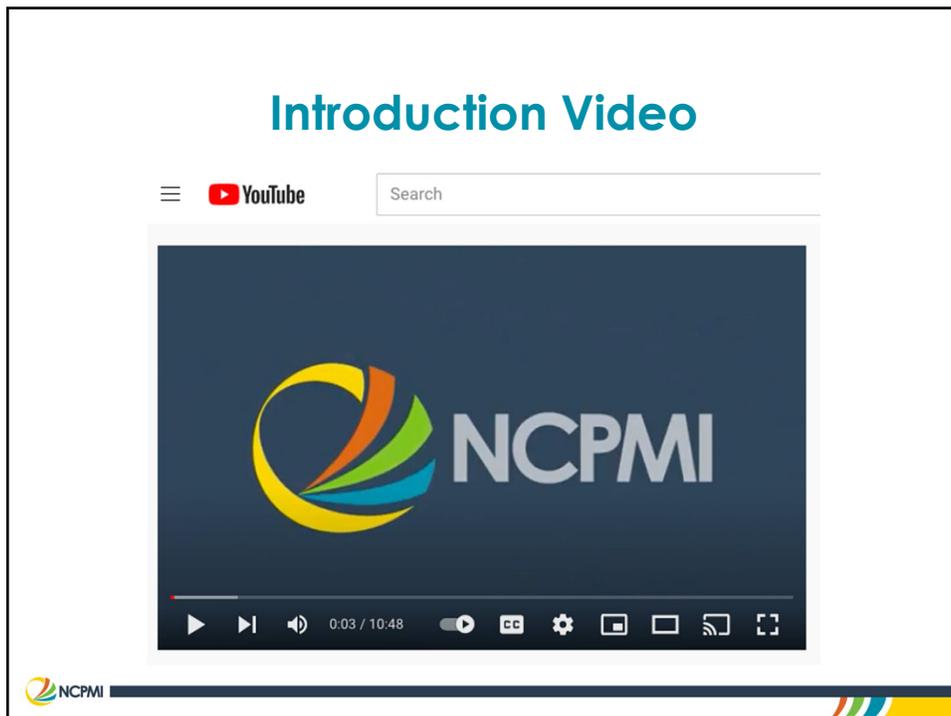
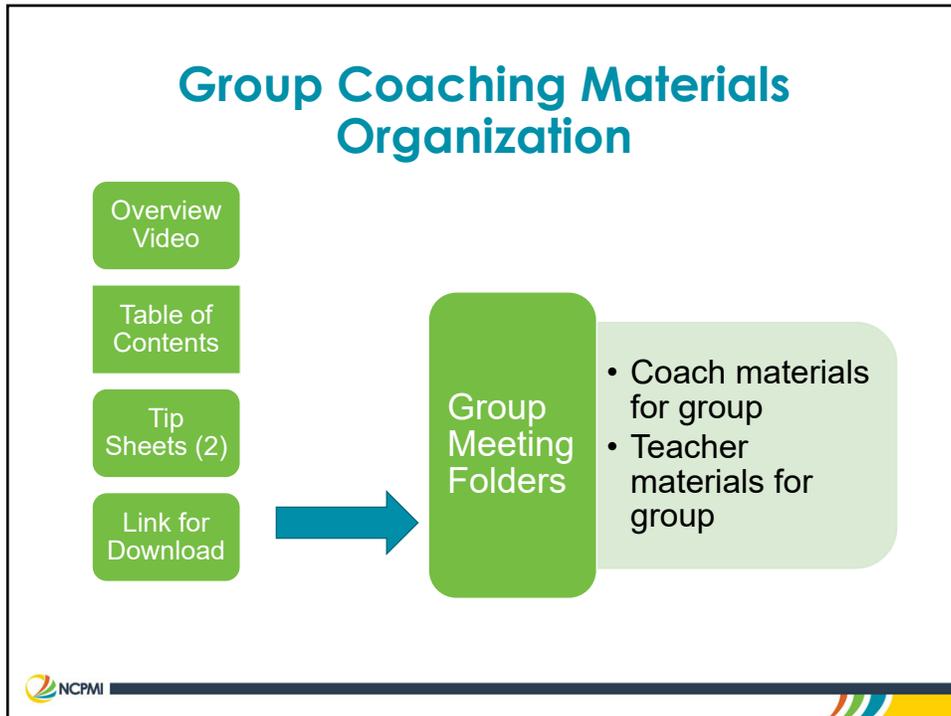
7. Problem Solving
8. Problem Solving Review

