

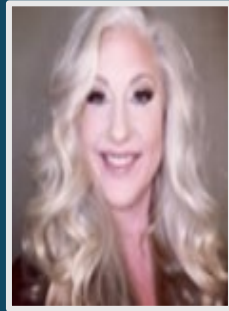


**Setting Boundaries With
Compassion: How Coaching Can
Inform Practice**

Paola Stepney, MS, BCBA, LBA (she/her)

Laura Batcheller, M.Ed (she/her)

Our Team



Laura Batcheller, M.Ed (she/her)
Director, Special Services
OESD 114



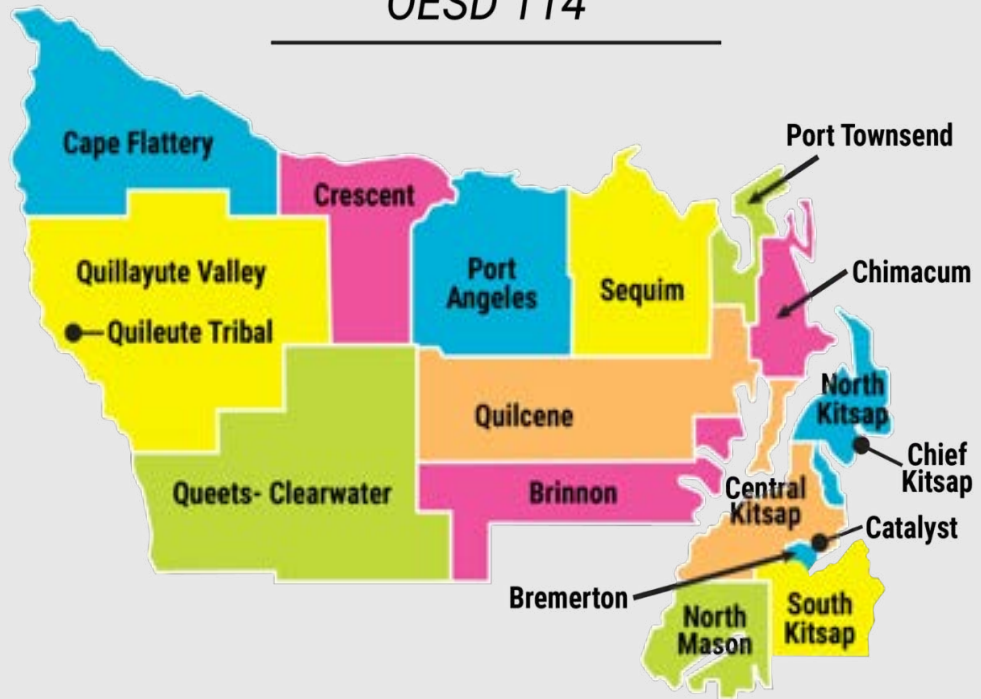
Paola Stepney, MS, BCBA, LBA (she/her)
Practitioner Coach/Behavior Specialist
OESD 114

We would like to begin by acknowledging that we gather today on the ancestral homelands of **The Nimiipuu (Nez Perce)** and the **Palus People** who have lived in the Pacific Northwest, from time immemorial.



DISTRICT MAP

OESD 114





Objectives

- Identify current barriers and researched based solutions to implementation of compassionate and trauma informed practices.
- Identify how coaching can support building resilient classrooms(WAPM).
- Coaching role play: Participate in 'plug and play' compassionate boundary setting script.

Our Session

Introduction

Solutions/Lessons
Learned

Q&A

Current Barriers and review of
the science/research

Coaching/ Role
Play



Padlet

Paola Stearns • 1hr

Practice Based Coaching: The Importance of Connection

Presenters from OESD T14 describe their early learning professional and parent coaching model, which uses a trauma-informed and culturally responsive approach to addressing barriers in early childhood education, with an emphasis on the impact of connection and attachment to mental health and learning. Presenters will share data and lessons learned the pilot year.


Slide Deck

Handouts

Resources

Videos

Slide Deck: Practiced Based Coaching. The Importance of Connection



Practice Based Coaching: The Importance of Connection

Presenting with Education and Families to Support Mental Connections Through Coaching

google docs

Practice Based Coaching_The Importance of Connection.pdf

5 point response worksheet

5 point response worksheet

google docs

5 point response worksheet

Action Plan

Action Plan

Action Plan

Action Plan


SAMHSA Guiding Principles Description

SAMHSA Guiding Principles Description

scribd.adobe.com

Adobe Acrobat


Still Face Experiment



Still Face Experiment Dr. Edward Tsonka

YouTube

Toxic Stress Response- Dr. Harris



Toxic Stress Response- Dr. Harris



Scan the code using the Padlet app on your phone or tablet.

