

## Supporting the Healthy Social and Emotional Development of Young Children

### Part 2: Supporting Parents in the Process



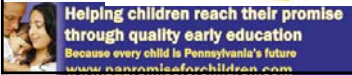
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June 17, 2010

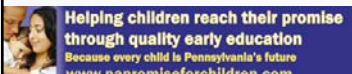
Susan Zeiders

Early Intervention

Technical Assistance

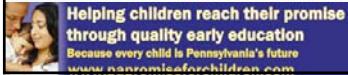


Are you viewing this webinar in the same room with one or more other people?



## Webinar Objectives:

- Describe how coaching supports families as they support their children's social emotional development
- Define the stages of coaching
- List strategies for eliciting and providing feedback



# Coaching: Using The “LEARN” Framework

## What Do You See as the Coach's Role?



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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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## Coaching is 360° of Teaching and Learning

- **L**ook and Listen
- **E**valuate
- **A**ction Plan
- **R**eflect and Give Feedback
- **N**ew Skill Building

★ Teaching and Learning occurs  
for both the parent and the coach!

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## 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 behaviors 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**
  - 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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## Action Plan

- Plan for Action and Practice; but remember there will also be those moments that require spontaneous action
- When family members 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?
- NOTE: Be OK with silence
  - Adults need time to think and process too



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## Reflect & 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 parent

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## Eliciting Feedback from Parents

- With a partner, brainstorm how you might ask for feedback from a parent. Your goal is explicit, descriptive feedback that will help build your skills. What questions might you ask?
- If you are alone, write down your own brainstorming list.



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## Encourage, Affirm & Acknowledge...

- Coach encourages, affirms, and acknowledges:

1. You really got it when you \_\_\_\_\_,

2. I enjoyed the way you \_\_\_\_\_,

3. 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?

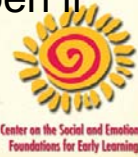


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## Reflect and Feedback:

- 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 what you have learned?
  - How does this compare to \_\_\_\_\_?



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## Table Top Discussion Activity

- Ask your neighbor a few questions that start with “why”.
- How do we feel when we are asked “why” questions?



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## New Skill Building

If You Want It, TEACH IT!

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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## New Skills Building: Stages of Learning

### Show and Tell

1. **Acquisition** – new skill or concept

### Practice Makes Perfect

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

### You Got It!

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

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## 1. Acquisition Stage: Show and Tell

- Explain concretely
- Demonstrate
- Link to other ideas or concepts
- Examples and non-examples
- Encourage parent(s) when learning
- Warning! Skill or concept can be easily lost at this stage...  
encourage, encourage, encourage



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## 2. Fluency: Practice Makes Perfect

- Offer multiple opportunities to practice
- Help parent link concept or skill to other situations or past successes
- Prompt the parent to use the skill or concept in new situations
- Elaborate on the skill or concept



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## 3. Maintenance and

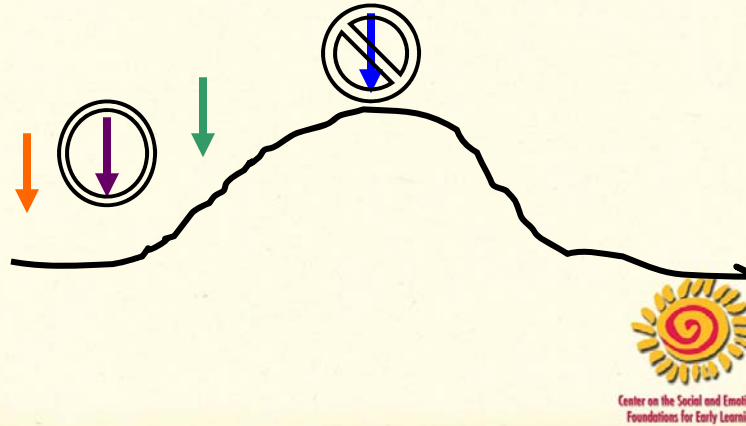
## 4. Generalization

You Got it!

- Provide opportunities to use the skill or concept in new situations or with new people
- Provide opportunities within a variety of strategies, activities and in new applications
- Comment on the parent's ability to maintain the skill and generalize their use of new skills.

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



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## REVIEW: L-E-A-R-N: 360° of Coaching



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## Resources



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

- Family Tools
- Parent Modules
- Infant/Toddler Modules

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## Resources



TACSEI—  
[www.challengingbehavior.org](http://www.challengingbehavior.org)

- Browse resources
- Tools
    - Creating Teaching Tools

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