



Coaching for Interactions that Support Children in Knowing and Meeting Behavioral Expectations

Focus of this Video

- Why it's important to support children in knowing and meeting behavioral expectations.
- What supporting children to do so looks like.
- Coaching strategies for this interaction.

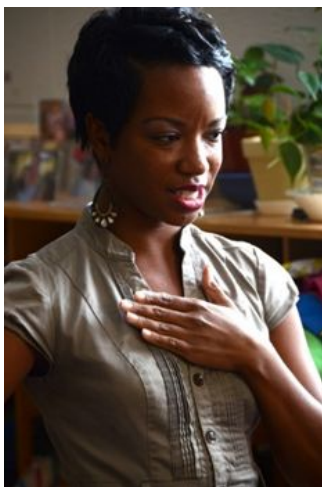


Why It's Important to Support Children in Knowing and Meeting Behavioral Expectations

An important part of becoming a successful learner is developing the skills to regulate emotions and behaviors.

- With the support of caring adults young children can grow in their ability to manage emotions and behaviors by using a range of coping strategies.
- Children develop social and emotional skills throughout childhood. When children learn social and emotional skills at an early age, it helps them have stronger skills for a lifetime.
- Consistent, predictable, and supportive environments create a safe and secure place for all children to learn.
- Educators model and clearly communicate their expectations for engagement.
- Consistent and predictable routines, clear expectations for what is going to happen, and developmentally appropriate choices so children are ready to learn.

EVALUATING “BEST PRACTICE” VS. OUR OWN BIASES



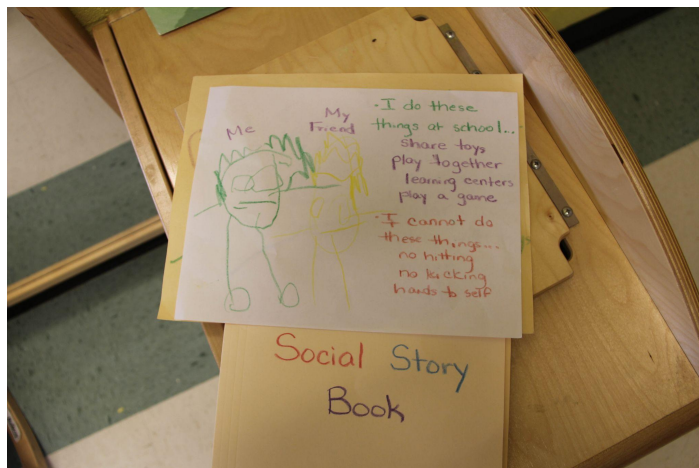
We need to ask ourselves:

- Is what I think of as a “best practice” really related to my own past life experiences, values, beliefs and biases?
- Is this practice tied to state or national standards?
- Is a “best practice” culturally relevant for all children in my learning environment?
- What practices for meeting behavioral expectations are uncomfortable for me and why?

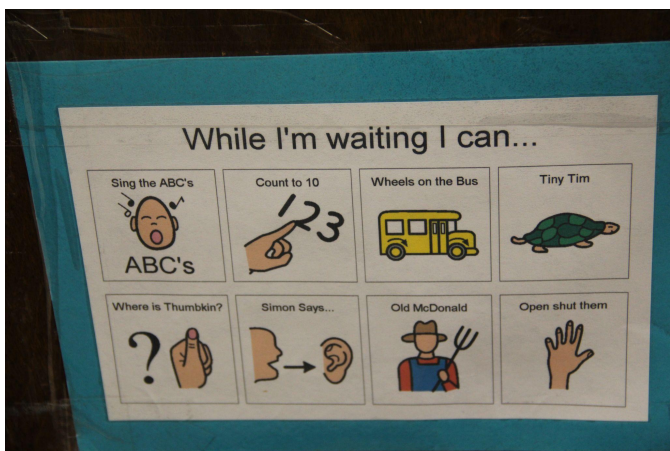
What Supporting Children to Know and Meet Behavioral Expectations Looks Like

Educators support children in knowing and meeting behavioral expectations by:

- Setting clear and consistent routines and rules
- Providing active supervision based on developmental levels of all children
- Enforcing positive behavioral management strategies with children
- Offering positive feedback, e.g. “Thank you for using gentle touches.”
- Providing opportunities for children to develop self-regulation skills



STRATEGIES TO SUPPORT CHILDREN IN KNOWING AND MEETING BEHAVIORAL EXPECTATIONS



- Using a “While I’m waiting I can...” chart to help children with self-regulation
- Using “First/Then” charts and explain how to use it with children during a circle time
- Post a picture schedule of activity times during the day so children can review it whenever they need to know what is happening next
- Review and reinforce behavioral expectations or “rules” in the learning environment for children during circle time activities
- Use stories to illustrate behavioral expectations