Our Vision

To provide positive and engaging social/emotional and behavioral supports to **promote resiliency and school readiness.**





We partner with
educators and
families to
support resilient
communities
through coaching.





Reflection

Practice Barriers

- Burn out
- Mental Health
- Lack of Resources
- Low compensation
- Professional Development
- Technology

65%

**of preschool educators
who plan to leave teaching
said they didn't have access
to professional development.**

SOURCE: Teaching Strategies



<https://www.edweek.org/teaching-learning/6-challenges-for-early-educators-as-preschool-growth-halts/2023/08>

A person with long brown hair and a teal headband is holding a large, unfolded map in front of their face. They are wearing a teal and white striped shirt and dark blue jeans. The map is held up with both hands, and the person's face is completely obscured by it. The map shows a detailed road network and geographical features. The background is a desert landscape with dry, yellowish-brown vegetation and distant mountains under a blue sky with scattered white clouds. The front of a white car is visible in the lower foreground.

Where to start?

Resilience

- the process and outcome of
- successfully adapting to difficult or
- challenging life experiences,
- especially through mental, emotional, and
- behavioral flexibility and
- adjustment to external and internal demands. (apa.org/resilience)

6 Guiding Principles to a Trauma Informed Approach



+ Skill Building

A photograph of a woman with dark, curly hair wearing a black and white striped shirt, hugging a young girl with blonde hair in a ponytail wearing a light blue shirt. They are both smiling and laughing. The image is semi-transparent with a blue tint.

Power to heal



Shift and align
perspectives

A close-up, low-angle shot of a typewriter. The paper is slightly tilted and shows the phrase "words have power" repeated four times in a typewriter font. The text is sharp in the center and fades into a soft blur towards the edges. The background is a solid, dark teal color. The lighting is dramatic, highlighting the keys and the paper.

words have power
words have power
words have power
words have power

Connection

.....to become joined

The act of having or
establishing a rapport

to transferas a step in traveling to a
final destination

Compliance

the act or process of **complying** to a **desire**,
demand, proposal, or **regimen** or to
coercion.....

conformity in fulfilling official requirements



How,
when
and
why?





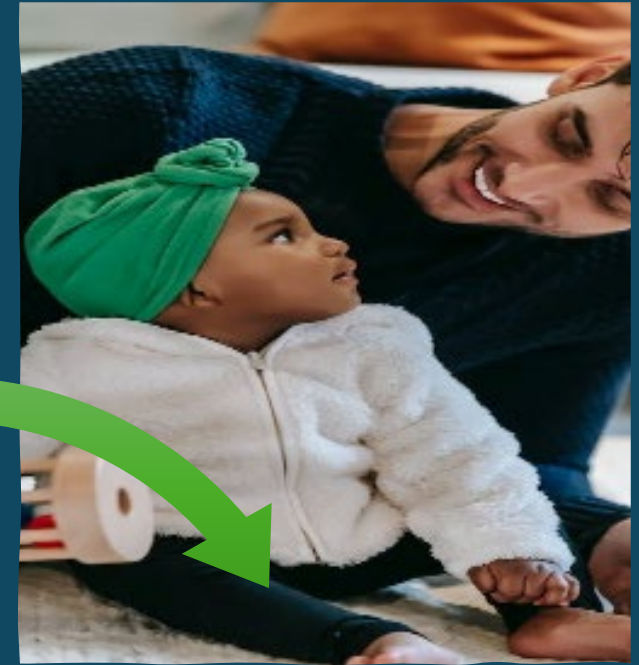
- Prenatal exposure to substances, high levels of stress hormones
- Neglect (physical, medical)
- Unpredictable threat(s) to safety

Adverse
Experiences



Changes in process
of development

- Decreased ability to cope/self-soothe
- Challenges with sleep and wake patterns
- Less trust in others



- Less fulfilling engagement in school or work
- Difficulty maintaining healthy relationships
- Long-term physical and mental health challenges

Different Outcomes



Trauma and Behavior

- Aggression
- Property destruction
- Impulsivity
- Difficulties with sleep
- Difficulty following rules
- Challenging communicating wants and needs (vs. language delay)
- Difficulty focusing
- Parentalized behavior
- Difficulties with toileting
- Problems with developing relationships

GOOD NEWS



- Early childhood is the most important time to have the right conditions for brain development
- We CAN provide the right conditions at school and at home
- We have the antidote to toxic stress- **CONNECTION**



Healing from Toxic Stress

with Dr. Nadine
Burke Harris



A photograph of two children hugging. The child on the left has dark, curly hair and is wearing a black and white striped shirt. The child on the right has blonde hair tied in a small bun and is wearing a light blue shirt. They are both smiling and looking towards each other. The background is a solid light blue color.

