



# The ASaP Continuum Project

## Access, Support and Participation (2012-2015)

### Bridging the Gap of Research to Practice:

Implementing an  
Evidence-Based  
Framework for Adult  
Capacity Building for  
Social and Emotional  
Development in  
Early Learning and Care

August 2015



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## Acknowledgements

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We extend our gratitude to each early childhood educator and ASaP coach who enthusiastically accepted the opportunity to join this co-learning journey in the Edmonton region. In addition, we acknowledge members of our ASaP Advisory Committee and members of the Aligning of Professional Practices Committee for their collaboration and creative solution finding when needed.

Finally, we extend appreciation to Dr. Veronica Smith (University of Alberta) for her dedication to share knowledge freely, her passion for research, and her unwavering guidance of this project from the onset.

### **ASaP Advisory Committee Members:**

Annalise Yuzda	YMCA Regional Manager, Child Care Services
Diane Checknita	Alberta Human Services, Manager, Supported Child Care Initiative
Hilda Bayer Simpson	Alberta Health Services, Care Manager Mental Health
Kelly Lucky	MacEwan University, Therapy Assistant Program
Mary Lynne Matheson	MacEwan University, Early Learning and Care Program
Judy Meintzer	Alberta Health Services, Acting Manager, Early Childhood Healthy Living Population and Public Health
Raelene Finlayson	Alberta Education, Senior Manager
Veronica Smith	Associate Professor, Department of Educational Psychology, University of Alberta

### **Aligning of Professional Practices Committee Members:**

Joan MacDonald	MacEwan University, Early Learning and Care Lab School
Lee Makovichuk	MacEwan University, Early Learning and Care Program
Margaret Mykietyshyn	MacEwan University, Early Learning and Care Program
Barb Reid	The GRIT Program – Getting Ready for Inclusion Today
Krista Wennerstrom	The GRIT Program – Getting Ready for Inclusion Today
Marilyn Armstrong	The GRIT Program – Getting Ready for Inclusion Today

## Key Terms

**Access, Support and Participation Continuum Project (ASaP)** – Project name.

**Early Learning and Care (ELC)** - The diverse range of universally accessible programs supporting the development of young children prior to school entry (e.g. licensed childcare, preschool, kindergarten, family day home).

**Teaching Pyramid Model (TPM)** - An evidence based model designed as a promotion, prevention, and intervention framework to support the social and emotional development of young children, including those with challenging behavior.

**Teaching Pyramid Observation Tool (TPOT)** - Measures the intervention fidelity of the TPM and is used by the coaches and educators to set professional goals to improve quality teaching practices.

**Early Childhood Educator (ECE)** - An ECE is a staff member whose primary role is to guide and nurture the developmental learning and growth of young children across diverse environments.

**Site Lead** - The identified ECE at each site who was the recipient of training and coaching on the TPM.

**ASaP Coach** - An individual with extensive knowledge and experience in early childhood education, special education, early intervention, community inclusion and has extensive training on the TPM.

**Multi-Disciplinary Team (MDT)** - Professionals who bring additional knowledge to support educators and the coach in their efforts to support of children and families (e.g. Speech and Language Pathologists, Occupational Therapists, Behavior Consultants, etc.)

## Executive Summary

As a longstanding, exemplary Early Childhood Services provider, Getting Ready for Inclusion Today (GRIT) was well poised to initiate the Access, Supports and Participation (ASaP) Continuum Project in May 2012. This report highlights activities and findings that demonstrate the positive impact ASaP has made in the early learning and care sector. In addition, recommendations and policy implications are addressed to inform future direction and continued investment in this critical work.

The need for a capacity building approach to enhance the quality of early learning and care programs is reflected in the Government of Alberta's priorities including: Alberta's Approach to Early Childhood Development (Together We Raise Tomorrow) and Inspiring Education, as well as Alberta's Social Policy Framework. In addition, recent dialogue facilitated by the Muttart Foundation entitled *In the Best Interests of Children and Families: A Discussion of Early Childhood Education and Care in Alberta*, also highlights the current landscape in Alberta.

In responding to these priorities, ASaP created an integrated and responsive approach to early learning and care that ensures equitable access to educational opportunities for all children regardless of ability, socio-economic, culture, or location. Through the adoption and implementation of the evidence-based model developed by the Center on the Social Emotional Foundations for Early Learning (CSEFEL), ASaP provides early learning and care programs with access to the right supports, at the right time. ASaP builds upon the skills, knowledge and confidence of educators to ensure the meaningful participation and inclusion of all children.

The ASaP logo thoughtfully illustrates the interconnectedness and equal importance of three essential elements of *access, support, and participation* that lead to the most successful outcomes for children, families and educators. In contrast, the absence of any element results in a reality that puts children's development at risk, increases stress on families, and often leads to parents being asked to withdraw their child from an early learning and care environments.



As we look back at the three-year implementation of the ASaP Continuum Project, we reflect on the momentous professional knowledge, growth and leadership of the ASaP Project. The significant findings presented in this final report demonstrate that implementation of an

evidence-based framework through the provision of quality professional training and practice-based coaching works. Through adult capacity building, ASaP has impacted the effectiveness of the early learning and care workforce essential to creating high quality and inclusive programs for children and families prior to school entry (grade one). A summary of ASaP project goals and outcomes are captured below.

### **Goal 1 - Adult Capacity Building**

ASaP will enhance skills and confidence for adults (educators and parents) to implement evidence-based practices to promote children's social and emotional development and the provision of quality early learning and care environments.

#### *Capacity Building Outcomes:*

- The ASaP team of professionals demonstrated high program implementation fidelity in both the provision of quality professional development and implementation of the evidence-based TPM through a practice-based coaching model.
- Approximately 130 educators from participating sites attended module training. All training was unpaid and held on weekends, demonstrating a strong need and commitment to enhance their professional skills, knowledge and attitudes to supporting the diversity of children and families.
- Over 500 community members attended workshops and conferences targeting social and emotional development and TPM practices.
- Baseline data from 28 educators, across diverse programs, identified TPM professional practices in the 'universal' tier are most often implemented above 50% of the time. However, social and emotional practices and responding to challenging behavior are most often implemented well below 50% of the time. This highlights the challenges facing the development of an effective workforce.
- All 19 site leads experienced growth. Some experienced 20% or more growth in the implementation of several TPM practices following 6, 12 and 18 months of training and coaching intervention.
- TPM practices for responding to challenging behavior have been incorporated into some post-secondary course content.

### **Goal 2 – Navigation of Cross-Ministerial Supports**

Ensure children, families and educators have equitable and timely access to a continuum of support and services in early learning and care programs to promote each child's meaningful participation and growth.

#### *Navigation Outcomes:*

- ASaP developed a navigational flow chart that has been pivotal to interrupt a growing practice of ‘find them (children), fund them’ model to access support in Alberta.
- ASaP provided approximately 40 children and families timely access to screens or assessments, completed by ASaP multi-disciplinary team members, that led to the timely provision of support to the child.
- ASaP provided over 60 children and families a continuum of support through the timely provision of targeted interventions to ensure each child’s successful inclusion and participation. This support was provided without accessing mild and moderate funding from Alberta Education or Supported Child Care Initiative from Human Alberta Services.
- ASaP provided navigational support, or ‘way-finding’ on more than 15 occasions to participating programs (e.g. providing information on community services, referrals and waitlist inquiries with Glenrose Hospital and Child and Adolescent Service Association, Supported Child Care, access to professionals in areas of mental health and positive behavior supports).

#### **Goal 3 - Leadership**

Early learning and care programs have the infrastructure to sustain professional practices needed for high quality and inclusive environments through policies pertaining to inclusion (e.g. zero rejection), ongoing professional development and family collaboration.

#### *Leadership Outcomes:*

- As leadership is key to the successful implementation and sustainability of TPM, the majority of directors attended all training modules and reflective practice meetings.
- ASaP collaborated with directors and site leads to address the many restraints they face that limit their capacity to support ongoing professional development (e.g. child/staff ratio, release time, funding). Approximately 13 responses to challenges led to outcomes including the establishment of regularly scheduled staff meetings, team meetings, etc.
- Policies to ensure successful inclusion of all children and families (e.g. training and provision of support) are often absent at the program, organizational and provincial levels. 39 directors and site leads attended the Leadership Module that focused on policy development.

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*“Just being able to step back and be patient with the process  
has been good...How we see the children  
and how we see ourselves is a bit of a shift.”*

*Site lead, ASaP Project*

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## Foundational Research

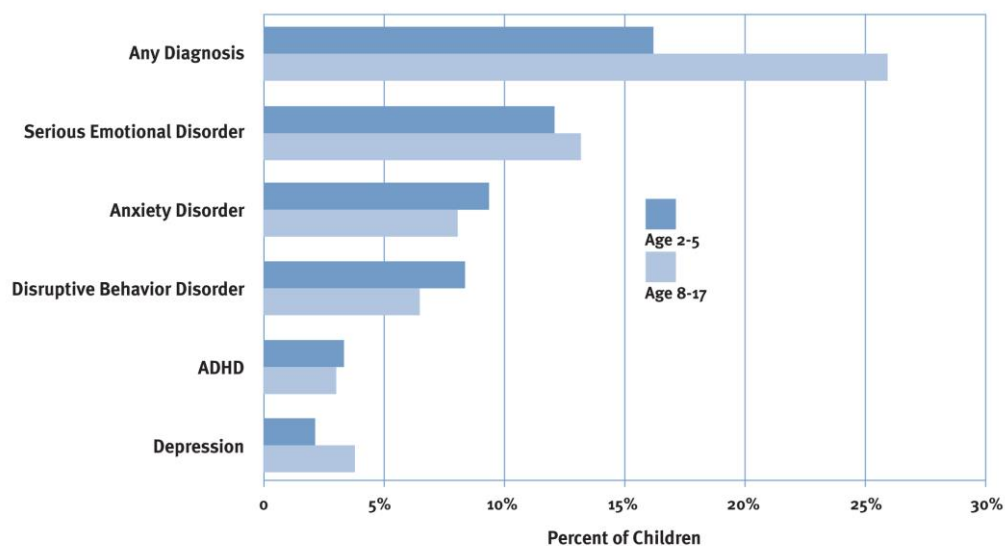
Research evidence indicates the crucial importance of the first few years of life in establishing the basis for positive child development (Shonkoff & Phillips, 2000; Walker et al., 2011). A critical and often overlooked component of early childhood is social and emotional development. Zero to Three (2012) defines social-emotional development as "the developing capacity of the child from birth through 5 years of age to form close and secure adult and peer relationships; experience, regulate, and express emotions in socially and culturally appropriate ways; and explore the environment and learn—all in the context of family, community, and culture" (p. 1).

