

# Improving Progress & Building Capacity in ECE/ECSE

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## Agenda

- Overview of ECE itinerant team
- Coaching Model
- Results
- Challenges and Celebrations



Inspire you to think outside of the box in how to improve progress for children who struggle (whether or not they have a disability label)

Consider how to create time to collaborate with and support teachers to improve progress for children who struggle

\*\*Don't need to have an ECE team to apply the ideas

## Itinerant ECE Team



Vision: Providing support, direct and/or indirect, to students, staff and families in early childhood

Mission: The itinerant preschool team will help to improve progress for students in early childhood with special education needs, build capacity within WPS for best practices in ECE, and support school teams in assessment and instructional practices.

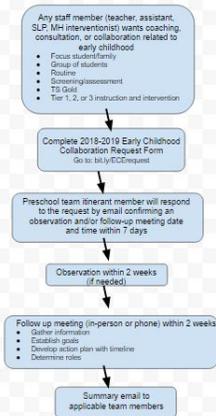
## Who?

- 2 Early Childhood Special Education Teachers
- 1 Speech Language Pathologist
- 1 Mental Health Interventionist

## Purpose:

- Build capacity to support inclusion in home schools
- Ensuring TS Gold growth for children with identified disabilities/IEPs
- Support MTSS Process

### Preschool Itinerant Team Support Process



### 2018-2019 Early Childhood Collaboration Request Form

Form description

Email address \*

Valid email address

This form is collecting email addresses. [Change settings](#)

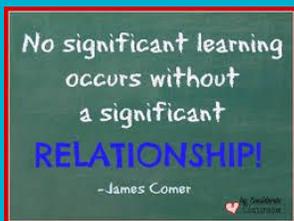
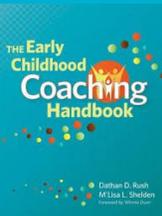
Describe the reason for the collaboration request (i.e. student, routine, goal, concern) \*

Long answer text

Staff name(s) of people making request \*

Short answer text

## The first 2 years



Focus Students



Routines and Environment

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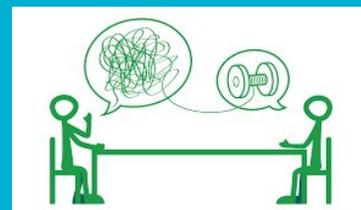
Book Study  
Monthly Meetings  
Process

Building Relationships

PROCESS	MENTORING	CONSULTING	THERAPY	COACHING
<b>Thought</b>	My experience is... I know how...	I am an expert. This is what you are paying me to tell you.	I will help you heal from the cause.	How can I support your learning? Where would you like to go from here?
<b>Statement</b>	"This is how I would do it."	"This is how to do it." "This is how you should do it."	"Tell me about your past." "What was it you went through?"	"What have you tried? How has that served/diserved you? What else is possible?"
<b>Action</b>	Guidance & Advice	Direction, method, technique & information	Probe, psychoanalyze, deep reflection, come to terms	Explore, experiment, learn new ways of working, thinking, doing, personally and professionally.

## Coaching: An Evidence-Based Approach

- Non-evaluative
- Nondirective
- Goal Oriented
- Solution Focused
- Reflective
- Collaborative
- Context driven (meeting the educator where they are)
- Part of service delivery for students with disabilities
- MTSS process



## What Does Coaching in ECE Look Like?

- Goal Setting
- Problem Solving
- Action Plan
- Reflection
- Feedback



## Why Use Coaching?

- Expert model does not build capacity
- Creates a culture of problem solving
- Students are general education students first
- Shared Accountability
- Supports long term change of teacher practices



## So What Does Coaching Look Like??



## Activity

Hold up:

- 1 finger if you have a classroom
- 2 fingers if you do not have a classroom
- Pair up with someone you don't know. 1's try to pair with 2's
  - **Person A:** Person with *more* ECE experience
  - **Person B:** Person with *less* ECE experience

## Joint Planning: Problem Identification

1. What is happening now?

Person A takes 1 minute to describe the problem (who, what, where, when)

Person B just listens

2. Person B Reflects Back ("it sounds like...")

Solution focused

We Do



## Joint Planning: Problem Identification

You Do!

1. What is happening now?

Person A takes 1 minute to describe the problem (who, what, where, when)

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## Joint Planning: Shared Goal Setting

Person B: "What would you like to see happen?"