It's never too late to heal

A hand holding a blue pen points towards a document featuring various charts and graphs. The document includes a bar chart with red, blue, and yellow segments, and a line graph with green and red lines. A blue circular logo is visible in the bottom left corner of the document.


Research Focused

- Importance of teacher-student connection
- Impact of coaching on practice and student outcomes
- Actionable steps toward change

Impact on Early Learning

- Quality of teacher-child relationship (**QTCR**) is a core element affecting children's development
- **QTCR** predicts:
 - Psychosocial functioning
 - Academic performance
 - School motivation & Engagement





Benefits of Quality Relationships on Learning

- Increased engagement
- Enhancing peer relationships
- Increased social adaptation
- Improved grades
- Improved attendance
- Improvement in attention
- Reduction in academic pressure and learning burnout
- Build trust, safety and belonging



“Effective classrooms are defined by the presence of supportive teacher-student interactions”

“When children with adjustment [difficulties] are in effective classrooms, their achievement has been shown to match that of their typically developing peers.” (Capella, et al, 2012)

6 Buffers

- Nurturing Relationships
- Nutrition
- Physical Activity
- Sleep
- Mental Health
- Stress relief/coping strategies

(Kolu, 2024)



Skill Building

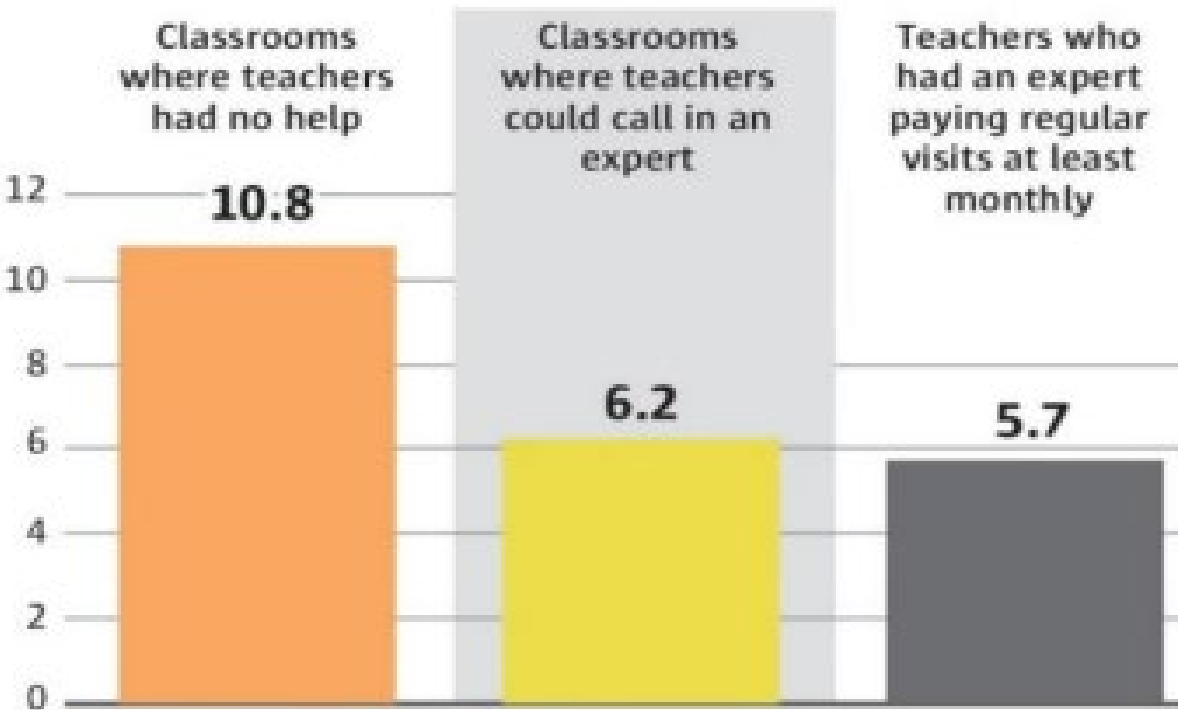
- Gaining Attention
- Communication
- Leisure Skills
- Coping (Rosales, et al, 2018)



Coaching lowers expulsion rate

A 2005 national study showed that preschool teachers with access to a mental-health coach were less likely to have expelled a child in the past 12 months than teachers who did not. And teachers who had coaches visiting on a regular basis were half as likely to expel preschoolers as teachers who had no help.