Further research has demonstrated that social and emotional interventions can be effective in supporting children's social and emotional development (Schultz et al., 2011). However, as children develop, some children may express themselves using behaviors that challenge the adults in their lives. These behaviors may range from mild (what we might expect to see) to more intense behaviours (e.g., aggression with peers and adults; Brown & Conroy, 2011; Fox, Hemmeter, Snyder, Binder, & Clarke, 2011). Research is also clear about the need for nurturing and responsive adults to guide children's social and emotional development.

The Centre of Excellence for Early Childhood Development has defined challenging behavior as: "when a child uses disruptive behaviours significantly more often than his age group over a long period of time" (2010, p.3). As such, when some staff have little knowledge or experience in promoting social and emotional skills or mitigating intense behavioural problems (Green, Malsch, Kothari, Busse, & Brennan, 2012), these behaviours tend to continue and often escalate (Hemmeter, Corso, & Cheatham, 2006). Consequently, this behaviour may disrupt social relationships with teachers and peers and interfere with learning activities for everyone (Fantuzzo, Bulotsky-Shearer, Fusco, & McWayne, 2005). This may impact the quality of educators teaching practices, timely access to inclusive supports for children at risk or with diverse learning needs, and lead to families being asked to withdraw their children from care (Wiat et al., 2014).



Compelling international research reported by the Center on the Developing Child at Harvard University (n.d.) summarizes essential findings where by the foundation for “sound mental health is built in the early years, as early experiences – which include children’s relationships with parents, caregivers, relatives, teachers and peers – shape the architecture of the developing brain”. Furthermore, it states that disruptions to this developmental process can impair learning, relations with others, and have lifelong implications. The figure below powerfully illustrates that over 15% of mental health problems occur in early childhood (e.g. severe emotional disorder, anxiety, disruptive behavior disorder, ADHD, depression).



Accessing support and resources to promote social and emotional development for children in community ELC programs is a major concern for program staff, educators, and child mental health professionals in Alberta (Reid, 2012). The role of parents and primary adults (early childhood educators) is to promote healthy development by working to support social-emotional wellness in all young children, to make every effort in areas of prevention for children at risk, to identify and work to remediate problems, and, when necessary, to make referrals to ensure children and their families have access to appropriate services (CSEFEL, 2008).

Three recent Alberta research documents provide critical insight into the challenges facing Alberta’s children, families and educators. First, the Alberta Benchmark Survey (2008; 2013) captures what Albertan’s know about child development. It indicates that approximately 11% of adults correctly answered half or more of the questions about social development, and less than 15% of adults correctly answered half or more of the questions about emotional development. Second, the Alberta Inclusive Childcare Review (Wiart, 2015), states that 36% of

childcare centres and 29% of day homes refuse to accept children with special needs (citing lack of skill and confidence). Moreover, 40 % of the day homes and 36 % of the childcare centres do not know how to access professional support and approximately 20% of centres asked at least one child to withdraw from their program citing challenging behavior and lack of skills and confidence of staff. Third, a population health study of early development using the Early Development Instrument (EDI), showed that 24.8% and 25.8% of children at 5 years old are experiencing difficulty or great difficulty on the domains of social competence and emotional maturity, respectively (Early Childhood Mapping Project, 2014).

These data drive home the importance of initiatives like ASaP, designed to enhance adult's capacity to support the emotional and behavioral needs of vulnerable preschoolers. Through coordinated services that focus on children's full range of relationships, including parents, extended family members, home visitors, providers of early care and education, and mental health professionals, children and families experience a continuum of support.

## The Teaching Pyramid Model (TPM)



ASaP adopted the evidence-based Teaching Pyramid Model (TPM) (Fox, Hemmeter, Snyder, Binder, & Clarke, 2011) from the Center for Social and Emotional Foundations for Early Learning (<http://csefel.vanderbilt.edu>). The TPM was designed as a promotion, prevention, and intervention framework to support the social and emotional development of young children including challenging behaviour (Sugai, Todd, & Lewis-Palmer, 2005). The lower tier of the pyramid emphasizes the importance of a strong foundation of an effective workforce of which to build upon.

The next tier includes “universal practices” for all children (i.e. nurturing and responsive relationships and quality environments) that are pivotal to all young children's development and learning (Bowman, Donovan, & Burns, 2001; Shonkoff & Phillips, 2000). The middle tier of the pyramid focuses on the provision of “targeted supports” for some children (i.e. intentional teaching of social and emotional skills). The top tier of the pyramid includes “individualized interventions” for a few children with persistent and challenging behaviors.

The TPM is comprised of 120 professional practice indicators grouped into 14 categories:

### Universal Indicators

- Schedule, Routines and Activities
- Collaborative teaming
- Transitions between activities
- Supportive conversations
- Promoting children's engagement
- Teaching behavior expectations
- Providing direction
- Communicating with families

### Targeted Indicators

- Teaching social skills and emotional competencies
- Teaching friendship skills
- Teaching children to express emotions
- Teaching problem solving
- Involving families in supporting their child's social emotional development

### Intensive Indicators

- Supporting children with persistent challenging behavior

### Red Flags

The TPM identifies 16 'red flags'. Red flags are an indication of poor quality in the classroom environment that conflict with the implementation of TPM practices (e.g. majority of day spent in teacher directed activities, transitions are more often chaotic than not, emotions never discussed in classroom).

It is important to note that the TPM is described as a framework, rather than a curriculum (Hemmeter, Fox, & Snyder, 2013). This reflects that the authors recognize that ELC programs differ from location to location and prevention and intervention efforts must adapt to these varying conditions. For this reason, the TPM framework was ideal for adoption by ASaP who recognized that the demographic characteristics of neighbourhoods, centres and educators vary considerably. This variability influences many factors such as staff training and the proportion of children who have social and emotional learning needs at each location.

## Project Implementation

Successful implementation of the TPM required an investment into the development of a 'master ASaP team'. All team members were selected based on expertise in the fields of early childhood development, early intervention, special education, family centered practice, and inclusion. Additionally, members received 10 days of extensive training through the National Training Institute on Effective Practices: Addressing Challenging Behavior from the Florida Center for Inclusive Communities and the Pyramid Model Consortium. Essential new knowledge was gained in:

- The Teaching Pyramid Model (supporting children's social and emotional development)
- Teaching Pyramid Observation Tool (TPOT)
- Practice-Based Coaching
- Collaborative Teaming
- Positive Behavior Supports
- Inclusion and Diversity
- Implementation Science

To align the implementation of ASaP with evidence-based research, a three-year project plan was developed. Significant milestones are captured in the timeline below.



Further launching of ASaP required an in-depth focus on the following 8 project development elements that described and illustrate our learning and decision making processes:

1. Criterion for Site Selection - Overall, great diversity in the demographics of each participating site were noted. Initially, sites were invited to participate based on existing partnerships with the GRIT Program to support the inclusion of children in their programs. Each site also made a commitment to utilize the ASaP continuum of navigation, support and services as their primary service provider. However, over the course of the project, the Ministries of Education and Human Services recommended approximately one third of participating sites due to a high level of support these sites required.
2. Development of ASaP Team - Each member had an undergraduate or master's degree. The team is comprised of 7 members with unique roles of: coach, project lead (coordination of services), administrative leadership (vision), and consultants across disciplines of: speech and language pathologist, occupational therapist, and behavior.
3. Selection of Site lead - Each program identified an ECE who became the recipient of training and coaching on the TPM. Site leads were required to hold a Child Care Supervisor certification (e.g. early learning and care diploma or equivalent degree), and be working directly with children approximately 60% of the day. Demographics included: 85% held a Child Care Supervisor certification and 15% held Child Development Worker certification.
4. Training - All CSEFEL training modules were revised to be sensitive to the Alberta context. In collaboration with faculty of MacEwan University, an Aligning of Professional Practices was established. The committee met monthly over a two year duration. Dialogue focused on the integration of competing philosophies, sharing a common language, and cultural sensitivity of diverse fields of study (e.g. early childhood development, early intervention, special education, and child mental health).

Directors and site leads participate in 12 hours of professional development targeting the TPM professional practices. In response to the TPM professional development opportunities, almost all staff from participating sites attended unpaid, weekend module training.

**Module training content included:**

Module 1 - Universal Supports: Nurturing and Responsive Relationships and High Quality Supportive Environments for all children.

Module 2 - Targeted Social Emotional Supports: Intentional teaching strategies to support the social and emotional development of some children.

Module 3 - Intensive Interventions: The development of an individual Positive Behavior Support plan for a few children.

Module 4 - Leadership: Developing a program leadership team to support the implementation of TPM practices and family engagement.

Module Refresher - An overview of TPM training and an opportunity for educators to reflect on their learning and professional practices.

**Train the Trainer Series:** Additional training was designed to increase sustainability of TPM implementation towards ‘program-wide’ implementation (capacity building of all staff vs. site lead alone). Train the Trainer content areas included:

- **TPM framework** - Intensive training on content of training modules for the development of recruiting future ASaP co-facilitators
- **Practice-Based Coaching** - An introduction to coaching strategies to promote confidence in the ‘peer to peer’ coaching process.
- **Teaching Pyramid Observational Tool (TPOT)** - An introduction to the 120 professional practices that make up the TPM.
- **Reflective Practice Group** - Informal opportunities open to all site leads and directors to reflect, share and support others as they shift new knowledge to every day practice with children and families.

