Technical Support
Amy Stoll
astoll@midsioux.org

Supporting Family Child Care Implementation of EC-PBIS
Tom Rendon, Coordinator
Iowa Head Start State Collaboration Office
Iowa Department of Education

Webinar Overview
• Implementation of the Family Child Care Model
• Data Collection (Tools and Methods)
• Practice-based Coaching

Poll Question #1
Implementation of the EC-PBIS Family Child Care Model
EC-PBIS = Early Childhood Positive Behavioral Interventions and Supports

Vision: practices in all settings

Mission or Purpose: Support these practices
At all levels:
→ Behavioral expectations
→ Teaching to expectations
→ Supporting meeting expectations

CCRR
System
Consultant
Provider
Child

Iowa Statewide Model
Training → Coaching
Data System → System Collaborators

Early Care & Education Setting
Awareness → Adoption → Implementation → Fidelity/Quality Refinement

Poll Question #2
Data Collection in the EC-PBIS Family Child Care Model
You treasure what you measure!
Data Collection Tools

- Family Child Care Benchmarks of Quality
- Monthly Program Actions
- Behavioral Incident Reports
- Implementation Guide

Family Child Care Benchmarks of Quality

- **42 Elements**
- **Key areas:**
  - Establish and Maintain a Plan for Implementation (5)
  - Family Involvement (4)
  - Program-Wide Expectations (4)
  - Strategies for Teaching and Acknowledging the Program-Wide Expectations (3)
  - Implementation of the Pyramid Model is Demonstrated in All Environments (6)
  - Procedures for Responding to Challenging Behavior (6)
  - Professional Development and Staff Support Plan (8)
  - Monitoring Implementation and Outcomes (6)

**2013-14 Cohort - BOQs “In Place”**

- Fall
- Spring

Poll Question #3

These are the expectations for FCC provider
Family Child Care Monthly Program Actions (procedures)

- Provider keeps a frequency tally of how often each action takes place, at least once a week.
- Consultant monitors the collection of the data and integrates that information into their consulting work.
- Data will be compiled from consultants on a statewide basis.

Poll Question #4

Family Child Care Implementation Guide

**26 Foundational Practices**
- Responding to children
- Promoting Emotional Expression and Social Interaction
- Responds to Children’s Distress and Challenging Behavior
- Environmental Support for Social Engagement

**Practices related to Module Training**
Family Child Care Implementation Guide

Module 1
• Building positive relationships
• Designing supportive environments

Module 2
• Social and Emotional Teaching Strategies
  ✓ Promotes emotional literacy through identification and labeling of emotions in self and others
  ✓ Characteristics of a child care home that fosters emotional literacy are visible
  ✓ Promotes children’s individualized emotional regulation that will enhance positive social interactions
  ✓ Promotes friendships skills among children and uses deliberate teaching strategies to teach friendship skills
  ✓ Creates a planned approach for problem-solving and conflict resolution

Family Child Care Implementation Guide (procedures)
• Administered once at the beginning of consultation and once at the end of the year.
• Administered in conversation with provider (co-administration?)
• Each item: RARELY – SOMETIMES – FREQUENTLY
• Consultant integrates information into their consulting work.
• Data will be compiled from consultants on a statewide basis.

These are the expectations for FCC provider

Implementation Guide vs. TPOT/TPITOS
• TPOT = Teaching Pyramid Observation Tool (TPOT-30 mo+)
• TPITOS = Teaching Pyramid Infant Toddler Observation Scale (TPITOS – birth to 30 mo. (2.5 years old))
• Not the same thing but cover similar content
• IG = discussion tool vs. TPOT/TPITOS=assessment instrument
• TPOT/TPITOS based on observation using a valid and reliable instrument
• TPOT/TPITOS measure the fidelity of implementation of the Pyramid Model practices
• TPOT/TPITOS could be used in the FCC

Poll Question #5

Poll Question #5B

Poll Question #5C
Family Child Care Behavior Incident Reports

Family Child Care Behavior Incident Reports (BIR)

Key data: child, date and time

What happened?
• What kind of incidents are considered challenging?
• What kinds of incidents are most common with which children?

What was going on when it happened?
• When do specific kinds of incidents occur?
• A – B – C : Antecedent-Behavior-Consequence

Family Child Care Behavior Incident Reports (procedures)

• Filled out by provider as soon as possible after an “incident.”
• Reporting triggers: safety related (aggression, escape, self-injury); and repetitive behavior.
• Other incidents that are disruptive and considered “challenging” by the providers.
• Definitions are included.
• Consultant integrates information into their consulting work.
• Data will be compiled from consultants on a statewide basis.

