



# Classroom SEBH Coach Series

## Session 4

[mimtsstac.org](http://mimtsstac.org)

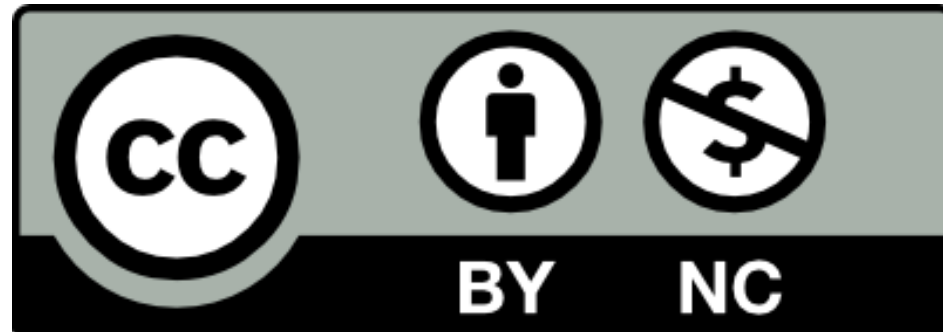


# Acknowledgments

The content for this training day was developed based on the work of:

- National Center on PBIS
- Collaborative for Academic, Social, and Emotional Learning (CASEL)
- National Center for Pyramid Model Innovations  
(website: [challengingbehavior.org](http://challengingbehavior.org))
- Brandi Simonsen, PhD

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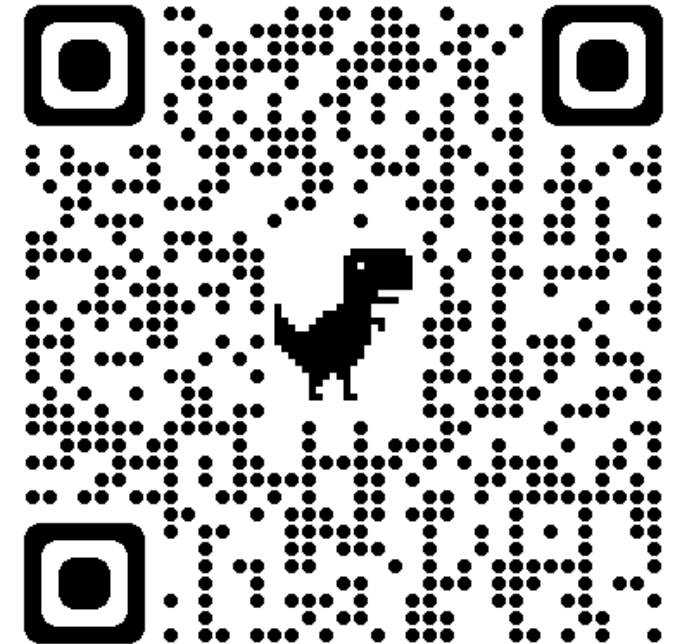
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To apply for SCECHs credits for this session, please complete the application.

**Note:** Credits can be applied for any amount of time before the session occurs but must be received no later than 7 days of completion of the session.

- Include the session title and date on the application. Multiple sessions in a series can be included on one application.
- Please make sure to include the title and date of each session (e.g., Title Session 1 - 9/12/23, Title Session 2 - 9/18/23, Title Session 3 - 9/26/23).
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# Group Agreements

## We are Responsible

- Return on time from breaks
- Take care of our needs

## We are Engaged

- Share “air time”
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

# Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

# Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time-Keeper: keep track of time and bring the team back together



# Purpose

The SEBH Classroom Coaching sessions are designed to support individuals who coach classroom teachers. Participants will learn about SEBH coaching as a cyclical process for supporting teachers' use of effective teaching practices that lead to positive outcomes for students.



## Intended Outcomes

- Understand how to guide a reflection and feedback session
- Identify a variety of ways to deliver coaching
- Explore next steps for coaching

# Agenda

1.0 Reflection and Feedback

2.0 Putting it all Together

3.0 Wrap Up and Next Steps



# Activity

## Let's Review!

- For the next 60 seconds, write down everything you can remember about conducting a focused observation, including how it is similar or different than observations you have conducted in the past.