**Participating Sites Training Outputs:**

Training Content	Length of workshop	Number of Participants (yr. 1)	Number of Participants (yr. 2)	Number of Participants (yr. 3)
Module 1	3 hours	68	15	28
Module 2	3 hours	55	12	26
Module 3	3 hours	53	10	23
Module Refresher	3 hours	Not offered	20	Not offered

### Year 3 – ‘Train the Trainer’ of Participating Sites Outputs

Training Content	Length of workshop	Participants trained
TPM Framework	18	14
Module 4	3 hours	39
Coaching	3 hours	11
TPOT Overview	6 hours	15
Reflective Practice Group	8 hours	15

### Summary of Community Training Outputs

Year One	Audience
<b>Community Workshops</b> <ul style="list-style-type: none"> <li>• Pyramid Model Overview (ESHIP funded)</li> <li>• Pyramid Model Overview (ESHIP funded)</li> <li>• Pyramid Model Overview (ESHIP funded)</li> <li>• Pyramid Model Overview (ESHIP funded)</li> <li>• Pyramid Model Overview</li> </ul>	Community Options Elves Connect Society Student’s Union Daycare Post Graduate Course – U of A
<b>Conferences</b> <ul style="list-style-type: none"> <li>• Working From the Bottom Up: A Pyramid Model to Promote Social and Emotional Competence in the Early Years</li> </ul>	MacEwan Childcare Conference
Year Two	Audience
<b>Community Presentations</b> <ul style="list-style-type: none"> <li>• Building Relationships and High Quality Supportive Environments</li> <li>• Pyramid Model Overview</li> <li>• Working From the Bottom Up: A Pyramid Model to Promote Social and Emotional Competence in the Early Years</li> <li>• Pyramid Model Overview</li> </ul>	High Prairie - Early Years Continuum Project West Edmonton and Area Sector Ben Calf Robe Aboriginal Head Start Post Graduate Course – U of A
<b>Conference Sessions</b> <ul style="list-style-type: none"> <li>• Making Hearts Smile</li> <li>• Making Hearts Smile</li> </ul>	MacEwan Childcare Conference Family Day Home Conference
Year Three	
<b>Community Presentations</b> <ul style="list-style-type: none"> <li>• Coaching Practices</li> <li>• Classrooms that Work for Every Child</li> <li>• Responsive Relationships and Social and Emotional Supports</li> <li>• Responsive Care in the Early Years</li> <li>• Social and Emotional Supports for Children</li> <li>• Emotional Literacy</li> </ul>	Alberta Home Visitation Network High Prairie, Peavine Head Start It’s a Child’s World Daycare Norquest Family Dayhome Provider City of Edmonton I Am A Parent Workshop

Year Three – Cont’d.	
<b>Conferences</b> <ul style="list-style-type: none"> <li>• ASaP – Capacity Building Research, Poster Presentation</li> <li>• ASaP - An Innovative Practice</li> <li>• Working from the Bottom Up: A Pyramid Model to Promote Social and Emotional Competence in the Early Years</li> <li>• Social and Emotional Supports for Children</li> <li>• Making Hearts Smile</li> <li>• Making Moments Matter</li> <li>• Making Moments Matter</li> </ul>	Alberta Child Care Association Community Service Learning Alberta Early Years Conference  North Central Teacher’s Convention I am a Parent Conference Family Dayhome Conference MacEwan Childcare Conference

5. Coaching - Adult capacity building strategies are critical to building professional skills. Professional activities that are well supported in the research literature include: professional development, refresher courses, performance feedback, and staff support (Artman, 2010; Fox et al., 2011; Dunst 2015). In addition, family engagement provides strategies for parents to guide their children’s social and emotional skills at home and enhance parent-staff relationships (Green et al., 2012).

Coaching with a systematic performance feedback component involves providing the site lead with feedback about their implementation of practices (using data gathered during observations) has been found in research as an effective staff capacity building strategy that can be anchored in early childhood contexts to support implementation of evidence-based practices (Hemmeter, Snyder, Snell, & Fox, 2010; Snyder et al., 2011; Dunst 2015).

ASaP coaches adopted a practice-based coaching model developed by Lisa Fox and colleagues (2011). Practice-based coaching is a cyclical process including components of 1) planning goals, 2) engaging in focused observation, and 3) reflecting on and sharing feedback about professional practices.

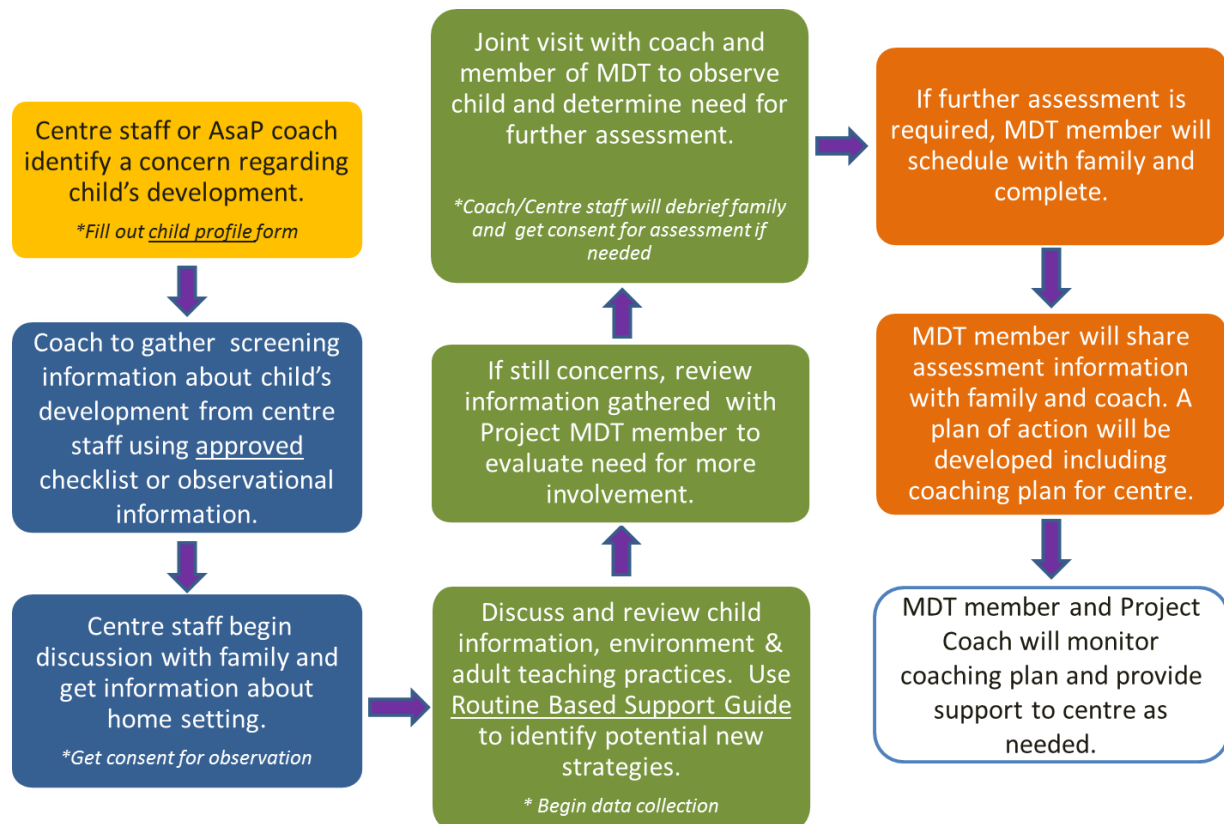
Site leads received two onsite coaching sessions per month. The role of the coach was to establish a collaborative learning partnership with site leads to engage in co-learning, reflective practice, and mutual decision making to embed practices into their work and the daily lives of children and families.





6. *Navigation* - As navigation of Alberta's cross-ministerial systems of support was cited as the most significant challenge for families and staff (Wiar, 2014), ASaP aimed to ensure children and families had timely access to the right support at the right time. A 'process flowchart' was urgently required and developed by ASaP to interrupt a historical practice in the Edmonton region of seeking a diagnosis of the child in order to access supports. The flowchart became an invaluable tool to slow down the sense of urgency for assessment (seeking deficits in child) and replaced it with a process of observation of the ECE's implementation of professional practices within the tiers of the TPM.

## Flow Chart for Navigation of Supports



Educator's efforts to provide timely support for children and families are impacted by many insurmountable barriers (e.g. policies, waitlists for referrals, lack of access to professional resources and expertise). In using the navigation flow chart and tracking various requests for support, we gained a better understanding of the needs of children and educators as well as the navigational challenges. Data gathered below offer insight into areas of concern related to children, ASaP support provided, the outcomes of support, and clearly illustrates what a responsive, continuum of support looks like for children, families and educators.

Of interest, ASaP responded to 67 concerns about children's development, administered 39 screens or assessments, provided support for 53 children with targeted social and emotional intervention strategies, and referred only 4 children for Program Unit Funding (PUF) with Alberta Education.

