



Coaching Corner Series

January 19, 2022

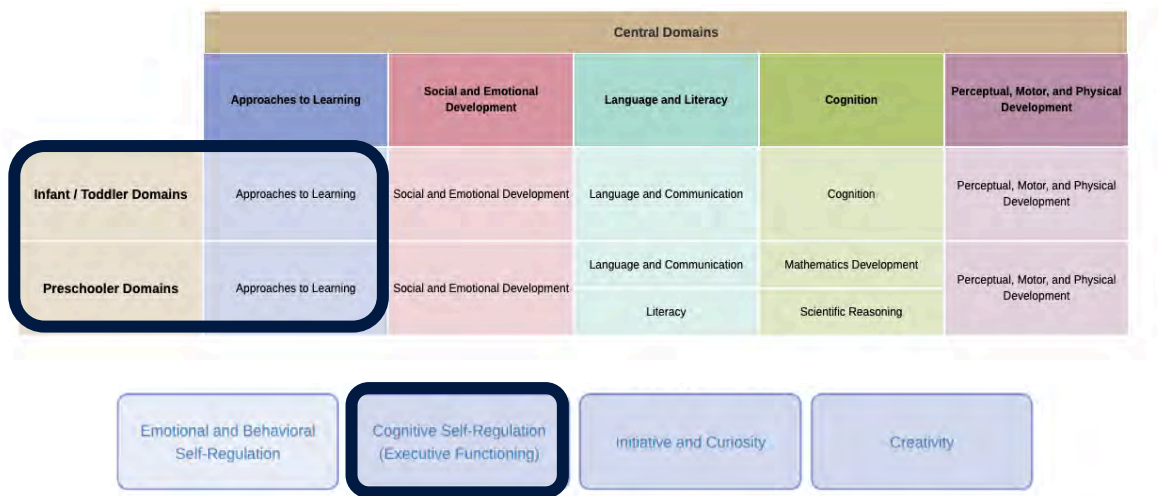
Coaching to Support Children's Cognitive Self-Regulation (Executive Functioning)

Viewer's Guide

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (ELOF)

<https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>

This year we will be focusing on the Approaches to Learning domain of the ELOF. The link above takes you to the interactive ELOF where you can click on the domains and sub-domains. Within each sub-domain, you will find goals for infants/toddlers and/or preschoolers.



Goals for Sub-Domain: Cognitive Self-Regulation (Executive Functioning)

Goals for Infants and Toddlers

- IT-ATL 3. Child maintains focus and sustains attention with support.
- IT-ATL 4. Child develops the ability to show persistence in actions and behavior.
- IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.

Goals for Preschoolers

- P-ATL 5. Child demonstrates an increasing ability to control impulses.
- P-ATL 6. Child maintains focus and sustains attention with minimal adult support.
- P-ATL 7. Child persists in tasks.
- P-ATL 8. Child holds information in mind and manipulates it to perform tasks.
- P-ATL 9. Child demonstrates flexibility in think and behavior.





MINDFUL MOMENT

Interview with Amelia Bachleda

1. What is executive function?

**Four types of brain functioning:**

Short Term Memory – being able to remember things for a short period of time—like a task you have to do that day—or the rules of a game you just learned.

Flexible Thinking – the ability to think flexibly and creatively and switch between tasks

Self-Control – the ability to resist impulsive actions or responses.

Attention and Focus – the ability to stay focused on the task at hand.

2. What are some things coaches can do to help support the executive functioning of the children and families they work with?





PBC Coach Competency Connection

Domain 2: Collaborative Partnerships

d) Uses self-awareness and self-management to establish and maintain trusting relationships that promote ongoing mutual respect.

3. What can a coach do to support the executive functioning of a coachee?

4. What can a coach do to support their own executive functioning?





COACHING AND PRACTICE

*PBC Coach Competency Connection***Domain 3: Goal Setting and Action Planning**

b) Collaborates with the coachee in the development of goals that are specific, measurable, and achievable within a specific period of time.

Goal Quality

Look at the goal statements below and revise them to make sure they include the following:

- Does the goal include one or more specific actions a coachee will do?
- Can the actions be counted or measured?
- Is it clear when the coachee will implement these practices?

Practice	Revised Goal
I will model flexibility and persistence.	
Notice and comment on a child's use of impulse control.	
Follow a predictable schedule so children gain a general idea of what will happen at different times of the day.	