EXPULSIONS PER 1,000 FOR:



Source: Walter Gilliam

GARLAND POTTS / THE SEATTLE TIMES



Models of Professional Development			
Joyce & Showers (1980, 2002, 2011)			
PD Offered	Impact on Knowledge	Impact on Skill	Impact on Practice
Theory	10%	5%	0%
Theory + Modeling	30%	20%	0%
Theory + Modeling + Practice	60%	60%	5%
Theory + Modeling + Practice + Coaching	95%	95%	95%



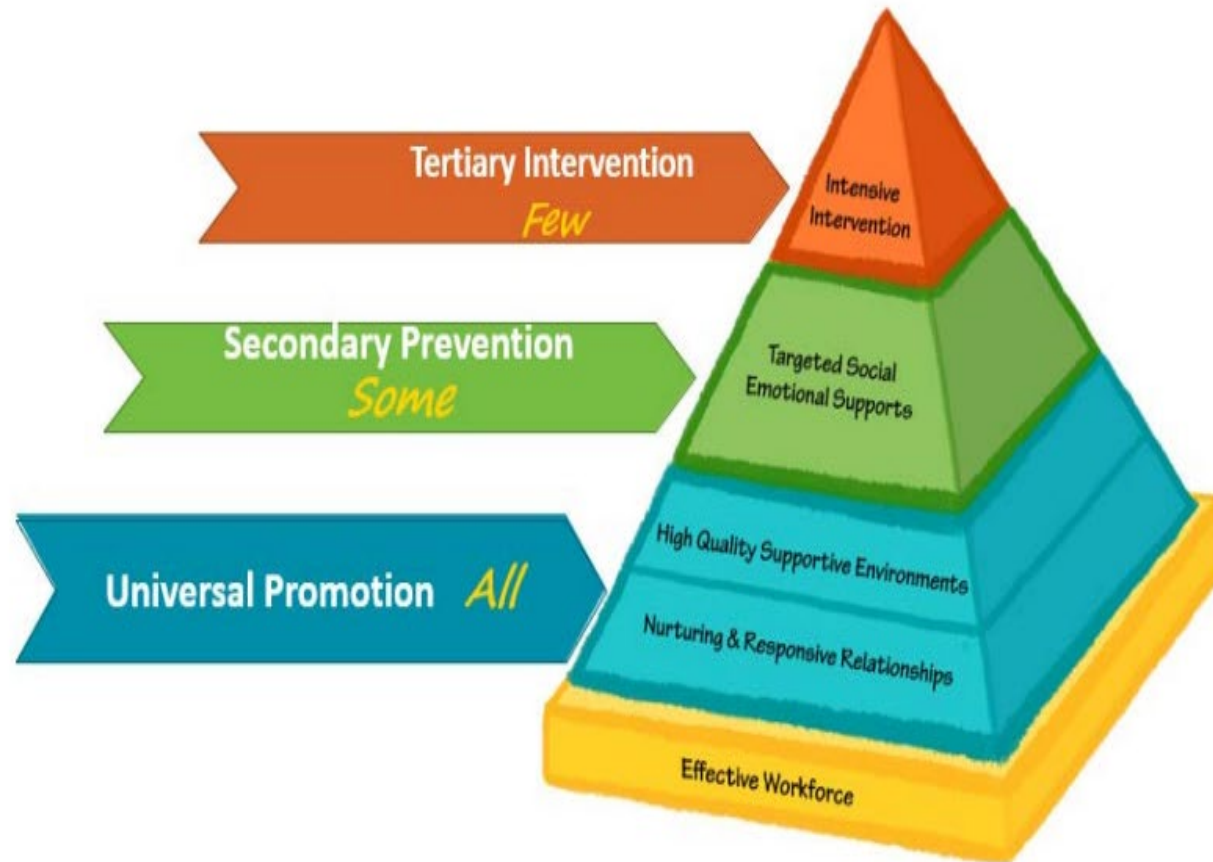
What is our formula to building resilience?

- Embedded Connections
- Trauma Informed Lens
- Focus on Skill building
- Collaboration
- Cultural Informed and Humble Practices
- Coaching



Observable Actions		Safety	Trustw & Transp	Peer support	Collab & Mutual	Empower /Choice	Cultural, historical, gender
Adult Actions	Child Outcomes						
Anticipate Needs	Frequent approach towards adult (trust)	•	•				
Embedded choice throughout	Engagement in varied activities					•	
Responsive to bids for attention	Proximity and lack of escape from environment	•	•				
Shared Experience vs Supervisory	Readily request wants/needs from adult	•	•		•		
Well versed in student interests	Invites adult to share in experience						
Established home/school connection	Access to buffers, bi-directional information sharing				•		•
Teaching friendships/problem solving	Pro-social interactions, reciprocal interactions/turn-taking	•	•	•		•	


Washington State Pyramid Model



- High quality supportive environments
- Nurturing relationships
- Family engagement
- Trauma Informed Practices
- Social/Emotional Learning
- Equitable and Inclusive Environments

How do we
respond to our
local needs
with a team of
two ?