Person A: Identifies what success looks like

Describe in positive terms (what you want the person/child to do)

\*Helps identify focus skills to teach/learn



## Joint Planning: Shared Goal Setting

You Do!

Person B: "What would you like to see happen?"

Person A: Identifies what success looks like

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\*Helps identify focus skills to teach/learn



We Do

## Joint Planning: Reflection

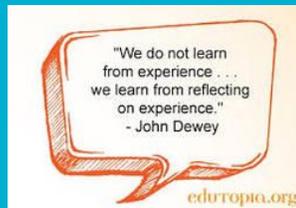
Prompt person A to reflect on what has been tried & outcomes

"What kinds of things have you tried? Why?"

"What were the outcomes?"

"What went well?"

We Do



## Joint Planning: Reflection

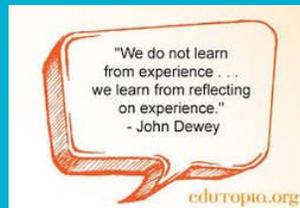
You Do!

Prompt person A to reflect on what has been tried & outcomes

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## Joint Planning: Brainstorm Solutions

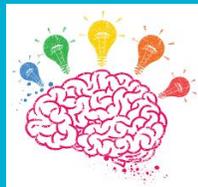
Person A & person B brainstorm solutions together

No feedback, just ideas (or expansion on ideas)

Person B: Invite coachee to generate solution first

What are some possible ideas that could support the student to be able to....?

Coach can give ideas after think time



We Do

## Joint Planning: Brainstorm Solutions

You Do!

Person A & person B brainstorm solutions together

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## Joint Planning: Pick A Solution!

Coachee picks a solution they want to try

When, Where, Who, What

Coach and coachee work to resolve any anticipated problems/needs

Materials

Modeling

Observation

Design Data Collection- quick and easy (problem solve as needed)



## Action Plan

Action	Who	By When

Date/Time of Next Follow-Up Meeting:

## Coaching Practice: Switch Roles

1. Problem Identification
2. Shared Goal Setting
  - a. What would you like to see happen?
3. Reflection
  - a. What have you tried? What were the outcomes?
4. Brainstorm Solutions
  - a. What are some possible ideas you could try?
5. Choose a Solution
  - a. What would you like to try first?



## Reflect: Think Pair Share

How does the coaching model differ from the most common approach for supporting students with needs and their teachers and caregivers?

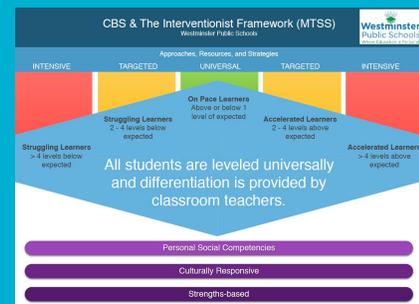


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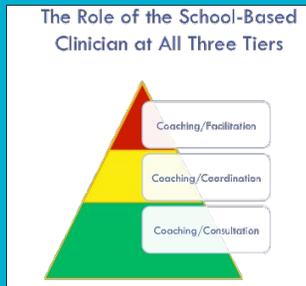
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## Positive Outcome: Implementation of the Interventionist Framework

Multi-Tiered Systems of Support (MTSS)



## Positive Outcome: Support without a Disability Label



## Positive Outcome: Blended Services & Collaboration

Break down silos of gen ed, special ed



Various service providers working together with teacher



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## Celebrations



- Coaching meetings completed in 30-45 mins
- 92% ECE staff found the team very helpful & supportive (year 1)
- 8% ECE staff found the team somewhat helpful & supportive (year 1)
- ECE staff found the team reliable and responsive
- 48 requests for support Year 1
- 18 requests for support Fall Year 2

## More Celebrations



- Many teachers implemented interventions & collected data
- Students with ECSE services may attend home school
- Implementation of Interventionist Framework for speech/language, pre-academic, and social-emotional needs
- 2 SLP's began using coaching model
- RTI spots reserved for students needing Tier 2/3 support from Child Find
- Itinerant team members developed leadership skills

## What We Have Learned

- Relationships and face-time are key
- Preferred support: as needed (vs. monthly meetings)
- Meet ECE staff where they are (coachee driven)
- Notetaker/timekeeper **AND** facilitator at meetings
- Emails and Collaboration Notes
- Avoid coaching and providing interventions without building service provider input
- Teachers wanted support more often than special service providers (SLP, Mental Health Interventionist)



## Questions and Reflection

What is one thing that you will do differently as a result of today's training?

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