<b>Navigational Process</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>Child Concerns</b>				
Sensory		2	3	<b>5</b>
Behaviour	6	12	24	<b>42</b>
Communication	2	10	8	<b>20</b>
<b>Total</b>				<b>67</b>
<b>ASaP Support Provided</b>				
Targeted Strategies	7	20	26	<b>53</b>
Team Observation	2	6	8	<b>16</b>
Navigation of Services	1	6	8	<b>15</b>
Team Collaboration	3	3	7	<b>13</b>
Direct Parent Support	3	7	11	<b>21</b>
Screens	0	3	19	<b>22</b>
Assessments	3	8	6	<b>17</b>
<b>Total</b>				<b>118</b>

<b>Screens /Assessments Completed</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>ASQ-3</b>				
no concerns			1	<b>1</b>
scores indicate monitor		2	8	<b>1</b>
scores indicate referral				<b>10</b>
<b>ASQ-SE</b>				
no concerns			1	<b>1</b>
scores indicate monitor		1	7	<b>8</b>
scores indicate referral			2	<b>2</b>
<b>Total screens</b>				<b>22</b>

<b>Speech and Language</b>				
No delay found		2	1	<b>3</b>
Mild/Moderate	2	2	1	<b>5</b>
Severe		3	2	<b>5</b>
<b>Occupational Therapist</b>				
Fine Motor Skills	1	1	1	<b>3</b>
Sensory			1	<b>1</b>
<b>Total Screens /Assessment</b>				<b>39</b>

<b>Outcomes:</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Concerns Resolved	2	4	8	<b>14</b>
Ongoing Monitoring	4	7	18	<b>29</b>
Referral - Supported Child Care			2	<b>2</b>
Mild/Moderate funding Accessed	0	0	0	<b>0</b>
PUF funding Accessed	0	1	3	<b>4</b>
Child Expelled by Centre	0	0	1	<b>1</b>

7. **Evaluation** – Adult capacity building effects were monitored using the Teaching Pyramid Observation Tool (TPOT; Hemmeter, & Snyder, 2008). Baseline and intervention data were obtained approximately every six months.

ASaP also formed a collaborative partnership with the University of Alberta to engage in community-based research. As coaching has recently been recognized as an alternative to ‘traditional’ professional development in efforts to improve the quality of early care and education for young children (Powell & Diamond, 2013; Artman, 2010; Fox et al., 2011; Dunst 2015), ASaP desired to more fully understand and capture the impact of training and coaching processes on the intended project outcomes of adult capacity building.

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*“Before, when we talked to parents, the majority of the staff (myself included), found it hard to explain what we were doing.  
Now, I find talking with parents comes naturally.”*

*Director, Child Care*

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## Research and Findings

Below is a brief summary of the completed research projects and the research questions addressed over the duration of the project.

*2012-2014 Capacity Building of Social and Emotional Teaching Practices in Early Learning and Care Programs*

### **Research Question 1**

*How do site leads and parents perceive social and emotional development and family involvement in the early learning and care centre?*

While the scope of this project did not allow time for a strong focus on the engagement of parents, early intervention research suggests that including families in meaningful ways in the intervention helps families support social and emotional development of their children outside of the program (Sheridan, Knoche, Edwards, Bovaird, & Kupzyk, 2010; McWilliam, 2010, Dunst, 2015).

Interviews were conducted with parents to determine how they perceive social and emotional development and family involvement in their ELC program. Summary of interviews highlight:

- Relationships with children, parents and other staff members as the most important factor in supporting children's social-emotional development.
- Parents reported increased social-emotional development in their children: increase in identifying and controlling emotions, ability to initiate conversation and play with others, flexibility in following schedules and routines, and smoother transitions between activities.
- Parents reported the need for improved communication between staff and parents and family involvement in their child's social and emotional development.

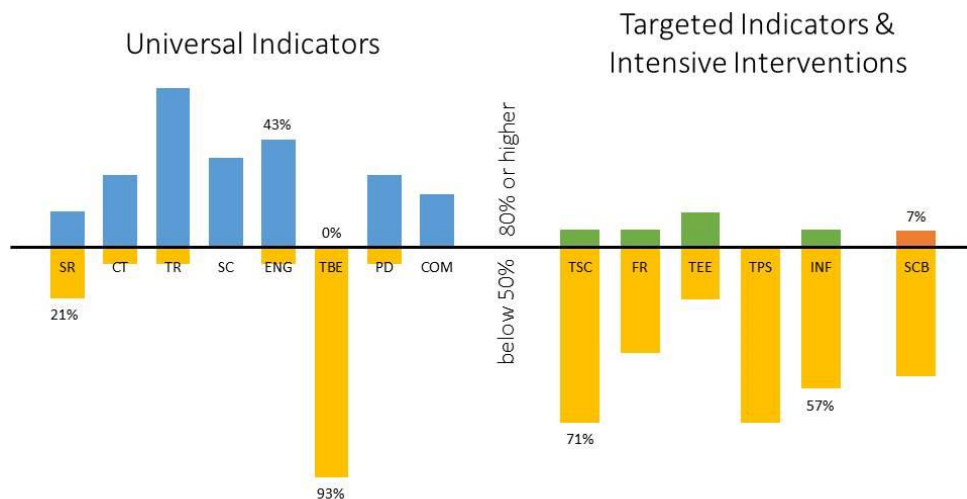
In response to interview findings, ASaP coaches explored strategies to support program staff to more intentionally involve families in their child's social and emotional development (e.g. providing information on social and emotional development, sharing TPM parent resources, and role play sensitive, child-related, conversations with families). Furthermore, reflective practice meetings were establishment with site leads and program directors to provide co-learning opportunities for sharing effective resources and strategies.

## Research Question 2

*Does targeted training and coaching increase the implementation of professional teaching practices of the TPM in Early Learning and Care centres?*

Capacity building effects were monitored using the *Teaching Pyramid Observation Tool (TPOT; Hemmeter, & Snyder, 2008)*. The TPOT measures the intervention fidelity of the TPM and was used as the outcome measure for capacity building of professional practices. The TPOT identifies 14 Practice Indicators (p.11). Each indicator includes 7-10 items of teaching practices for a total of 120 rated professional practices. The administration of the TPOT process includes a 2 hour observation of the site lead, followed by an interview. Interviews allow for conversations about practices that may not have been observed (e.g. responding to challenging behavior).

### Percentage of Site Leads use of Pyramid Model Indicators at baseline (n=14)



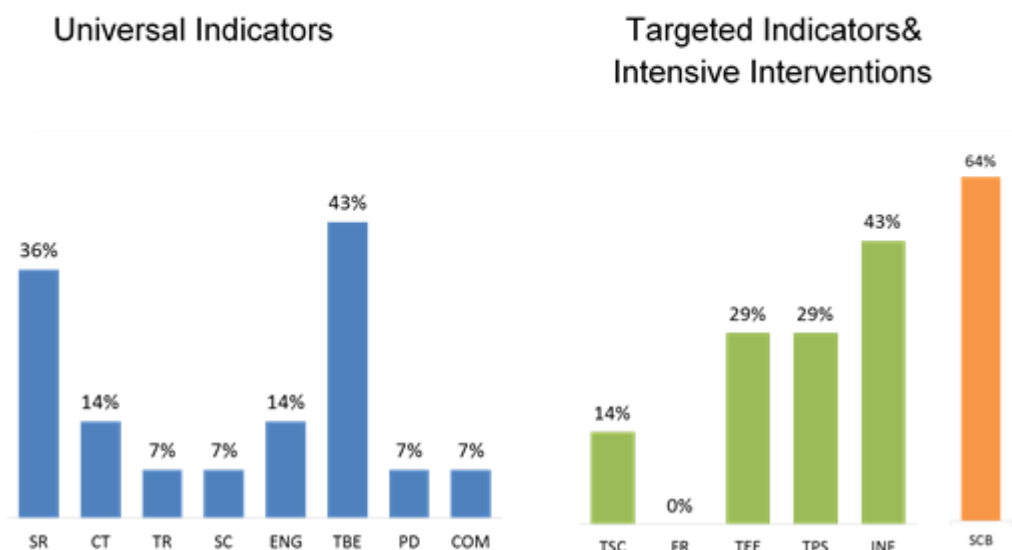
TPOT scores gathered at baseline were collected on 28 site leads. Due to the inevitable turn-over of educators, the duration in which participants received training and coaching ranged from 6 - 18 months. Therefore, the graph above illustrates baseline results of 14 site leads, from two comparison points; those practice indicators below 50% and those practice indicators at 80% or higher (recommended for high quality). The colors of the graph correspond with the tiers of the Pyramid image. Therefore, yellow represents all practices below 50% (indicating the need for effective workforce), blue represents universal practices, green represents targeted social and emotional practices, and orange represents intensive interventions.

Of interest, the illustrated baseline data of 14 site leads mirrors baseline data across all 28 site leads, across diverse center demographics and program quality. Baseline data reveals the state of the current workforce of participating sites in relation to ECE's implementation of TPM professional practices in the social and emotional domain. Noteworthy findings include:

- Almost half of site leads TPM practices were below the 50%
- Universal practices were most frequently implemented above 50%
- Targeted Social and Emotional Supports and Intensive Interventions are most often implemented below 50%
- 20% of practices were at 80% or higher
- 20% of centres had 2 or more red flags (red flags must be addressed first and foremost, before any other TPM practices)

ASaP's training and coaching activities for capacity building were successful. While there was considerable variability in the level of impact across programs, in general, capacity building outcomes revealed a positive impact with most site leads strengthening the implementation of TPM practices across many indicators. The percentage of site leads that increased their professional practices by 20% or more following training and up to 12 months of practice-based coaching is captured in the graph below.

**Percentage of Site Leads Growth (by 20% or more)  
from baseline up to 12 months of coaching (n=14)**



**2015 Research - Improving the Quality of Inclusive Early childhood Programs by Building a Foundation of Effective Coaching**

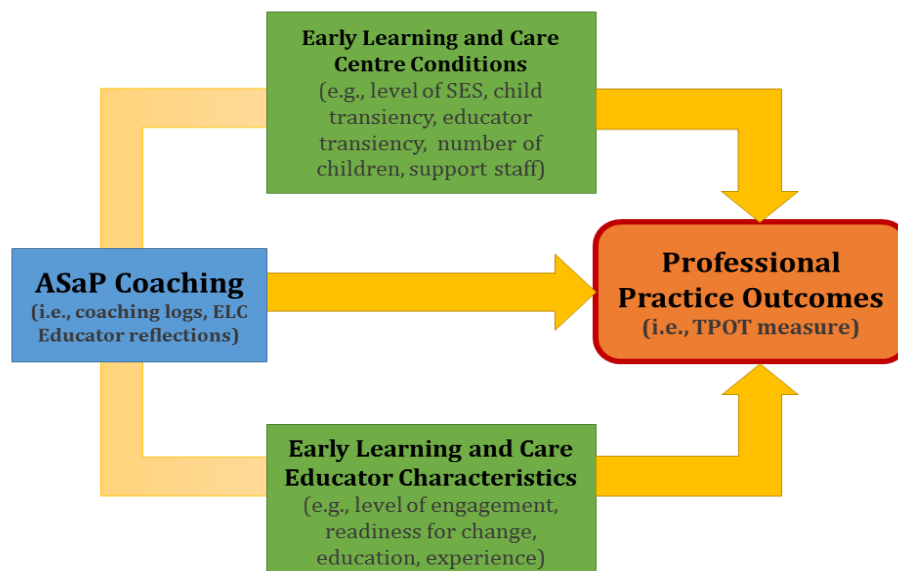
Based on an understanding that all coaching is conducted within a context (i.e., ELC programs) and in interaction with people (i.e., educators), the ASaP team sought to better understand their implementation of practice-based coaching and the variability of educators and programs they were encountering.