# 1.0 Reflection and Feedback

# Coaching Cycle



Adapted from the National Center for Quality Teaching and Learning, 2012. Practice-based coaching. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-handout.pdf>

# Reflection and Feedback

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



Adapted from the National Center for Quality Teaching and Learning, 2012. Practice-based coaching. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-handout.pdf>

# Reflection

- Strength-based:
  - Encourage, affirm, and acknowledge
- Conversational and reciprocal:
  - Open-ended prompts
  - Structured feedback based on observation
  - Grounded in data/observation
  - Connected to action plan
  - Combine challenges and support



## Before the Debrief Meeting

- Review coaching strategies and plan for how to engage in **essential strategies**
- Confirm plan for **when and how** to meet
- **Prepare** documents or videos to share
  - Action plan
  - Observation data
  - Materials or resources





# Steps for Conducting a Debriefing Session

1. Review current action plan
2. Facilitate reflection on the practices that the teacher is working on during the observation
3. Give supportive and constructive feedback related to the implementation of the goal
4. Offer targeted supports for the action plan goal
5. Facilitate a discussion about the next steps
6. Have the teacher select the next step
7. Schedule the next observation and debrief session

# Types of Reflection

- **Objective:** Prompts teachers to reflect on what happened
- **Interpretive:** Encourage teachers to reflect and form hypotheses or draw conclusions about use of practices
- **Comparative:** Assists teacher in evaluating events and interactions compared to another point in time



# Reflection Starter Phrases and Questions

## Objective:

- “I noticed that...”
- “What did you notice about the students when...”
- “Tell me about what happened when...”

## Interpretive:

- Tell me about how you felt about ...”
- “What were your thoughts when...”
- “Did you notice...? I wonder why that is...”

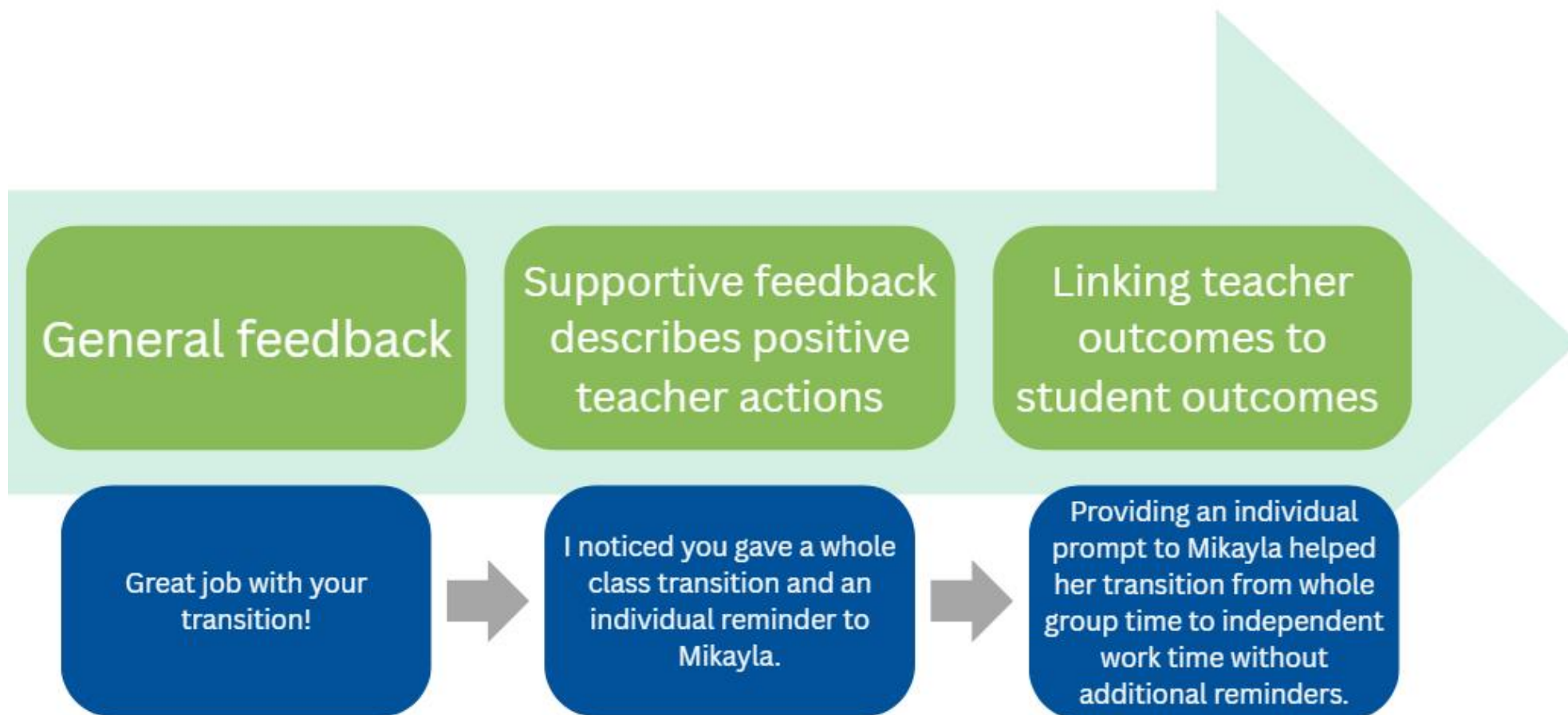
## Comparative:

- What do you think the difference is about how you interact with (student 1) and (student 2)?
- Why do you think it’s easier for you to do this with (student 1) and not (student 2)?
- How does using this practice with (student) compare to before?”

# Performance-Based Feedback

- Describes the observed practice rather than a characteristic or attribute
- Aligned to the action plan
- Informed by focused observation data
- Two types of performance-based feedback
  1. **Supportive Feedback**
  2. **Constructive Feedback**

# Supportive Feedback



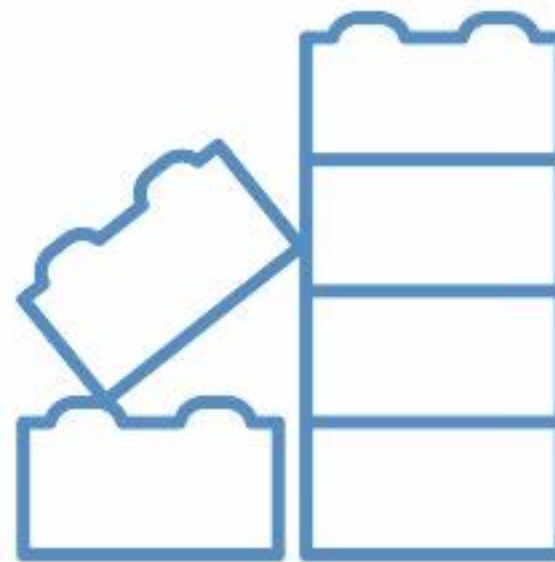
Adapted from NCPMI; [challengingbehavior.org](http://challengingbehavior.org)

# Supportive Feedback Starter Phrases

- “You really got it when you \_\_\_\_\_.”
- “I noticed that you did \_\_\_\_\_. That really worked well for the student to \_\_\_\_\_.”
- It was great to see \_\_\_\_\_.”
- “I saw you do \_\_\_\_\_. It was a perfect example of \_\_\_\_\_.”

# Constructive Feedback

- Data-informed or performance-based suggestions or supports for enhancing implementation
- Helps teacher expand or adjust practices
  - Implement practice more often
  - More fluently
  - Across contexts or children
  - Maintain implementation



# Providing Constructive Feedback

Start with what  
you observed  
related to the goal  
and action plan

Provide  
information about  
the practice and  
its benefits

Suggest 1-3 ways  
to enhance the  
practice

Give a reflective  
prompt/decide  
what strategy or  
practice to try



# Constructive Feedback Starter Phrases

- “Tell me a bit about...”
  - “What happened when you...?”
  - “What happened when the student...?”
- “You used \_\_\_\_\_ during \_\_\_\_\_. What about trying it during \_\_\_\_\_?”
- “The students were engaged when you \_\_\_\_\_. What would happen if you used \_\_\_\_\_ more often?”
- “What do you think would happen if you tried...?”

