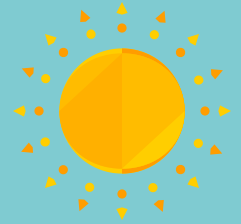


# Regional Head Start Coaching Corner



May 2024

*Thank You*



As we celebrate Teacher Appreciation Week, We want to express our deep appreciation and gratitude to each and every one of you. You have all played an essential role in the lives of our students and families. Thank you for the hard work, dedication, and unwavering commitment to the children. You are appreciated more than you know, and we hope this week and everyday, you feel loved and supported as you help build the hearts and brains of the future.

## Rest and Relax

SUMMER bucket list bingo 				
Watch at least 5 hours of Netflix back-to-back.	Take a long nap and not feel guilty about it.	Read a book that has nothing to do with teaching.	Answer "I have no idea" when someone asks you what day of the week it is.	Stay in your pajamas all day long.
Turn off your alarm clock.	Use the bathroom whenever you want.	Clean out or declutter a closet or area you've been putting off.	Eat lunch outside.	Go to Target and buy nothing for your classroom.
Eat ice cream for dinner.	Get a manicure or paint your nails with a fun summer color.	Go for a drive with no real destination.	Enjoy a cold summer beverage of your choice. You've earned it!	Call (not text) a friend that you haven't spoken to in awhile.
Read a book outside.	Spend time with your family. Play games or another fun activity!	Wear the same clothes two days in a row.	Stay up past 8:30pm.	Watch a movie of your choice in the middle of the day.
Go a full 24 hours without thinking about anything school-related. (Bonus points for going longer.)	Go for a leisurely walk.	Eat lunch without rushing or being interrupted.	Visit a local farmers market or a place to pick your own fruits or veggies.	Try a new recipe or make a family favorite that you haven't made in awhile.

## Upcoming PD Opportunities

Fresno State is offering a "Virtual" workshop called: 100 Possibilities Unleashed Transformative Music Projects for Infant, Toddler, and Preschool Classrooms.



**June 1st, 2024**



**9:00am-12:00pm**

Please scan the QR code to register. Zoom information will be provided once registered.



# Help us celebrate our Teaching Pyramid Champions



Let's give a big shout out to Chowchilla "B," Valley West, Oakhurst and North Fork. These four teaching teams implemented a variety of "Teaching Pyramid" social-emotional practices and strategies in their classrooms this season.

The teams participated in 18 hours of training in conjunction with on-going coaching support along their journey. We appreciate how the teams were willing to reflect on what they learned and apply it to their daily practices in order to prevent challenging behaviors and promote children's social emotional development.

## Chowchilla- Classroom "B"

**Anna Vera, Ada Venegas, Vicky Martin del Campo and Martha Bravo**

This team's focus was to build relationships with families because they knew that it was essential in creating a collaborative partnership between home and school. The teachers were intentional during the drop offs and pick-up times to connect with families in meaningful ways by calling them by name, sharing positive acknowledgments about their child, having brief conversations about their interests, and giving information about upcoming events. It worked because the team said that they gained stronger support from their families in a short amount of time.

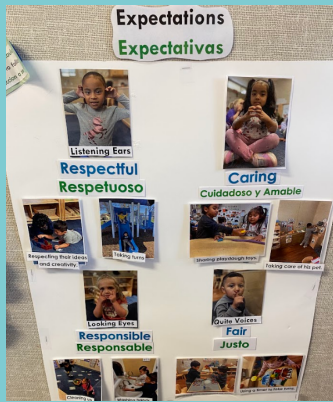
Teaching friendship skills was also a high priority in their classroom, so the teachers started "scanning for success" to notice when a child was showing friendly behaviors and they gave them positive descriptive acknowledgement for the friendship skill and gave them a pom-pom which was placed in a big community jar. The teachers noticed that "What you focus on, you will get more of", as children were desiring to show more friendship skills as the jar got fuller and fuller. This became the culture of their classroom because the teachers would fill up their apron pockets with pom-poms and by the end of the day they were totally out!!

Tucker Turtle was also introduced and used as a self-regulation tool and he became their classroom mascot for breathing, and calming to think of a solution. On a daily basis, the children would sing the turtle song, as they practiced the turtle steps of: Breathing 3 times, Think of a solution, Try the solution! Teachers would approach a conflict asking the question? What would Tucker Do? Way to go Chowchilla!!