**Research Questions:**

1. *What are the ASaP coaching practices?*
2. *How do the ASaP coaches know they are doing what they think they're doing?*
3. *How do the ELC centres and educators differ?*
4. *How do ELC educators experience the ASaP coaching?*
5. *Is there a relationship between coaching and professional practice outcomes?*

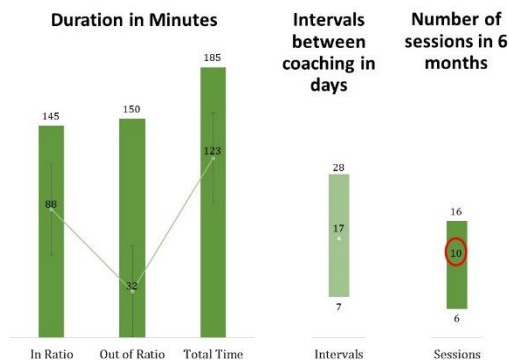
Site leads from 15 centres and five ASaP coaches participated in the research study from January 2015 – June 2015. Based on work by Powell, Diamond, & Cockburn (2013), three dimensions of coaching were examined: *structural, process, and content*. We also explored the following relationships (illustrated in the 'Theory of Change' below):

- The relationship between professional practice outcomes for site leads and coaching
- Whether the effect of coaching is moderated by ELC conditions or site lead characteristics.

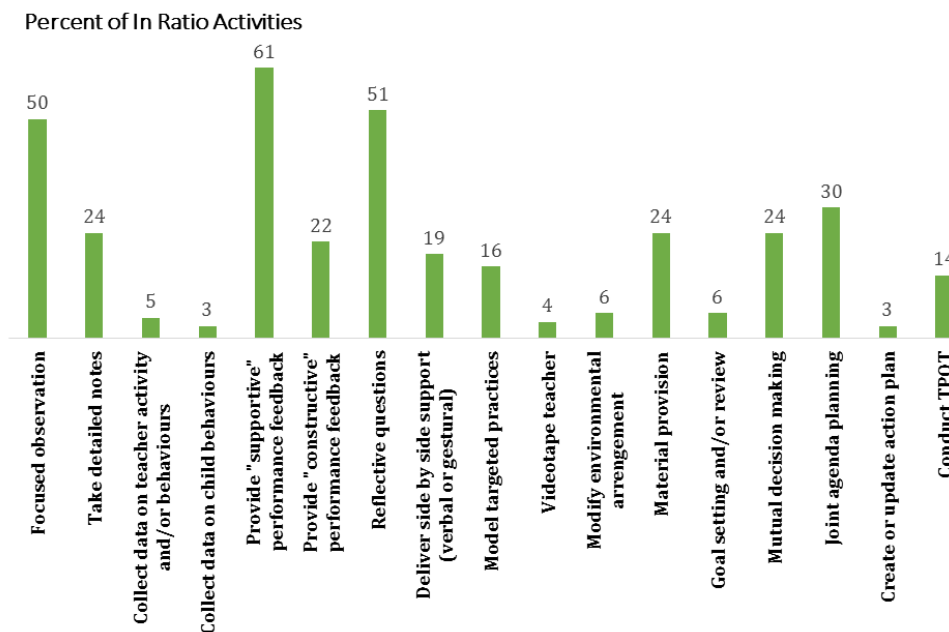


For the purpose of this report, selected highlights from the full research report (Smith, 2015) are presented. Findings offer insight that may explain some of the variability in the TPOT outcomes. Furthermore, findings may reveal how coaching efforts can best be utilized to contribute to more consistent and/or positive outcomes and to support sustainability of the changes. All data has been gathered from coaching logs and from individual coaching sessions with site leads.

**Structure** - The structure of the coaching process refers to the activities the coach engages in with the site lead (e.g. number, duration, frequency of coaching). On average, coaches reported that they spent 88 minutes per visit observing or coaching the site lead with children present, and 32 minutes meeting individually with the educator with no children present. On average the total coaching session was two hours and each educator received 10 coaching sessions.

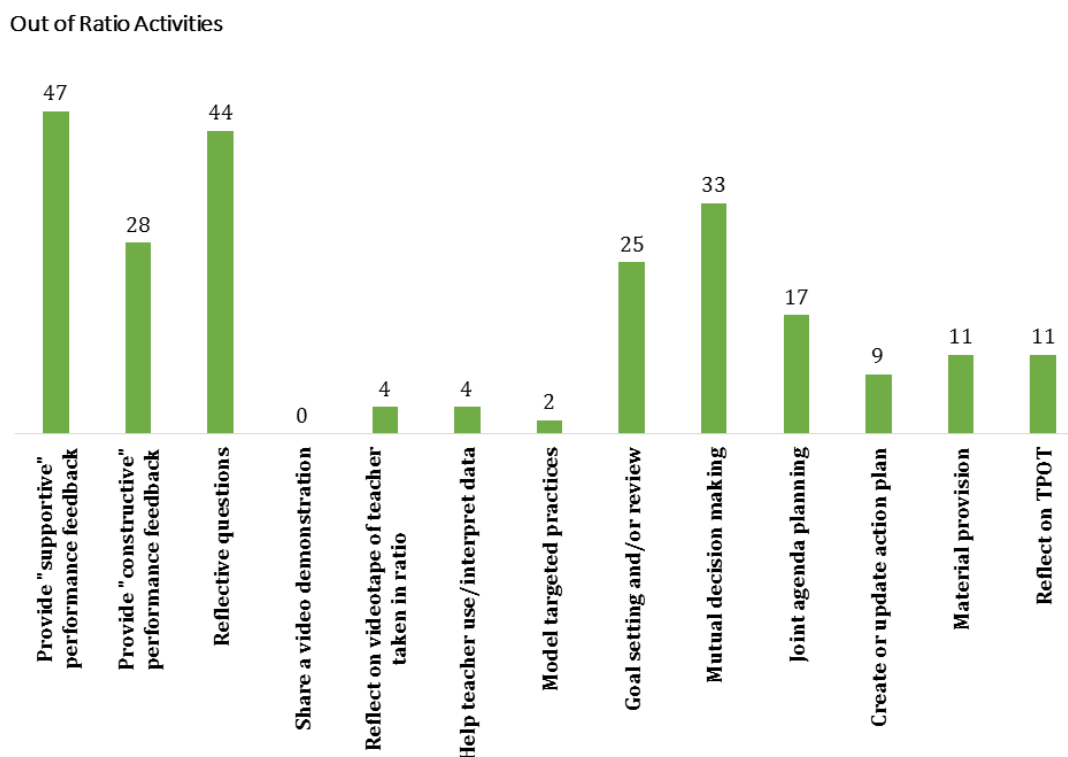


**Process** - The coaching process is complex. The process refers to the actions that the coach engages in with the educator that are aimed at promoting changes in TPM practices (e.g. focus on content areas, forming collaborative partnerships, performance feedback, etc.). Several coaching characteristics were identified and defined by ASaP team and summarized in the figure below.





Taken together, the most frequent coaching practices used were: focused observation (engaged in during 51% of sessions), supportive feedback (61% of sessions), and reflective questions (51% of sessions). The least frequent coaching practices were: collecting data on educator or child behaviours (5% and 3%, respectively), videotaping the teacher (4% of sessions), modifying of environmental arrangement (6% of sessions), goal setting (6%), or creating action plans (3%). It is important to note that the majority of professional goal setting was completed prior to the research phase and would not likely be discussed in the presence of children.



Similarly, the figure above summarizes the coaching practices while site leads were “out-of-ratio” with children, meeting one-on-one without children present. Taken together, the most frequent practices were: providing supportive (47% of sessions) and constructive (28% of sessions) feedback, reflective questions (44% of sessions), and mutual decision-making (33% of sessions). The least frequent practices were: sharing or reflecting on video (0 and 4%, respectively), helping site lead interpret data (4% of sessions), and modeling targeted practices (2% of sessions).