## Example Constructive Feedback

1. **Say what you saw:** “I noticed Savannah stayed on task for 1-2 minutes, then she was off task. Three times you said, “Back to work, Savannah,” and she reengaged in her work, but didn’t stay focused for long.”
2. **Provide information about the practice & its benefits:** “Although Savannah wasn’t disruptive, our goal is for all students to be engaged in learning opportunities during independent work time.”
3. **Identify ways to enhance practice:** “You might try being more specific with your prompt by giving her a smaller goal. For example, you could ask her to complete a smaller part of the assignment and say “Savannah, do you think you can finish number 4 before I come back over here?”  
Then return to check on her within a couple of minutes.
4. **Give reflective prompt:** “How do you think Savannah would respond to a prompt like that?”

## Reflection Pitfall

- Beware using reflection questions that are too broad – you may get general, non-specific responses.
- Ask specific questions or be prepared with follow-up questions.
- **Example:** “Tell me about how using a transition warning helped the students today.”
- **Non-example:** “How do you think it went today?”



## Activity 1.1

- Locate the **Asking Reflection Questions** document in your materials.
- Review the sentence starters and how reflection questions are used
  - Which of these questions do you already use in your coaching?
  - Which might you consider adding into your reflections with teachers this year?
  - If you have never coached before, which of these might you be the most comfortable with? Which ones might be harder to use?
- Be ready to share.

## Tips for Working Through Resistance

- Share a professional development resource and offer follow up with reflection in next coaching session
- Try a new strategy
  - Suggest teacher monitor their practice over the next week
  - Suggest the teacher discuss the practice with their team
  - Offer to record an observation
- Use reflective questions that explore bias
  - “What makes you say that?”
  - “When you say those students, it makes me think that you believe \_\_\_\_\_. Can we explore that some more?”



## Activity 1.2

- Think about your current or previous coaching experience
- If you are an experienced coach:
  - What are some lessons that you have learned when sharing feedback?
  - What are some missteps you made along the way?
- If you are a new coach:
  - What kinds of things did your previous coaches do that were supportive or less supportive related to feedback?
  - What are some things you plan to do while sharing feedback?
- Be ready to share

## 2.0 Putting it all Together

# Coaching Functions

- A support system should be in place so that every teacher can receive:
  - Support to assess SEBH practices implementation
  - Clear communication
  - Help with goal setting
  - Prompting
  - Additional behavioral expertise, as needed

**Implementing Classwide PBIS: A Guide to Supporting Teachers (The Guilford Practical Intervention in the Schools Series) 1st Edition** by Diane Myers (Author), Brandi Simonsen (Author), Jennifer Freeman (Author), George Sugai (Foreword)



# Types of Coaching Roles

- Internal/external coach
  - A "non teacher" who can observe, model strategies, promote reflection, and provide feedback
- Peer-to-peer
  - Educators collaborate and support one another, sharing strategies and insights while receiving guidance from a facilitator or coach
- Self
  - Self-assesses and develops a goal, seeking support when needed

# Grouping for Coaching

- Grade level groups
  - Group individuals together based on teaching teams and/or those who teach in the same grade level(s)
- Content focused groups
  - Group individuals together based on the content/subject they teach
- SEBH practice goal groups
  - Group individuals based on goals that have been identified focused on SEBH practice(s)



## Activity 2.1

- Examples of Coaching Functions across Different Delivery Systems
- With your small group, review the handout. Discuss:
  - Which functions are you currently using?
  - Which functions do you want to try?
  - Which functions might you have questions about?

# Action Planning for Coaching

- Consider how coaching will be delivered
  - What is the coaching function being targeted?
  - How will it be delivered?
  - Who is the target group?
  - How frequently will it be done?
  - What resources are needed?
  - How will it be evaluated for effectiveness?

# Classroom Coaching is Part of a System!

Decide with your Leadership Team:

- When will coaching begin?
- How often are coaches expected to meet with teacher/teaching teams?
- Do we have the technology/resources to support coaching?
- How and when will focused observations and debrief meetings occur?
- Who should be coached?