## Group Coaching Meeting Agenda

- Opening – 10 minutes
- Pyramid Model content – 10 minutes
- Video sharing – 25 minutes
  - Group Meeting 1 - sample videos related to group topic
  - Group meeting 2 – group member videos related to group topic
- Reflection and feedback
- Action planning – 10 minutes
- Closing– 5 minutes



## Accessing Group Coaching Materials



# Tip Sheets

**NCPMI Group Structure and Sequence**

**Number of Groups and Length**  
 There are 8 **group coaching meetings** for teachers to learn about social-emotional learning practices, plan to implement practices, share videos, reflect, and provide feedback to peers on their use of the practices. **Each group is 40 minutes.**

**Group Topics**  
 The groups are organized by a social-emotional competency area, with each competency area being covered across two meetings. For each competency area, the first group meeting introduces the social-emotional skills and the second group meeting reviews what participants did in their classrooms related to the social-emotional skill competency area. Below is the sequence of the meeting content:

1. Friendship Skills
2. Friendship Skills Review
3. Emotional Literacy
4. Emotional Literacy Review
5. Self-Regulation and Anger Management
6. Self-Regulation and Anger Management Review
7. Problem Solving
8. Problem Solving Review

**Group Coaching Meeting Agenda**

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- Closing – 5 minutes

**Materials, Handouts, Example Videos**  
 For a detailed list of all the materials and handouts needed to run each group, see the Table of Contents organized by group meeting. For sample videos, see the Group Video Suggestions handout.

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**NCPMI Tips for a Successful Group**

**Pacing the timing** of a group meeting of 6-8 teachers takes practice. The goal is to have teachers actively participating and completing all the activities on the agenda. Try to adjust to the time you allocate for each activity so that you can fit in all of the components. Offering opportunities for members of the group to "spread their" around a focused question or writing expectations around participation (e.g., "How about we hear from two people to share how they used this skill while teaching?" are open to volunteer going. It's important that teachers have time to view videos, engage in reflection and feedback, and plan.

**Developing group norms** sets the expectations for the group and provides a safe space for members to have open discussions. When developing group norms, teachers can share what they want to be part of the group and what they expect from the other group members. You should review group norms at the start of each group meeting.

Whether the group meeting is in person or virtual, you want to **provide the group members with the materials** they will need to participate. These include PowerPoint handouts, reflection and feedback questions and notes, as well as the action plan. If meetings are in person, provide paper copies and plan for them to use. If conducted virtually, send these materials via email ahead of time. The group members also include materials for teachers to use in the classroom that should be prepared ahead of time (e.g., cut, laminated) so that they are ready to be distributed at group meetings.

**Adhere to the PBC cycle.** In each meeting, there are always video examples or teacher videos that serve as the focused observations, opportunities for reflection and feedback related to the video, and time for writing or exploring their action plans (Plan, Do, Reflect).

**Group size matters!** It is important to have a group that is large enough to not impact the group experience if someone is missing. For example, if you have a group of 6 people and 2 of 2 people are absent, it makes a very small group. Conversely, avoid a group that is too large as well. For example, typically 2 teachers share videos during the second set of meetings. If you have 10 teachers in a group, you will have some groups with an extra person sharing, which is difficult to accomplish within an hour. Also, when you have a group that is large, members might feel less inclined to share their reflections, feedback, and experiences OR you could have a hard time managing the sharing. A **group size of 6** is a good balance.

In a group setting, it is important that everyone gets an **opportunity to share**. For example, your group might have members that would like to share but don't get a chance because others are sharing their reflections with time. Set the expectations in the beginning for members to "sign up to share," which means that they should be aware of other members in the group and allow the time for each member to share. It can be a group norm that you can try to be aware that everyone is getting the opportunity to share.

It is important to **consider teacher needs, personalities, and the teacher's desire to participate in group coaching** when forming groups. If you are implementing this for the first time, you might gather a group of teachers that want to be coached in this format while you are piloting the model and trying it out.