Use this space to revise one of your current goals.

Action Plan for Practice

COACHEE NAME: _____ DATE WRITTEN: _____ DATE ACHIEVED: _____

ACTION PLAN		INFANT/TODDLER EXAMPLE
The goal I will work on: <i>I will create, post, and refer to a visual schedule throughout the day. I will review the schedule at morning snack, before morning outside time, and after nap.</i>		
I will know I achieved this when: <i>I have created and posted a schedule and referred to it at least 3 times a day for 2 weeks.</i>		
STEPS TO ACHIEVE THIS GOAL:	RESOURCES NEEDED:	DATE:
<i>Make visual schedule with main activities and routines.</i>	<i>Pictures from classroom, poster board, Velcro, and laminator</i>	11/1
<i>Post and refer to visual schedule at least 3 times a day and more if certain children are interested or are curious when they go home for the day.</i>	<i>Visual schedule</i>	11/2
NOTES: Coach will observe between morning snack and outside time.		

Data Collection

Write down some of the data that you would collect related to this goal.





VIDEO REFLECTION

**Observe**

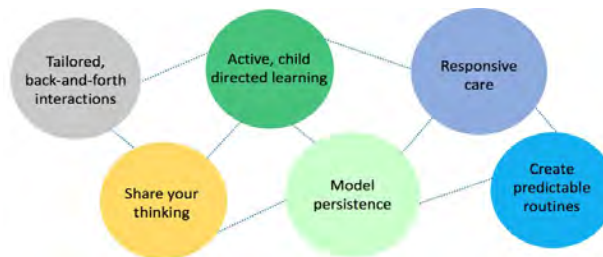
Use the space below to take notes about what you observe the teacher doing/saying as well as what the children are doing/saying and how they are responding.

Notes:



Reflect

1. What was the teacher trying to accomplish with this strategy or activity? What do you think was successful?
2. How did the children in the video react/respond to the strategies the teacher used? For example: Were all children involved? Did you see some children that need more help? What did you notice about child engagement or participation?
3. What are some questions you might ask this teacher to get her to reflect about her implementation of the schedule review?
4. What supportive and constructive feedback might you share with this teacher? What additional types of support would you give to this teacher?

**FOCUS ON EQUITY**

These research-based practices help support all children, regardless of a child's unique abilities, strengths, and challenges. And they can be tailored to the individual child, supporting and affirming the knowledge and skills each child has, their cultural background, and their personal identities.



Here are some ways that these practices can be tailored to the individual child:

- Materials align with cultures and interests of the children in the space
- Schedules, rules, or other print include the child's home language.
- Individual children who need support receive it.
- All children receive positive descriptive feedback.
- Adults engage in supportive conversations, questioning, and play with ALL children and families and use home language when possible or needed.
- If child-rearing practices differ from that of the coachee, families are given an opportunity to discuss. If needed, an effort to identify alternative strategies is made.
 - Although a coach may not observe interactions between the families and the coachees, this could be something that the coach and coachee could discuss during a reflection and feedback meeting.



KOKO'S CORNER

Did you know you can timestamp videos in the Head Start Coaching Companion?

- Any videos can be timestamped (resources or focused observation videos).
- Multiple times can be timestamped within a single video to highlight effective practices.
- Timestamping is an excellent tool that can support reflection and feedback.



RESOURCES

Many resources below are available in Spanish!

Practice-Based Coaching Resources

Practice-Based Coaching Coach Competencies

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/psc-coach-competencies.pdf>

ELOF Resources

Head Start Early Learning Outcomes Framework and related resources

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>

Spanish: <https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/articulo/marco-de-head-start-sobre-los-resultados-del-aprendizaje-temprano-de-los-ninos>



National Center on
Early Childhood Development, Teaching, and Learning

This resource was supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$10,200,000 with 100% funded by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by ACF/HHS, or the U.S. Government. This resource may be duplicated for noncommercial uses without permission.