Coaching an Educator Supporting Children in Knowing and Meeting Behavioral Expectations

Start with a few good questions:

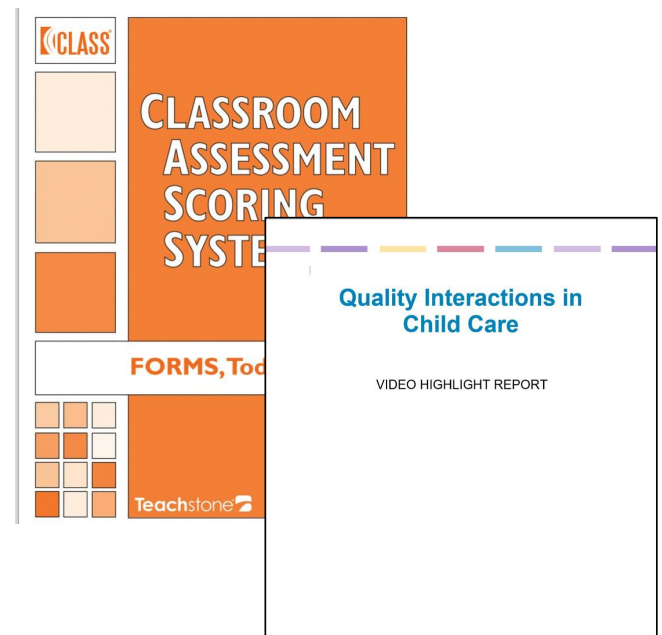
- How do you feel you're doing with supporting children in understanding and meeting behavioral expectations?
- What do you think is most important to do to help children to develop self-regulation skills?
- What makes it difficult to support children in knowing and meeting behavioral expectations?
- Are the expectations you've set for children's behavior in line with best practices and culturally relevant to your early learning setting?
- What more do you want to know about this teaching practice?



What Data to Focus On for This Interaction

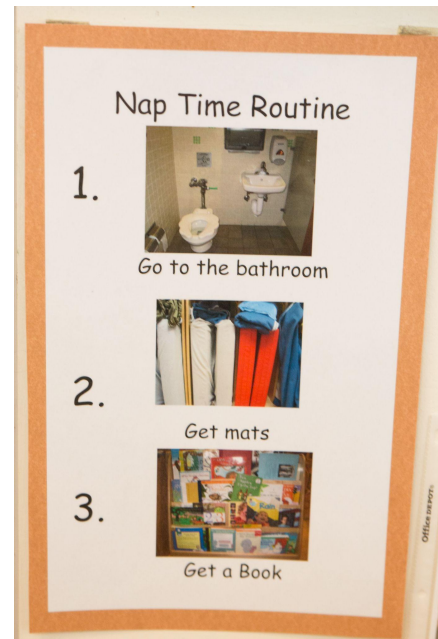
What to look at:

- “Behavior and Learning Environment Supports” data field in the QUIC tool.
- “Emotional and Behavior Support” and the “Instructional Support” sections of the CLASS tools.
- All areas that address individualizing for children.



Observing An Educator Supporting Children in Knowing and Meeting Behavioral Expectations

- You can observe an educator's practice by doing a focused observation during different times of the day and different activities.
- The focus or measurable component is noticing how and when the educator engages in practices that support children's knowing and meeting behavioral expectations.
- The exemplar videos illustrate an educator engaged in this teaching practice.



INSTRUCTIVE SESSION

- Some educators may not understand what it means to support children in knowing and meeting behavioral expectations and need more specific information about what it looks like and how to do it.
- You can provide an instructive coaching session to help the educator gain a better understanding of the practice to be able to implement it with children.



INSTRUCTIVE SESSION: WHAT TO INCLUDE

Share the five strategies for supporting children knowing and meeting behavioral expectations:

- Using a “While I’m waiting I can…” chart to help children with self-regulation
- Using “First/Then” charts and explain how to use it with children during a circle time
- Post a picture schedule of activity times during the day so children can review it whenever they need to know what is happening next
- Review and reinforce behavioral expectations or “rules” in the learning environment for children during circle time activities
- Use stories to illustrate behavioral expectations
- Model and clearly communicate their expectations for engagement.

AN INSTRUCTIVE SESSION CONCLUDED

Finally, you can show the informational video and the exemplar videos we shared with you in this assignment that illustrate and explain the practice.

After viewing the video, ask the coachee:

- What did you learn in the video about supporting children to know and meet behavioral expectations?
- How would you ensure that you’re engaged in this practice with each child?
- What more do you need to know about this practice?