A high-angle, close-up photograph of a baby's legs and feet. The baby is sitting on a light-colored rug with a small, repeating geometric pattern. The baby's legs are spread apart, and their feet are visible. To the right of the baby, there are several wooden blocks. One block is standing upright, showing a white face with a black dot. Another block is lying flat, showing a white face with a black dot and a red face with a black dot. A third block is lying flat, showing a white face with a black dot and a red face with a black dot. The text "Small, baby steps" is overlaid in the center of the image in a white, sans-serif font.

Small, baby steps

Pyramid Model Coaching



Provided 1:1 expert coaching, once per month (Nov-May)



Gathered baseline data on pyramid model practices.



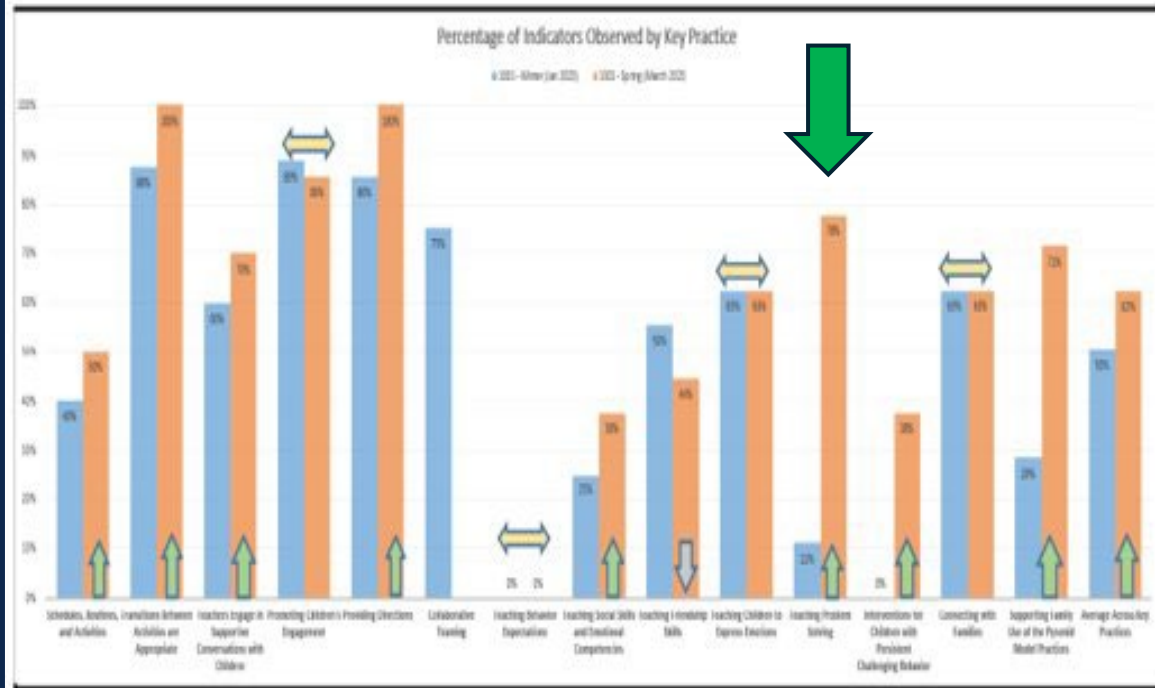
Observation and feedback session based on shared goals and individualized support based on teacher strengths and needs.