Approaches to Learning Effective Practice Guides

<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/approaches-learning>

Spanish: <https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/effective-practice-guides/introduccion>

Center on the Developing Child – Harvard University

Activities Guide: Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence

Executive Function Activities for 6- to 18-month-olds

English: <https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2015/05/Executive-Function-Activities-for-6-to-18-month-olds.pdf>

Spanish: https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2020/03/EF-Activities-for-6-18-mos_SP.pdf

Executive Function Activities for 18- to 36-month-olds

English: <https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2015/05/Executive-Function-Activities-for-18-to-36-month-olds.pdf>

Spanish: https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2020/03/EF-Activities-for-18-36-mos_SP.pdf

Executive Function Activities for 3- to 5-year-olds

English: <https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2015/05/Executive-Function-Activities-for-3-to-5-year-olds.pdf>

Spanish: https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2020/03/EF-Activities-for-3-5-yrs_SP.pdf

Circle Time Magazine (Episodes available in Spanish!)

Season 2: Positive Behavior Support

Episode 3, Noticing Feelings: Teaching Emotional Literacy and Regulation

<https://cultivatelearning.uw.edu/circle-time-magazine/season-2/>

National Center for Pyramid Model Innovations (NCPMI)

Visuals, scripted stories, family handouts, coaching resources/webinars, and so much more! Most resources available in Spanish!

<https://challengingbehavior.cbcs.usf.edu/>



Action Plan Quality Checklist

<https://challengingbehavior.cbcs.usf.edu/docs/ActionPlanQualityChecklist.pdf>

Finding your Executive Function in Your Pyramid Model Classroom: The Secret Ingredient You Didn't Know You Had (Within the Framework Webinar Series)

<https://challengingbehavior.cbcs.usf.edu/Training/Webinar/archive/2020/06-25/2020-06-25-Executive-Function.html>

A Practice Guide for Teaching Executive Function Skills to Preschoolers Through the Pyramid Model

https://challengingbehavior.cbcs.usf.edu/docs/Executive-Function_Practice-Guide.pdf

Pyramid Model Equity Coaching Guide

<https://challengingbehavior.cbcs.usf.edu/Implementation/Equity/Guide/index.html>

Coaching Companion

Request access

<https://eclkc.ohs.acf.hhs.gov/coaching-companion-account-application-organizations>

Already a Coaching Companion user? Login

<https://eclkc.ohs.acf.hhs.gov/cas/login>

Have a question or need help with Coaching Companion? Email coachingcompanion@eclkc.info.

Online Communities

MyPeers

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-social-network-early-childhood-professionals>

- Practice-Based Coaching Community

Mobile Apps

ELOF2GO Mobile App (available as MiELOF on the Apple App Store and on Google Play)

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>

ELOF@Home Mobile App

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/mobile-tools-home-visitors>



COACHEE NAME: _____

DATE: _____

AGE GROUP: INFANT/TODDLER EXAMPLE

Effective Practice	I am doing this...					Change needed?	Priority rank	Notes
	Not at all				All the time			
INTERACTIONS								
1. Model flexibility and persistence.	1	2	3	4	5			
2. Promote sustained joint attention with children. Joint attention is when an adult and child both pay attention to an object or action. It happens when the adult or child alerts the other by looking, pointing, or other non-verbal or verbal means.	1	2	3	4	5			
ENVIRONMENT								
3. Follow a predictable schedule so children gain a general idea of what will happen at different times of the day. Make sure to announce and help children manage transitions.	1	2	3	4	5			
4. Provide equipment, materials, and time for children to play age-appropriate games and activities.	1	2	3	4	5			
INDIVIDUALIZATION								
5. Notice, support, and respond to children’s interests flexibly.	1	2	3	4	5			
6. Express confidence in a child’s ability to successfully accomplish a goal or task.	1	2	3	4	5			



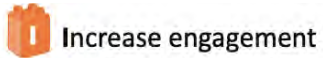
COACHEE NAME: _____

DATE: _____

AGE GROUP: PRESCHOOL EXAMPLE

Effective Practice	I am doing this...					Change needed?	Priority rank	Notes
	Not at all				All the time			
INTERACTIONS								
1. Offer new props or assume a role to help children engage in high-level imaginary play.	1	2	3	4	5			
2. Introduce and continue an ongoing story so children can practice using their working memory to recall the characters and their actions.	1	2	3	4	5			
ENVIRONMENT								
3. Provide developmentally appropriate challenges so children can learn to persist and focus on achieving goals.	1	2	3	4	5			
4. Introduce group games and offer board games to allow children to master rules, wait for a turn, and try different options to succeed.	1	2	3	4	5			
INDIVIDUALIZATION								
5. Notice and comment on a child's use of impulse control.	1	2	3	4	5			
6. Give children enough time to succeed at their own pace.	1	2	3	4	5			