# Valley West

Nancy Avila, Rosa Barriga, Evelyn Reyes, Ines Salazar



Valley West strength was building relationships! They built relationships as co-workers, with the children and the families too. Their foundation was strong!! They built upon it by focusing on noticing when children were showing appropriate behavior and giving them positive descriptive acknowledgement for it. (PDA) It sounds really easy to do, but it takes a lot of practice. First you have to take the time to notice the children's positive attributes, then you need to comment on it in the moment. This team was diligent at removing "Good Job" from their vocabulary and replacing it by describing in detail what the good job was. They also taught the children the program-wide expectations: Respectful, Caring, Responsibility and Fairness. The children gave their input and examples of what the expectations should look like in the classroom. A poster was made using the children's real photos and the teachers made sure to directly teach the expectation in large and small groups using role play and puppets. Children were also acknowledged using PDA for following the expectations in the classroom.



With kindergarten around the corner, the team felt like they wanted to be more intentional about teaching the children specific friendship skills. They introduced 4 new skills to the children by modeling, role playing and practicing in small groups. The children learned how to get a child's attention by calling their peer by name and tapping them on the shoulder. They also learned how to share with others, request a toy and give a compliment. The teachers agreed that these skills work in two ways, they prevent challenging behaviors and foster positive peer relationships. It's a win-win and all it takes is a little planning and intentionality.

# Oakhurst Head Start

Ciara DeBock, Rosa Gonzalez, Katherine Bell

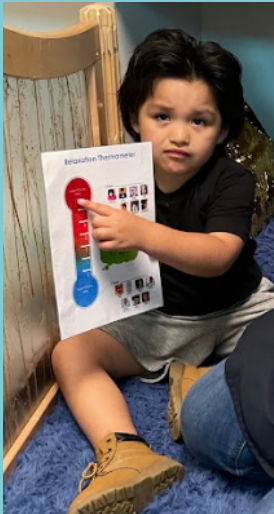
It's all about relationships!! This team wanted to build stronger relationships with the families so they asked each one to bring in a photo of their family to be displayed in the classroom. It took a lot of encouragement to gather all the photos but it was well worth it to hang up the display so the families felt represented and welcomed. Building relationships with children takes time, Ciara, Rosa and Kitty were intentional about "banking time" with specific children on a regular basis by providing one-on-one attention with the intent to build a connection so that the child learns to trust adults in their life, feel accepted and loved and become more willing to follow the routine and expectations.

The teachers noticed that children were having a hard time following the arrival routine because they would get distracted by all the interesting materials in the classroom. The teachers were intentional about adding more visuals to help the children see pictures of the arrival routine broken down into steps. This was a helpful way for them to receive information and they were successful at transitioning into the classroom much smoother. The teachers used the same strategy for circle time by showing the children a card with pictures of 5 circle time activities. As the teacher finished the activity, she removed the card and the children were able to anticipate what was next and when circle time was going to be over.



# North Fork

Marty Mendoza, Natalie Gray, Melissa Wilson

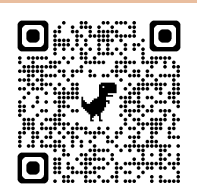


The North Fork teachers have been looking for new ways to build relationships with families, they decided to develop a system where they would give the family a positive message about their child each week. They created hand written notes called "Good Cookies" and they wrote positive attributes or actions that the child did throughout the day and presented them to the parents at pick-up. This quickly became a win-win situation as the children started doing more positive actions because they were getting acknowledged by their teacher and parent. It also helped build the bridge from home to school.

Young children experience strong emotions and often times many different emotions all at once. In order to support the children, the teachers taught the children Emotional Literacy by introducing many different feelings words. The teachers changed the feelings check-in from feeling emoji's to real children's' faces which depicted the expressions clearly. The children were able to refer to the feelings chart when they experienced the variety of feelings and name it. In the training, the teachers learned that "If you can name it, you can tame it."

The next step was to teach the children how to self-regulate by using the feelings thermometer to name how they are feeling in the moment and practicing to breathe 3 times to reach a level of calmness. The teachers began using this tool and noticed how helpful it was to shorten the melt down time as they co-regulated the children in the safe place.

Our goal is to have all of our teaching teams go through the Pyramid Module Training so that we can provide the highest quality social emotional support to the children and their families



We invite you to scan the QR code to learn more .

<https://challengingbehavior.org/>