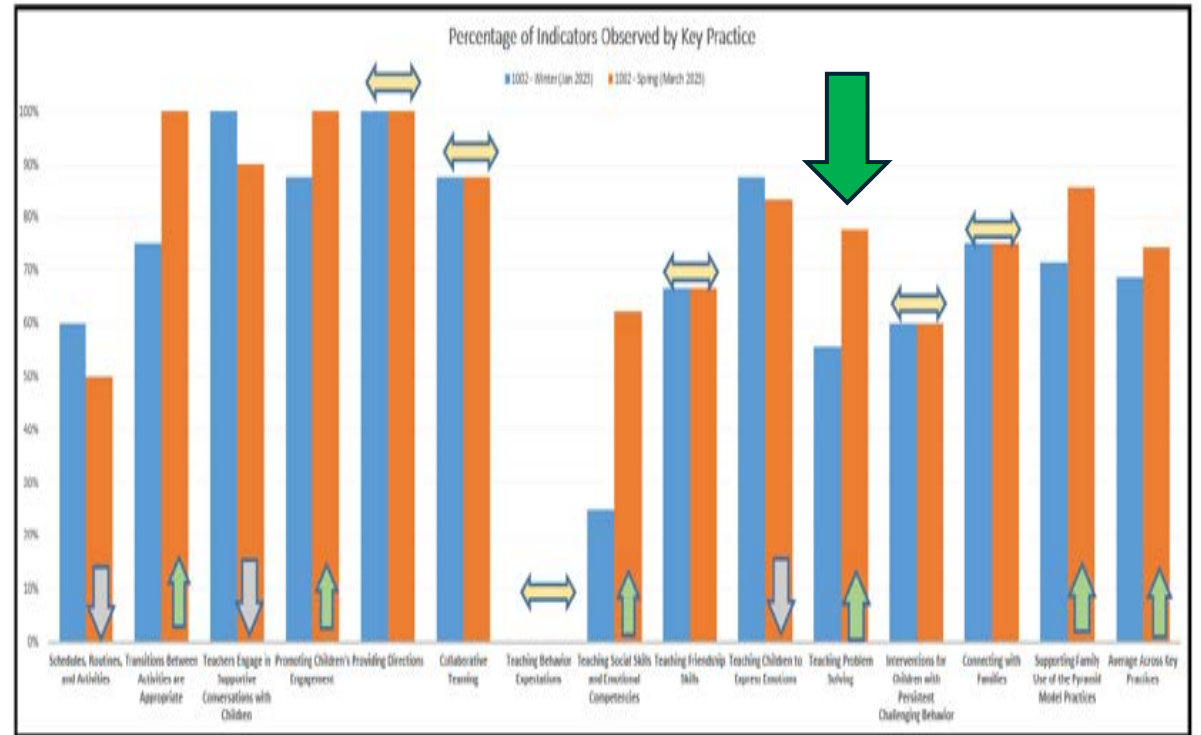
Focus on practitioner implementation of pyramid model practices. Assessment-based action planning.

Practitioner Practices: Pre/Post Data- Pilot 2023

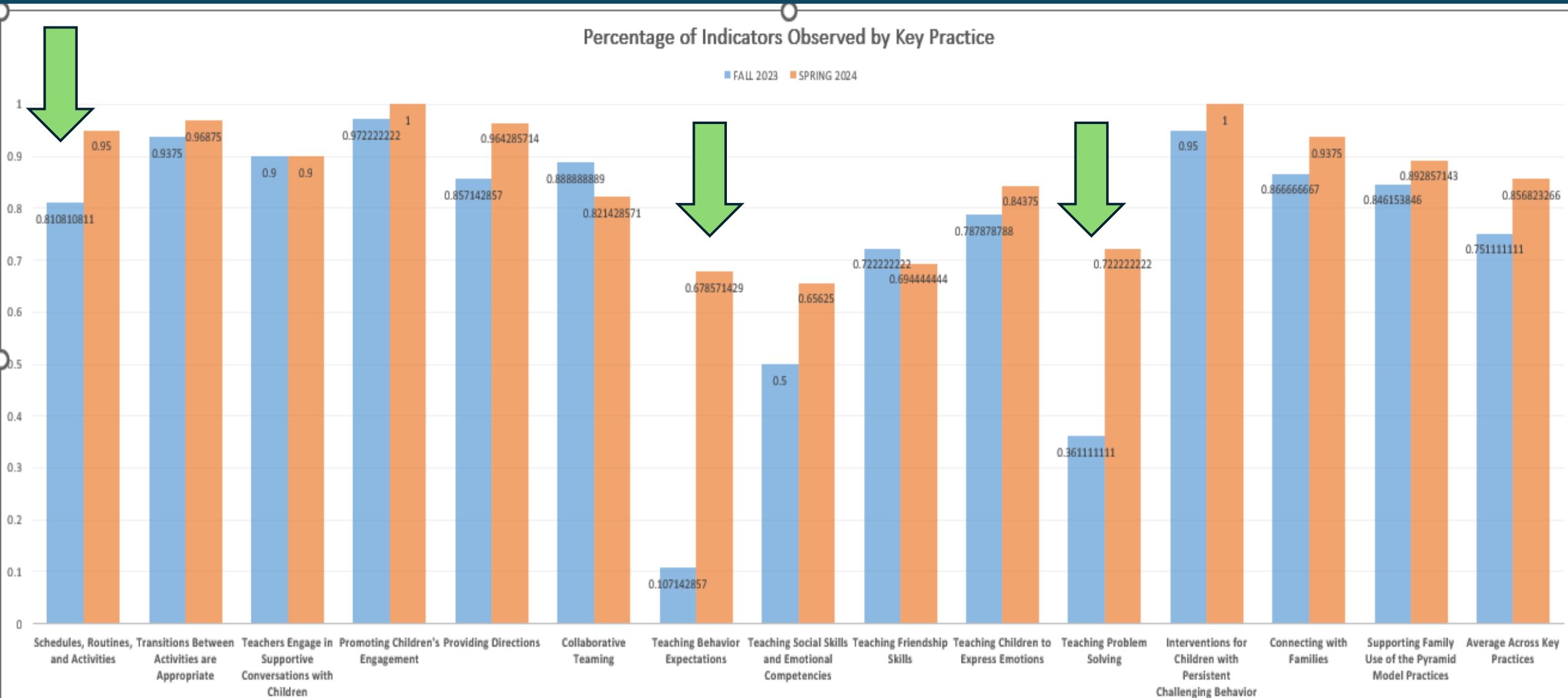
Review of TPOT results:



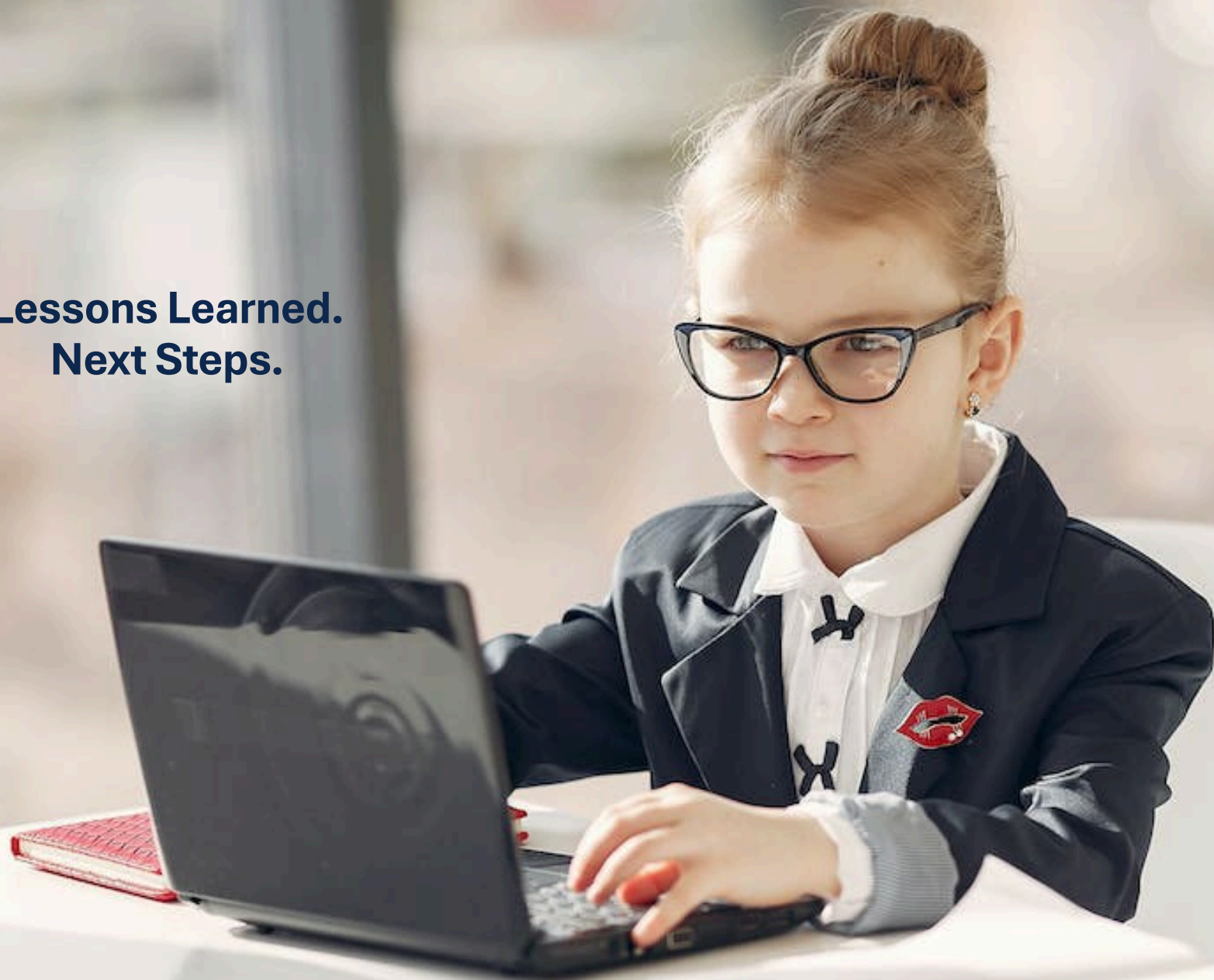
Review of TPOT results:




Practitioner Practices: Pre/Post Data- 2024 Contracts



**Lessons Learned.
Next Steps.**



- 
- Start small
 - Focus on coaching integrity
 - Build capacity
 - Collect data on outcomes
 - Share data with community
 - Get feedback from partners
 - Diversify delivery methods (virtual, in-person, video submissions)



2023-2024

- 9 Districts engaged with Preschool Inclusion/Washington Pyramid Model Implementation.
- Job-Embedded PD for 4 districts (5 practitioners).
- Increase training offerings that support capacity and building practitioner PD.

2024-2025

- 9 Districts engaged with Preschool Inclusion/Washington Pyramid Model Implementation- focused on scaling up implementation.
- Job-Embedded PD for 5-6 districts (up to 12 practitioners).
- Collaborate with districts to increase options for mixed delivery models.
- Adding coaching element to PD offerings at the OESD

Coaching Role Play

How do we support teaching, while building resilience, setting boundaries and avoid re-traumatizing?





5 step scripted response

- LABEL
- EMPATHY
- BOUNDARY
- PROMPT/CHOICE
- REINFORCE

Adapted from Meghan Crowley, BCBA. Tropical Behavior Services

LABEL

Objectively label
observed
behavior



"I hear you don't want go. I see you took your shoes off."



EMPATHY

- Share/Acknowledge their experience

"I know it's hard, I know it's tough to wait. I feel that way too sometimes."

BOUNDARY

State expectation+
Instruction + please

"Remember we stay safe by keeping
our shoes on. Please put your shoes
on."





PROMPT/CHOICE

- I help can help you

"Let's go get your shoes. I can come with you. Do you want to walk or march there?"

REINFORCE

- Genuinely provide behavior specific praise. Praise effort and attempts.

"Thank you for making that choice"

"That was tough, and you kept working. I love that!"



Your turn!

5 point response worksheet

As soon as you notice a trigger or signal that a student is starting to escalate (and you need to hold a boundary) use the **5-point Empathetic Response Plan**. 1) Label feeling, 2) Show empathy, 3) Hold Boundary, 4) Encourage and Prompt, and 5) Reinforce. Use this worksheet to talk through specific examples of what to say that apply to scenarios you often encounter with your students.

Example Scenario: Student wants to sit next to a peer who does not want to sit by her

1. LABEL: Use factual statement to label behavior	"I see you're really trying to sit next to [peer] right now and they want space."
2. EMPATHY: Genuine statement	"It know it's frustrating when friends want different things/along time."
3. HOLD BOUNDARY: Restate expectation	"[peer] asked for space, so we really need to give it to her. You can sit nearby on this spot with your fidget, or come be my helper."
4. ENCOURAGE & PROMPT: Support as needed while demonstrating empathy	"Come on, I need your help! Then we can check on [peer] in a few minutes."
5. REINFORCE: Praise and access to alternative preferred activity	Praise student for making a good choice and/or have her participate as your helper for the next few minutes of the lesson and praise them for <u>pro-social</u> behaviors

Scenario 1: Student starts getting into materials on the teacher's desk or touching peer's materials

1. LABEL: Use factual statement to label behavior	
2. EMPATHY: Genuine statement	
3. HOLD BOUNDARY: Restate expectation	
4. ENCOURAGE & PROMPT: Support as needed while demonstrating empathy	
5. REINFORCE: Praise and access to alternative preferred activity	



Transition Time!

Scenario 4

- Teacher calls out "1,2,3 eyes on me. 1,2.." and students respond: "Eyes on you."
- She plays the clean-up song on her phone as she reminds students to clean up and points to the next activity on the schedule.
- Charles starts crying and slams down the dinosaur he has in his hand.

LABEL



I see you
slammed the
dinosaur.

EMPATHY



You love these
dinosaurs. I really
like them too

PROMPT/CHOICE



I know this is your
favorite. *Let's find a
safe place for him.
*Let's walk together.
you pick a spot or
I can?

BOUNDARY/REMINDE OF EXPECTATION



Remember we
are kind with
our toys.

REINFORCE



Thank you
for being
kind with
our toys.
That was so
gentle.





References

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