Increase engagement

COACHEE NAME: _____

DATE WRITTEN: _____

DATE ACHIEVED: _____

ACTION PLAN		INFANT/TODDLER EXAMPLE
The goal I will work on: <i>I will promote children’s joint attention during, free play, meals/snacks, and diaper changing by commenting and asking questions about what children say, see, hear, and do.</i>		
I will know I achieved this when: <i>I have made 2 comments or asked 2 questions to each child each day for a week.</i>		
STEPS TO ACHIEVE THIS GOAL:	RESOURCES NEEDED:	DATE:
<i>Stem questions posted around the room to serve as a reminder for questions I could ask related to each area in room.</i>	<i>Printed questions posted in room</i>	<i>10/26</i>
<i>Roster of children to use as a tally system for when I comment or ask questions about play.</i>	<i>Roster</i>	<i>10/27</i>
<i>Begin commenting on what children are saying, seeing, hearing, or doing and tally by each child.</i>	<i>Roster</i>	<i>10/27</i>
<i>Coach will observe and take data at morning free play and tally the comments and questions I ask to children.</i>	<i>Coach</i>	<i>11/3</i>
NOTES:		



COACHEE NAME: _____

DATE WRITTEN: _____

DATE ACHIEVED: _____

ACTION PLAN		INFANT/TODDLER EXAMPLE
<p>The goal I will work on: <i>I will create, post, and refer to a visual schedule throughout the day. I will review the schedule at morning snack, before morning outside time, and after nap.</i></p>		
<p>I will know I achieved this when: <i>I have created and posted a schedule and referred to it at least 3 times a day for 2 weeks.</i></p>		
STEPS TO ACHIEVE THIS GOAL:	RESOURCES NEEDED:	DATE:
<i>Make visual schedule with main activities and routines.</i>	<i>Pictures from classroom, poster board, Velcro, and laminator</i>	11/1
<i>Post and refer to visual schedule at least 3 times a day and more if certain children are interested or are curious when they go home for the day.</i>	<i>Visual schedule</i>	11/2
<p>NOTES: Coach will observe between morning snack and outside time.</p>		

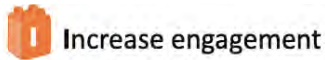


A Attend to and encourage appropriate behavior

COACHEE NAME: _____ DATE WRITTEN: _____ DATE ACHIEVED: _____

ACTION PLAN		PRESCHOOL EXAMPLE
The goal I will work on: <i>I will comment on children’s use of impulse control (e.g., using calming strategies, kind words, gentle touches, etc.) during centers by providing positive descriptive feedback.</i>		
I will know I achieved this when: <i>I have made at least 5 descriptive feedback statements to 5 children a day for a week.</i>		
STEPS TO ACHIEVE THIS GOAL:	RESOURCES NEEDED:	DATE:
<i>Generate a list of feedback statements.</i>	<i>Paper</i>	<i>10/26</i>
<i>Post some feedback stems around the room to prompt me to provide feedback related to impulse control.</i>	<i>Printed feedback starters</i>	<i>11/1</i>
<i>Gather rubber bands to use as a feedback data tracking system by putting 10 rubber bands around my wrist and switching them to the other wrist when I have provided feedback.</i>	<i>Rubber bands</i>	<i>11/1</i>
NOTES:		





Increase engagement

COACHEE NAME: _____

DATE WRITTEN: _____

DATE ACHIEVED: _____

ACTION PLAN		HOME VISITING EXAMPLE
<p>The goal I will work on: <i>I will suggest ways for families to help their child stay engaged in an activity during play time by commenting during visit (e.g., "You might ask Milka how she's going to put her baby doll to sleep now.").</i></p>		
<p>I will know I achieved this when: <i>I have offered at least 2 suggestions for ways to extend or engage play during the home visit for 2 different visits.</i></p>		
STEPS TO ACHIEVE THIS GOAL:	RESOURCES NEEDED:	DATE:
<i>Reach out to family before visit to determine what has been interesting Milka lately.</i>	<i>Call or text</i>	<i>10/26</i>
<i>Using ideas from family, brainstorm a list of ideas for extending play to be prepared to offer suggestions at the next home visit.</i>	<i>Note pad</i>	<i>10/27</i>
NOTES:		