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# Table of Contents

**NCPMI Group Coaching Table of Contents**

**Group 1: Friendship Skills**

- PowerPoint Presentation
- Handouts for Participants
  1. PowerPoint Slides
  2. Group 1 Video Reflection Form
  3. Plan, Do, Reflect Planning Form
  4. Sample Action Plans
- Handouts for Coaches
  1. Group Checklist
  2. Facilitator Notes
- Friendship Resources and Materials
  1. Peer Mediated Friendship poster (<https://challengingthenorm.org/sites/default/files/Peer-Mediated-Skills.pdf>)
  2. Friendship book ideas for teachers: *A Kid Day for Anna McGee and Egg*
  3. Child Time Magazine Article: *Teaching Problem Solving and Friendship Skills* (<https://bit.ly/3t6h31Q>)
  4. *Five Go to Five Friends* article (<https://bit.ly/3t6h31Q>)
  5. Backpack Series Handout (Classroom Set): *How to Teach Your Child to Appropriately Get Their Attention* ([https://challengingthenorm.org/sites/default/files/backpack/backpack-connection\\_worksheet\\_08082020.pdf](https://challengingthenorm.org/sites/default/files/backpack/backpack-connection_worksheet_08082020.pdf))
- Puppets
- Friendship Kit
  - a. Labeled container for friendship kit
  - b. Friendship Kit Visuals with directions (laminated and cut out) (<https://bit.ly/3t6h31Q>)
  - c. Suggested items for friendship kit
    - i. None pad
    - ii. Markers
    - iii. Timers
    - iv. Read Aids

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# Access to Materials

## Group Coaching Approach

### Overview

Group Coaching is an effective and efficient way to deliver Practice-Based Coaching on Pyramid Model Practices in a group context. Group Coaching meetings are facilitated by a coach and are a way for teachers to learn about social-emotional teaching practices, plan to implement practices, share video, reflect, and provide feedback to peers on their use of practices.

This Group Coaching Package includes group coaching materials and resources in a ready-to-use format. Within the group coaching package, coaches can access materials and resources to facilitate 8 group coaching meetings. The group meetings are organized by a social-emotional competency area, with each competency area being covered across two meetings. For each competency area, the first group meeting introduces the practices related to the social-emotional competency area and the second group meeting reviews what participants tried in their classrooms.

#### Group Topics:

- Friendship Skills
- Emotional Literacy
- Self-Regulation and Anger Management
- Problem Solving

### Resources to Get Started

Learn more about the group coaching, before you download the package, with these resources:



# Complete Form

## Download the Group Coaching Package

Please provide the following information.

Name \*  
   
 First Last

Email \*

Organization/Program/School \*

City \*

US State/Territory \*  
 Choose One

Country \*  
 Choose One

What is your role? \*

- Practitioner Coach
- Program Implementation Coach
- Early Education Teacher
- Early Education Administrator
- School Administrator
- Technical Assistance or Training Professional
- Therapist or Related Service Provider
- Early Intervention Professional
- 619 Coordinator
- Part C Coordinator



## Download Zip File

Success!

[Download the Group Coaching Package](#)

IMPORTANT!: Make sure to save this document to your computer now. Once you navigate away from this page or refresh your browser window, this link will disappear.



## Group Coaching Materials

- ▼  Friendship
  - ▶  Group 1
  - ▶  Group 2
- ▼  Problem Solving
  - ▶  Group 7
  - ▶  Group 8
- ▼  Self-regulation and Anger Management
  - ▶  Group 6
  - ▶  Group 5



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## Coach Materials

- **PowerPoint Presentation**
- **Handouts for the Coach**
  - Group Checklist
  - Meeting Attendance and Participation Log
  - Presenter Notes



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## Participant Materials

- **Handouts for Participants**
  - PowerPoint Slides
  - Group Reflection Form
  - Materials
  - Plan, Do, Reflect Planning Form
  - Sample Action Plans
  - Feedback (Group 2, 4, 6, 8)
- **Materials for Participants (Group 1, 3, 5, 7)**



# Material List

## Self-Regulation and Anger Management Resources and Materials:

1. Book ideas for teachers: *Ravi's Roar*, *Little Monkey Calms Down*
2. Backpack Series Handout (Classroom Set): *How to Help Your Child Recognize & Understand Anger* [[https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection\\_emotions\\_anger.pdf](https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_emotions_anger.pdf)]
3. Article *Helping Children with Big Feelings* [<https://illinoiseearlylearning.org/blogs/growing/big-feelings/>]
4. Introducing the Turtle Technique (Classroom Set) [[https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle\\_letter.pdf](https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_letter.pdf)]
5. Tucker Puppet
6. Tucker Turtle Song and Finger Play [<https://challengingbehavior.cbcs.usf.edu/docs/Tucker-finger-play-songs.pdf>]
7. Tucker Turtle Scripted Story [[https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle\\_Story.pdf](https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story.pdf)]
8. Stop/Go Signs (Classroom Set) [[https://challengingbehavior.cbcs.usf.edu/docs/Stop-Go\\_Activity.pdf](https://challengingbehavior.cbcs.usf.edu/docs/Stop-Go_Activity.pdf)]
9. Relaxation Thermometer [<https://challengingbehavior.cbcs.usf.edu/docs/Relaxation-Thermometer.pdf>]
10. Smell the Flower/ Blow the Pinwheel [<https://challengingbehavior.cbcs.usf.edu/docs/Smell-Blow.pdf>]
11. Calm Down Kit:
  - a. Container with label for Calm Down kit
  - b. Self-regulation Cards
  - c. Pinwheel
  - d. Squishy Ball/Squeeze Balls
  - e. Bubbles