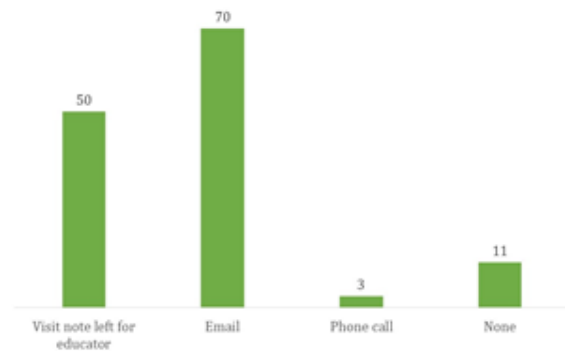
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*“There was no judgement in the coaching interactions. It was just ‘hey, that’s a really good idea’ or ‘maybe you could try this’ or ‘I have a resource for you’. It made me comfortable to be honest about things and to want to do better.”*

*Site Lead, ASaP Project*

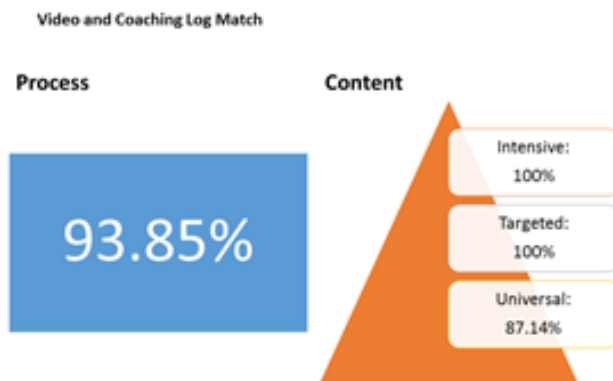
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### Follow Up



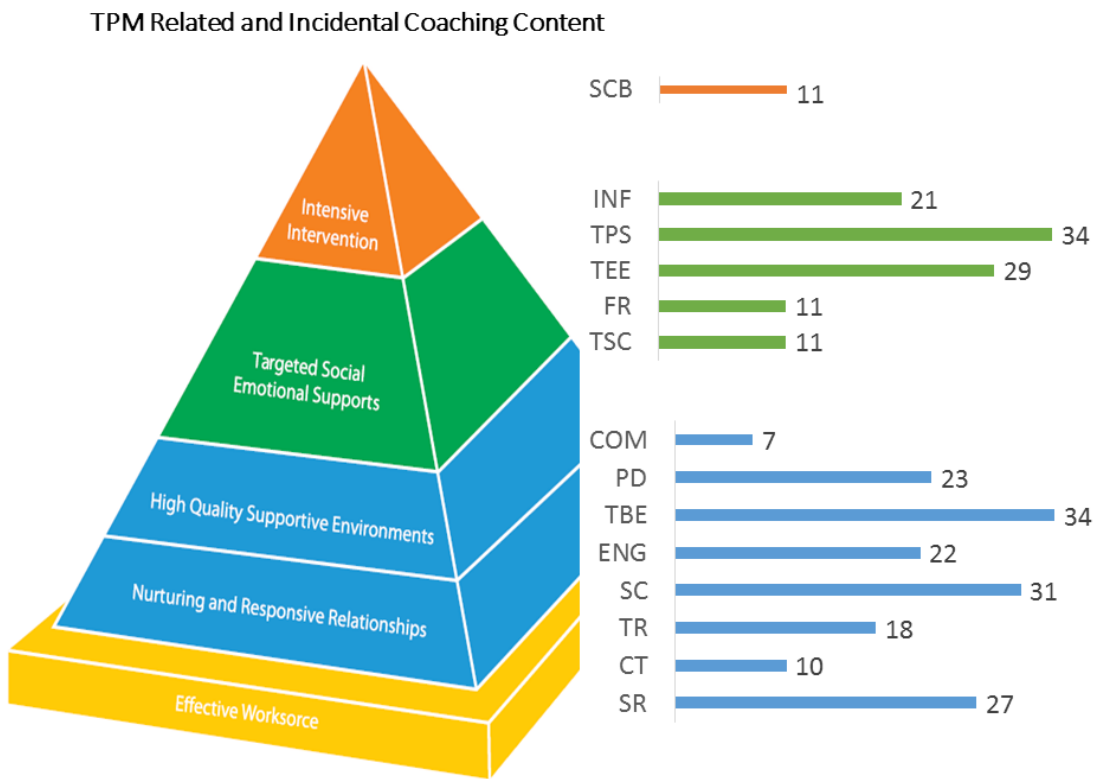
On average, coaching follow-up activities took 17 minutes (range 10 – 45 minutes), excluding the 11% of sessions with no follow-up. The majority of sessions were followed up with a visit note for the site lead (50%) or an email (70%).

**Content** - Remarkably, the coding of videotaped coaching sessions allowed us to confirm that our impressions of what we thought we were doing (in the coaching process) were very closely aligned with what actually occurred. We observed that 94% of the coaching practices, described in the coaching logs, were accurate. In addition, we heard coach and site lead interactions accounted for 87% – 100 % consistency of content across the universal and targeted tiers of the TPM model.



These findings further support the extent to which the ASaP project has implemented the framework with high fidelity of practice.

As indicated in the pyramid figure below, the substantive focus of the ASaP coaching sessions are devoted to observation and discussion of the professional practice indicators identified by the TPM. The practices associated with both the secondary and tertiary levels of the pyramid have been reported as the least frequently implemented by educators prior to training (Fox et al., 2010). Thus, explicit attention by the coaches on these content dimensions of the TPM increases the likelihood that educators will engage in these practices.

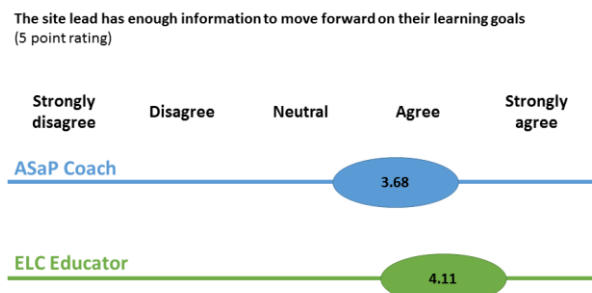
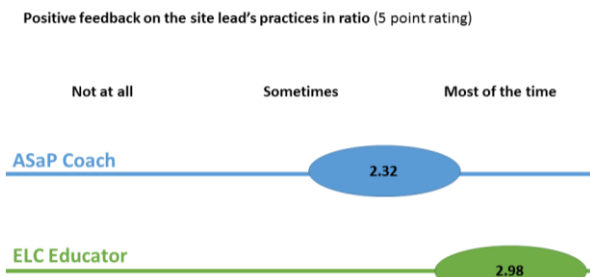
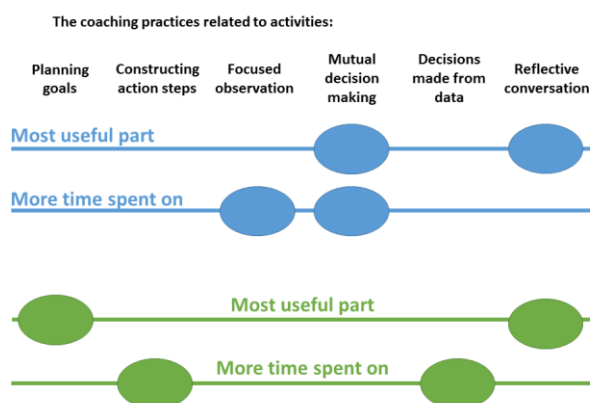


As illustrated, the most frequent content coverage in the universal domain were: schedules and routines (covered in 27% of the sessions), supportive conversations (31% of sessions), and teaching behaviour expectations (34% of sessions). Within the secondary level the most frequent content coverage are: teaching problem solving (34% of sessions) and teaching children to identify and express emotion (29% of session).

**“To have the consistency of practices guided through training and implementation helped the staff tremendously.”**

**Manager, Early Childhood Development Program**

The ability to capture a coaching process is complex. Additional dimensions of coaching (Powell, Diamond, & Cockburn;2013; Hemmeter, Fox & Snyder, n.d.) were monitored to better understand intricate elements including: forming collaborative partnerships, performance feedback, practice based coaching activities, and actions taken to move professional goals forward. Outcomes are highlighted in the following images:



## Case Studies

As we attempt to capture the impact of the coaching process, we have selected three case studies to present. Each site lead works in diverse conditions and contexts that may offer insight into the range of individual experiences and capacity building outcomes (e.g. level of program's risk factors, program leadership, site leads stress, motivation to change etc.). First, we describe the unique characteristics of the ECE and the centre in which they work. We then describe the amount of coaching they received, the professional goals addressed, and reflect on the changes in their TPM practices observed.

### **Case Study 1: Rigo**

Rigo is male, identified with an ethnicity other than Euro-Canadian and spoke English as a second language. He had a two-year Early Education Diploma and Child Development Supervisor certification. He had 1-5 years of working experience, most of it at his current location. The ELC program is large in size and provides short-term childcare for families. This centre is funded in a way that families do not have to seek subsidies to attend but, based on a description of the centre, it is likely that many families would be eligible. Many families move in and out of the centre each month. Approximately 25% of the families and educators employed at the centre are second language learners. This centre could be characterized as one with several risks or barriers to change.

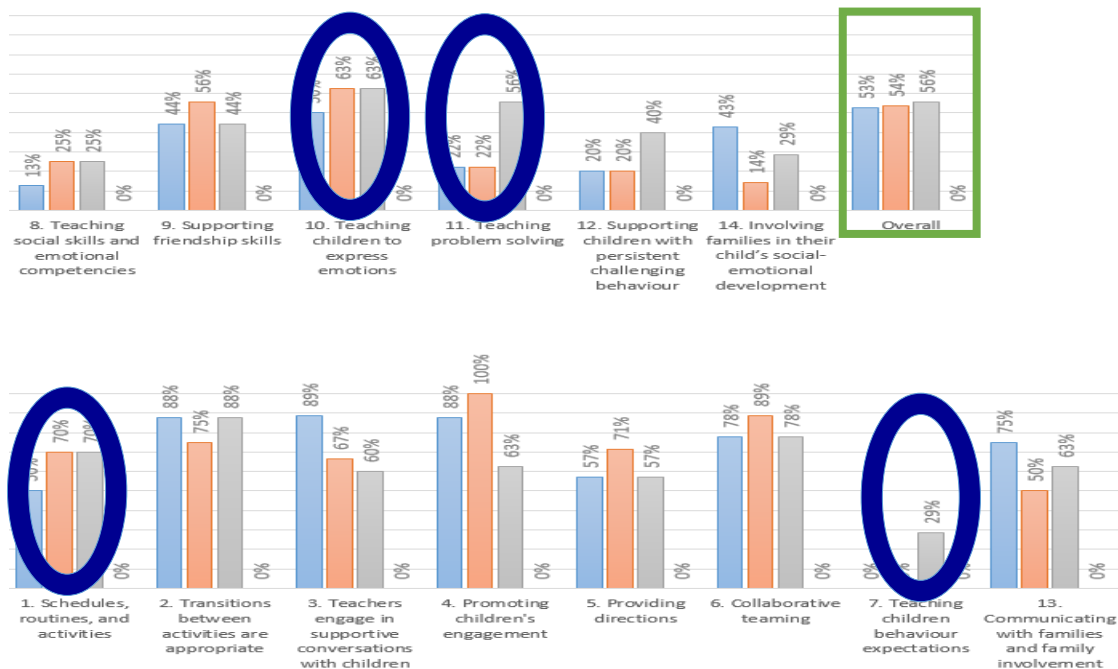
Questions on the 'Intention to Change' survey indicated that Rigo was interested in the new information that the coaches provided and was ready to make changes in his practice. When we asked him again in June, he felt that he had more solidly moved into the 'action' stage of change. His engagement scores, noted below, indicated that he had fairly strong trust in his coach and that he felt the coaching was relevant to his work. He reported that his co-operation and diligence in implementing the new practices was somewhat lower and he also reported that his overall stress related to the coaching was high. He reported slightly less stress related to coaching in June and his co-operation and diligence was slightly improved.