Data Collection Tools
1. Family Child Care Benchmarks of Quality
2. Monthly Program Actions
3. Behavioral Incident Reports
4. Implementation Guide

Poll Question #6

10 Minute Break
Coaching or Consultation?

**Coaching Is...**
- Collaborative and iterative process
- Focused on building skills and competencies
- Reliant on observation and feedback
- Goal-directed
- Outcomes driven

**Coaching Is Not...**
- Providing modeling only
- Supervision
- Training with classroom observation
- Providing tips


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**Coaching Impact** (Joyce & Showers, 2002)

<table>
<thead>
<tr>
<th>TRAINING COMPONENTS</th>
<th>Knowledge</th>
<th>Skill Demonstration</th>
<th>Use in the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory &amp; Discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>+ demonstration in training</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>+ practice &amp; feedback in training</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>+ coaching in classroom</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

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**Practice-based coaching**

Practice-Based Coaching is a cyclical process for supporting teachers’ use of effective teaching practices that lead to positive outcomes for children.

The coaching-cycle components are:
1. planning goals and action steps,
2. engaging in focused observation, and
3. reflecting on and sharing feedback about teaching practices.

**Practice-Based Coaching** occurs within the context of a collaborative partnership.
Practice-based coaching FRAMEWORK

Collaborative coaching partnerships

Context for other components
Safe space to:
- Ask questions,
- Discuss problems,
- Get support,
- Reflect on practice,
- Try new ideas
Develop over time

Goal setting and action planning

- **Practice-based “needs assessment”**: identify priorities for PBC
- **Set goals**: specify priority teaching practices
- **Action plan**: guide coaching and implementation of teaching practices

Focused Observation

- Gather and record information about practices specified in action plan
- Gather data to display or summarize
- Use coaching strategies to support teacher’s implementation

Reflection and feedback

- Reflect on observation and data
- Give and receive feedback
- Support and problem-solve
- Identify additional supports and resources

EC-PBIS Family Child Care Coaching Process

- Prepare for coaching
  - Build relationships, establish trust and rapport
  - Review Benchmarks of Quality and Implementation Guide (just get started, begun in training)
  - Problems ➔ Start with Program Readiness Checklist
- Introduce MPAs and BIRs
- Based on BOQ and IG information, mutually agree on goals.
- Develop an action plan on addressing goals
- As possible, observe provider with a focus on action plan items
  - Use data as much as possible.
  - Model, feedback, and provide suggestions as planned
EC-PBIS Family Child Care Coaching Process (continued)

• Debrief with provider
  • Provide positive performance feedback
  • Provide constructive performance feedback
  • Discuss issues related to individual children (use BIRs)
  • Develop implementation steps
  • Plan for next observation
• Follow-up
  • Email feedback
  • Provision of materials

Hi Ms. Jones,

This email is meant to summarize our last meeting together and hopefully help us both see how much our children have grown in such a short period of time. Look at your little Andy, he heard the clean-up song and started cleaning up without anyone prompting or helping him. I almost think my words came out of my mouth, awesome!

To get the most out of the Pyramid, we have to be sure to use it as a total package. My goal for these emails is always to give you more ideas to create the total package. I know you think you are doing a great job at creating nurturing relationships and a high-quality learning environment, but in the short time we have spent together, I have seen a lot of potential.

1. All kids really seem to get the circle rules, now we just have to be consistent and purposeful in the way we are teaching the play area rules. Remember to circle them with the whole group before free play, check to make sure they are understanding, and then help them to internalize them and develop new rules. When I observe, I am happy with how all of them are doing, but there is still some room for improvement. I want to see each child really internalize these rules and be able to teach others around them.

2. The children are doing a great job at working together and taking turns, hopefully, the new sharing book I brought will help them to start working on that skill. It’s going to be a hard one for some of them, so you will need to review and give them lots of opportunities to practice it. I think your idea of selecting one skill to work on at a time is perfect and hopefully, they will get the sharing thing figured out soon.

I am planning to see you again on Friday, October 26th. Send me an email to confirm this is still good for you. Thanks so much for wanting to work with our project. I know that it is time consuming and you have been working hard on implementation. It has been great to collaborate with you.

Hang in there, thanks for everything you do!

Denise

Coaching light

• Goal to be appreciated, accepted, and liked
• Relationships more important than the outcome
• Might avoid challenging conversations
• Coach finds him/herself assisting in caregiving, providing resources for the provider that she can get on her own, supporting difficult kids
• Feedback linked to teacher actions only

Purpose of coaching is to build capacity of the provider to implement Pyramid practices.

Coaching heavy

• High stakes interactions focused on child learning
• Pushing them too far or too often out of their comfort zone
• Holding excessively high expectations for the provider

Practice-based Coaching Resources

• http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/development/coaching.html
  ✓ Practice-Based Coaching Overview
  ✓ Top 10 Tips for Coaches
  ✓ What we know about Practice-Based Coaching
  ✓ Coaching as a Key component in Teachers’ Professional Development

• http://challengingbehavior.fmhi.usf.edu/communities/coaches_main.html

Questions?
Poll Question #7

Contact Information
Tom.Rendon@iowa.gov
515-326-5389