**\*\*Materials (Groups 1, 3, 5, 7)**



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**Introducing the Turtle Technique!**

Dear Families, An important part of kindergarten readiness is having strong social-emotional skills. This includes knowing how to regulate emotions and calm down when upset or angry. Our classroom sets self-regulation tool called the Turtle Technique that helps teach children to recognize how they feel, how to calm down when they are "tuckered" and how to deal with anger, and calm down when they feel frustrated. These skills are essential to our young learners.

You can support your child's learning at home by:

- Talking to your child about their emotions getting upset—"You look like you are getting frustrated, what would Tucker do? (Take 3 deep breaths)"—and working them through steps of calming down.
- Putting this handout somewhere visible in the refrigerator, on the child's bedroom door, or on a bag of school supplies used to express feelings when upset or angry.

Please ask if you have questions about the Turtle Technique or how we address social-emotional development!

**Tucker Turtle Takes Time to Tuck and Think**

A scripted story to assist with teaching the "Turtle Technique"

By Rochelle Lentin, Lindsay N. Grogan and Mary Louise Hemmer

**How to Help Your Child Recognize & Understand Anger**

Backpack Connection Series

About this Series

- Developed by NCPMI, this series of handouts and activities are designed to help children recognize and understand their emotions and how to manage them.
- Available in Spanish.
- Available in large print.
- Available in Braille.

Try This at Home

- Read and discuss the story with your child.
- Use the activities to help your child understand their emotions and how to manage them.
- Use the story to help your child understand their emotions and how to manage them.

**Stop and Go Activity**

Directions: In a small group, the teacher will pick a scenario card and talk about the action depicted on the card with the children. Then the teacher will use children to show the action. The action must be one of the classroom's expectations. If the action does not represent one of the classroom expectations, the children will show the STOP sign.

Materials:

- Scenario cards
- Stop and Go cut outs
- Classroom Cards
- Glue sticks

**Tucker Turtle Finger Play**

This finger play is suitable for teaching the Turtle Technique to children.

By Rochelle Lentin, Lindsay N. Grogan

**Relaxation Thermometer**

Mad

5

4

3

2

1

0

Relaxed

Take 3 deep breaths 1, 2, 3

**Ravi's Roar**

What happens when Ravi can't control his temper?

By Tom Percival

**Take a Deep Breath**

Smell the flower

Blow the pinwheel



BSJO

## Coach Perspective



Letitia Bandy  
MAC Head Start



Britany Hobbs  
MAC Head Start



Erika Breshears  
Mid-Cumberland Head Start



## Questions?

Use the  
Q&A panel  
to submit your  
questions.



## Additional Webinar



- Using Practice-Based Coaching in a Group Format



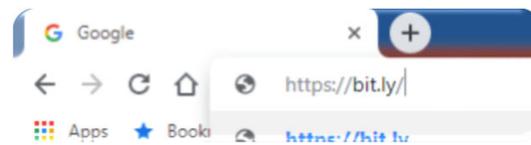
## Survey and Certificate

### Live Viewers

- Email with survey link (in 1 hour)

### Recording Viewers

- Type URL during recording into a web browser window
- *URL is case sensitive*



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The National Center for Pyramid Model Innovations

The goal of the National Center for Pyramid Model Innovations (NCPMI) is to assist states and programs in their implementation of sustainable systems for the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (PYM) through a variety of research-based and practice-based education programs with a focus on promoting the social, emotional, and behavioral outcomes of young children with the intent of reducing the use of inappropriate discipline practices, promoting family engagement, and teacher decision-making, integrating early childhood and infant mental health consultation and coaching techniques.

Get the facts on the Pyramid Model.

## Thank You

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H326B170003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project officer, Sunyoung Ahn.