## Activity 2.2

Review the **Action Planning Guide for Coaching** document

- Think about how you will begin to deliver coaching and fill in the Action Planning Guide

# Tips for Group Coaching

- The Group Coaching tip sheet developed by the National Center for Pyramid Model Innovations has helpful tips to keep in mind when designing group coaching sessions

**Group Coaching:  
Tips for a Successful Group**



**Pacing the timing** of a group meeting of 6-8 teachers takes practice. The goal is to have teachers actively participating and complete all the activities on the agenda. Try to adhere to the times you allocate for each section so that you can fit in all of the components. Offering opportunities for members of the group to “speed share” around a focused question or setting expectations around participation (e.g., “How about we hear from two people to share how they used this skill while teaching.”) are ways to enhance pacing. It’s important that teachers have time to view videos, engage in reflection and feedback, and plan.



**Developing group norms** sets the expectations for the group and provides a safe space for members to have open discussions. When developing group norms, teachers can share what they want to get out of the group and what they expect from the other group members. You should review group norms at the start of each group meeting.



Whether the group meeting is in person or virtual, you want to **provide the group members with the materials** they will need to participate. These include PowerPoint handouts, reflection and feedback questions and notes, as well as the action plan. If meetings are in person, provide paper copies and pens for them to use. If conducted virtually, send these materials via email ahead of time. The group sessions also include materials for teachers to use in the classroom that should be prepared ahead of time (e.g., cut, laminate) so that they are ready to be distributed at group meetings.



**Adhere to the PBC cycle.** In each meeting, there are always videos (examples or teacher videos) that serve as the focused observation, opportunities for reflection and feedback related to the video, and time for writing or updating their action plan (Plan, Do, Reflect).



**Group size matters!** It is important to have a group that is large enough to not impact the group experience if someone is missing. For example, if you have a group of 4 people and 1 or 2 people are absent, it makes a very small group. Conversely, avoid a group that is too large as well. For example, typically 2 teachers share videos during the second set of meetings. If you have 10 teachers in a group, you will have some groups with an extra person sharing, which is difficult to accomplish within an hour. Also, when you have a group that is large, members might feel less inclined to share their reflections, feedback, and experiences OR you could have a hard time managing the sharing. A **group size of 6-8** is a good balance.



In a group context, it is important that everyone gets an **opportunity to share**. For example, your group might have members that would like to share but don’t get a chance because others are sharing their reflections each time. Set the expectation in the beginning for members to “step up/step back,” which means that they should be aware of other members in the group and allow the time for each member to share. It can be a group norm, or you can try to be aware that everyone is getting the opportunity to share.



It is important to **consider teacher needs, personalities, and the teacher’s desire to participate in group coaching** when forming groups. If you are implementing this for the first time, you might gather a group of teachers that want to be coached in this format while you are piloting the model and trying it out.



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<https://challengingbehavior.org/document/02-group-coaching-tips-for-a-successful-group/>

## 3.0 Wrap Up and Next Steps



## Recall: Collaborative Coaching Framework

- Focused on effective teaching practices
- Based on collaborative partnerships
- Guided by goals and a plan for refinement and action
- Assessed through focused observation
- Supportive of practitioner growth through reflection

# Where Do We Start?

## Classroom SEBH and Instructional Practices Checklist

- Building Positive Relationships
- Physical Arrangement
- Classroom Matrix

## Using the Classroom Practices Checklist

- Develop a collaborative plan for the checklist to be completed for each classroom.
- Offer assistance to the teacher to get classroom essentials in place.
- Use the form during future focused observation.



## Activity 3.1

- Locate the **Getting Started with Collaborative Coaching** document in your materials
- Read through the tasks listed
- When you've finished reviewing, record one takeaway or next step in the chat



## Activity 3.2

- Consider all the components of Collaborative Coaching that we've talked about in the last 4 sessions.
- In the chat box, record the following related to coaching:
  - One thing I will start doing
  - One thing I will continue doing
  - One thing I will stop doing

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