<b>Engagement Construct</b>	<b>Time One – January 2015</b>	<b>Time Two – June 2015</b>
Trust in the Coach	4.43	4.50
Co-operation with the Coach	4.00	4.20
Diligence implementing goals	3.40	3.80
Satisfaction with the coaching	4.25	4.20
Relevance of the coaching to practice	4.33	4.30
Stress related to Coaching	4.67	4.33 (less stressed)

### **Case Study 1 Engagement in Coaching**

Riga received 9 coaching sessions from February to June, 2015; however, he had been involved in coaching since September 2014, so he had received approximately 10 months of coaching at the end of June. The following four goals were targeted during his sessions:

1. Teaching Behaviour Expectations
2. Schedules and Routines
3. Teaching Problem Solving
4. Teaching Understanding and Expression of Emotion



### Case Study 1 TPO Scores from September 2014 – June 2015

The TPO scores reveal that Riga began coaching with no indicators above the 80<sup>th</sup> percentile, and after 10 months he had one indicator above 80%. Across the indicators, he made the most gains in the primary areas that were jointly targeted with his coach. As such, he made 11 – 25% gains on all four of his professional goals, yet minimal or negative gains in the other indicators. Overall, he made modest gains in the quality of his teaching during the 10-month coaching term. Post survey results for this educator reveal that the experience of being coached was a very positive one.

### Case Study 2: Clara

Clara is female, identified with an ethnicity as Euro-Canadian and spoke English as her first language. She has a Bachelor of Education degree (elementary) and Child Development Supervisor certification. She works at a midsize ELC program where a few of the families and ECE's were second language learners. Less than 5% of the families received subsidies and there was very little family transiency in and out of the centre. The majority of the staff had worked there for more than 5 years. This centre could be characterized as one with very few risks or barriers to change.

The 'Intention to Change' survey indicated that Clara was interested in the new information that the coaches provided and was contemplating changing her behaviour. At the beginning of

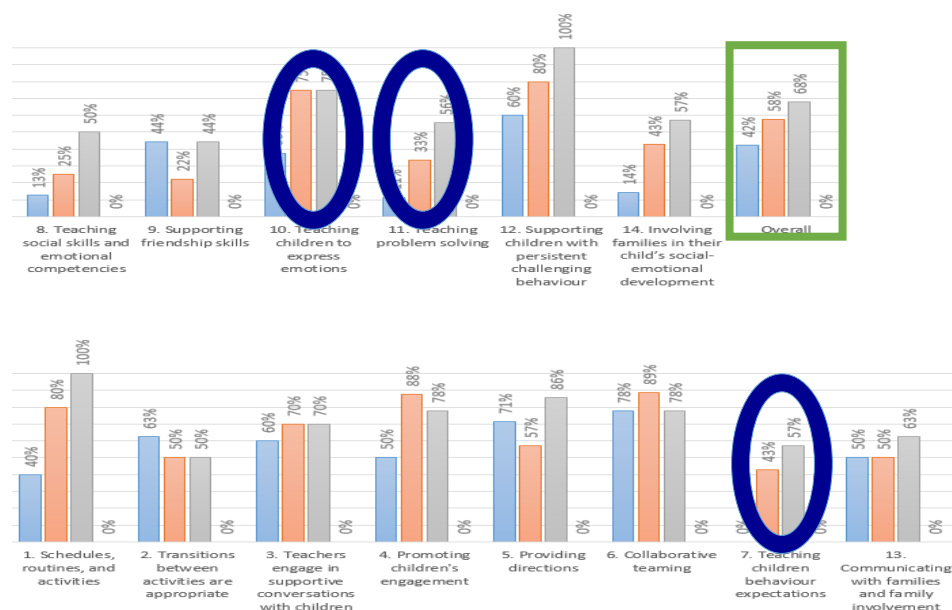
the study, her engagement scores, noted below, indicated that she had fairly strong trust in her coach and that she felt the coaching was relevant to her work. She reported that her co-operation was high and her diligence in implementing the new practices was somewhat lower but still 'like me.' She also reported that her overall stress related to the coaching was somewhat high but not as high as many of the other educators involved in the study. It is positive to note that she had reduced stress at the second time point and her diligence improved.

Engagement Construct	Time One – January 2015	Time Two – June 2015
Trust in the Coach	4.86	5.00
Co-operation with the Coach	4.60	4.50
Diligence implementing goals	3.80	4.00
Satisfaction with the coaching	5.00	5.00
Relevance of the coaching to practice	4.00	4.00
Stress related to Coaching	4.00	4.33 (less stressed)

### Case Study 2 Engagement in Coaching

Clara has received approximately 10 months of coaching (September 2014 to June 2015). The following three goals were targeted over the past 6 months, with 12 coaching sessions:

1. Teaching Behaviour Expectations
2. Teaching Problem Solving
3. Teaching Understanding and Expression of Emotions



### *Case Study 2 TPOT Scores from September 2014 – June 2015*

The TPOT scores reveal that this educator made steady gains in the quality of her teaching during the 10 month coaching term. She began coaching with no indicators above the 80<sup>th</sup> percentile, and in 10 months had three indicators above 80% and her overall score was 20 percentile points higher. Notably, she made 14% – 45% gains in all three of the professional goals that were targeted. Post survey results for this educator reveal that the experience of being coached was a very positive one. Her satisfaction was high, her trust in the coaches increased, and her stress related to the experience of coaching decreased.

### **Case Study 3: Sova**

Sova is female, identified with an ethnicity other than Indo-Canadian and spoke English as a second language. She has a Bachelor's degree in Education, with a Child Development Supervisor certification. She had 6 - 15 years of experience working in early learning and care and had worked at her present centre 1- 5 years. She worked at a midsize ELC program (i.e., 50 - 75 children, 5-10 educators) where 60 % of the staff had less than Child Development Supervisor certification.

The majority had worked at the centre less than 3 years. All the families and the majority of the ECE's were second language learners. Approximately 100% of the children attended with the benefit of childcare subsidies and the majority were one income families. This centre could be characterized as one with several risks or barriers to change.

The 'Intention to Change' survey indicated that Sova was interested in the new information that the coaches provided and this interest moved to 'action' at the time of the June survey. Her engagement scores, noted below, indicated that she had fairly strong trust in her coach and that she felt the coaching was relevant to her work. She reported that her own co-operation and diligence in implementing the new practices was somewhat lower than her enthusiasm for the coach and she also reported that her overall stress related to the coaching was high.

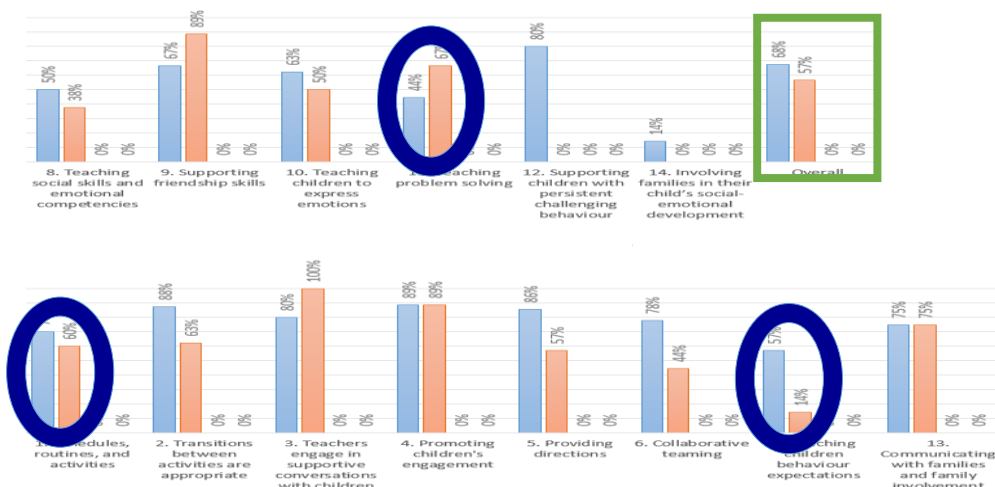
<b>Engagement Construct</b>	<b>Time One – January 2015</b>	<b>Time Two – June 2015</b>
Trust in the Coach	4.86	5.00
Co-operation with the Coach	4.60	4.20
Diligence implementing goals	3.80	3.00
Satisfaction with the coaching	5.00	5.00
Relevance of the coaching to practice	4.00	4.50
Stress related to Coaching	4.00	3.70 (more stressed)



### Case Study 3, Engagement in Coaching

Sova received 10 ASaP coaching sessions from February to June, 2015. Over this time period, the following quality teaching practices were targeted:

1. Schedules and Routines
2. Teaching Behaviour Expectations
3. Teaching Problem Solving



### Case Study 3 TPOT Scores from February 2015 – June 2015

The TPOT scores reveal that when Nova started the coaching, she was performing at or above 80% levels in 5 indicators, this was reduced to 3 indicators in June. Despite these changes, Sova made progress on one of her goals, teaching problem solving where she made 20 % gains. Post-test reflections revealed that Sova felt very positive about her coaching experience, however, the engagement measure indicated that she was more stressed.

In summary, all but two of the 14 educators that participated in the study had Level 3 Child Development Supervisor certification and had 1 to beyond 25 years of experience. The three case studies presented clearly capture that the provision of practice-based coaching improved the site leads' intentional teaching of social and emotional development for children. In particular, gains were observed when professional goals were identified and targeted in the coaching sessions. The gains appeared to be stronger when the duration of coaching was longer than 6 months, and where there were fewer risks or barriers to change.

As illustrated, ELC programs in the study varied by centre size, staff education, staff stability, family transiency, potential for low family income, and proportion of staff or families who were second language learners. When more than one risk factor is present, educators may face more challenges implementing the TPM and coaches may need to provide more attention or support (Smith, 2015).

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**“Educators helping educators be better educators.”**

**Director, Child Care**

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## **Recommendations**

The significant findings presented in this final report demonstrate that the implementation of an evidence-based framework works. Through the provision of quality professional training and practice-based coaching, ASaP has impacted the effectiveness of the early learning and care workforce essential to creating high quality and inclusive programs for children and families prior to school entry. Furthermore, ASaP has led to improvements in the intentional teaching of social and emotional development of children.

As we reflect on this rich learning experience, we celebrate our lessons learned and recognize how this learning has influenced, shaped and informed the ASaP project each year. As the ASaP Continuum Project moves forward and expands to support early learning and care educators, key recommendations for moving forward include:

- Extend ASaP Continuum Project to diverse regions in the province to explore feasibility of replication and shared outcomes.
- Train Full Teams - Sustainability and success of the TPM is grounded in each program’s ability to shift from a focus on an individual (e.g. site lead), towards establishing a leadership team to implement TPM practices across all staff and families. This process is referred to as Program-Wide Implementation.
- Intentionally support the development of a leadership team at all sites.
- Gather program and educator demographic data to optimize implementation elements (e.g. coaching frequency, development of site leadership team).
- Identify demonstration sites.
- (e.g. centre risk factors, TPOT scores, rate of growth and confidence of educator, etc.)

to individualize dimensions of coaching (e.g. frequency, internal peer to peer coaching etc.) to optimize future training, support and outcomes.

- Provide ongoing professional development with continued attention to monitoring the *Structure, Processes, and Content* of practice-based coaching.
- Engage in more frequent use of “mini” TPOT observations and set professional goals
- Consider a shift to peer-to-peer coaching after initial 6-9 months, when few program risk factors are present.
- Utilize a measurement tool (e.g. ASQ-3 and ASQ-SE) to monitor targeted children’s social and emotional development and support family engagement.
- Assure newly trained coaches attain and maintain coaching fidelity.
- Explore partnerships to increase awareness, sensitivity and engagement with families within a lens of cultural diversity.
- Develop partnerships with local multi-disciplinary teams for timely access of support, as needed.
- Continue collaboration with partners to integrate the Play, Participation and Possibilities: An Early Learning and Child Care Curriculum Framework for Alberta into the TPM training modules for shared language, philosophy and practice.
- Open TPM training spots to all ELC program staff and PUF providers.
- Engage in more research to better understand and support future sustainability and growth (e.g. individual responsiveness to program’s risk factors, barriers, need for full implementation processes etc.).

## Policy Implications

As the province seeks to strengthen the early learning and care of Alberta’s children and families prior to school entry, the ASaP Continuum Project has been presented as a viable and successful framework. ASaP has demonstrated a process for the adoption, implementation and monitoring of an evidence-based early learning and care capacity building model. This model can be replicated and expanded to meet the adult capacity building needs to impact the quality of the ELC workforce, and enhance the social and emotional development of young children.

Through extensive, province-wide implementation of ASaP, Alberta has the potential to lead in the provision of high quality and inclusive early learning and care programs for all children and renew hope for strengthening children’s developmental trajectories and success in late school outcomes.

To scale-up and shift the ASaP Continuum Project to a sustainable model of service provision, the following policy implications should be considered to ensure systems change:

**1. Establish Early Learning and Care Regional Teams to exclusively address the unique needs of community based Early Learning and Care Programs. The role of the Regional Team may include bridging gaps in:**

- Build foundational knowledge and pathways for system navigation to increase access to the right supports at the right time for Alberta's children and families.
- Increase inter-disciplinary professional knowledge and access to capacity building and public awareness in the area of Infant and Child Mental Health, intentional teaching of social and emotional development, and positive behavior supports (TPM practices).
- Establish a provincial 'Technical Support Centre' with a team of professional with expertise in quality training, coordination of resources, professional development, and practice based coaching, access to needed funding etc.
- Create the development of web-based modules needed for distance delivery.

**2. Develop province-wide inclusion policies for the zero-rejection of young children in the early years.**

**3. Revise current deficit-based funding models towards a capacity building model.**

- Utilize existing EDI data to inform revisions of current funding models to shift towards a 'capacity building funding model' to ensure timely access and provision of supports to approximately 1 of every 4 children in Alberta who are experiencing difficulty, or great difficulty in their social competence and emotional maturity.
- Remove need for diagnosis of a child in order to access support (need for Alberta Education coding). In turn, timely support is provided at the point when an educator has raised concerns about a child's development.
- Align regional inequities within Supported Child Care policies to provide access to support for all children, including those without a diagnosis or Alberta Education coding to facilitate each child's meaningful participation and inclusion.

**4. Required PUF service providers demonstrate a continuum of support and services**

- Remove barriers to continuity of support across settings and professional roles.
- Extend support across environments of home, school and community (e.g. child care and family day home).

- All early learning and care services promote parent involvement, provide family support and collaborations, and monitor capacity building outcomes.

**5. Mandated professional development for all ECE's to strengthen competency-based requirements.**

- Strengthen implementation of practice-based competencies through supervision and orientation / induction period.
- Align leadership development with competencies and general principles of the science of early learning and care and family support.
- Ensure allocation of professional development funding for Child Development Supervisor certification (and others), aligns with quality professional development standards (e.g. systematic learning of evidence base content, practice-based coaching, is exclusive of the diverse learning of all children, team collaboration, and family engagement).

**6. Utilize evidence-based research and practices to inform and monitor recommended early learning and care professional practice standards (e.g., licensing, accreditation, private early childhood services providers, kindergarten, family engagement, etc.)**

**7. Increase minimum standard for educational qualifications for ECE's that is reflective of the skills and confidence needed to create the high quality, responsive, and profession we desire to create in Alberta.**

### **Going Forward 2015-2017**

The GRIT Program is grateful to Alberta Human Services for the continued investment in the ASaP Continuum Project. An additional two years funding (2015-2017) has been provided for ASaP to:

- Expand to new sites in Calgary and Central Alberta regions.
- Increase focus on the engagement of families (e.g. increase awareness and use of ASQ and/or ASQ-SE activities).
- Explore feasibility to pilot a 'trauma informed model' to support child care staff who have experienced trauma.
- Further explore recommendations for scaling up of TPM (e.g. criteria for site selection, impact of centre risk factors, stress of staff, options for distance delivery, and support through a community of practice).

## Appendix

### 1. Sample Coaching Visit Log



#### Coaching Log

Location: \_\_\_\_\_ Date: \_\_\_\_\_  
 ASaP Coach: \_\_\_\_\_ Educator: \_\_\_\_\_  
 Time in: \_\_\_\_\_ Time out: \_\_\_\_\_ Cancellation Y/N Why: \_\_\_\_\_

Activities/Strategies (check all that occurred)	On-Site In ratio Duration	Debrief Out of Ratio Duration	Follow-Up Duration
Joint agenda planning			o Visit note o Email o Phone o None o Other _____
Focused observation			
Take detailed notes			
Collect data on teacher			
Collect data on child(ren)			
Help teacher use/interpret data			TPOT Indicators Discussed (Goals)
Supportive performance feedback			
Constructive performance feedback			
Reflective questions			
Mutual Decision Making			
Goal setting/review			TPOT Indicators Discussed Incidentally
Modeling targeted practices			
Side by side support- verbal or gestural			
Video recording/feedback			
Modify Environmental arrangement			
Create or update action plan			Present:
Video demonstration			
Material provision			
Conduct TPOT			
Reflect on TPOT			
Other _____			

#### Reflection:

##### 1. I provided positive feedback on the educator's practices I observed in the room:

☐ Not at all ☐ Sometimes ☐ Most of the time

##### 2. The most useful part of today's coaching session was:

☐ Goal planning ☐ Action planning ☐ Focused Observation ☐ Mutual Decision Making ☐ Data based decision making ☐ Reflective conversation ☐ Constructive or Supportive Feedback ☐ Other \_\_\_\_\_

##### 3. I would have liked more time spent on:

☐ Goal planning ☐ Action planning ☐ Focused Observation ☐ Mutual Decision Making ☐ Data based decision making ☐ Reflective conversation ☐ Constructive or Supportive Feedback ☐ Other \_\_\_\_\_

##### 4. The main thing the educator took away from this coaching session

is: \_\_\_\_\_

##### 5. I gave enough information for the educator to move forward on the learning goal(s):

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

##### 6. This coaching session was:

☐ Not that helpful ☐ Okay ☐ Good ☐ Very Good ☐ Superb

##### 7. How would you rate the quality of collaborative partnership (1-10 scale) \_\_\_\_\_

#### Comments:

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**For more information.**

**Please visit The GRIT Program at: [www.gritprog@gritprogram.ca](http://www.gritprog@gritprogram.ca)**

**Or email:**

**Barb Reid at [barbreid@gritprogram.ca](mailto:barbreid@gritprogram.ca)**

**Marilyn Armstrong at [marilynarmstrong@gritprogram.ca](mailto:marilynarmstrong@gritprogram.ca)**