



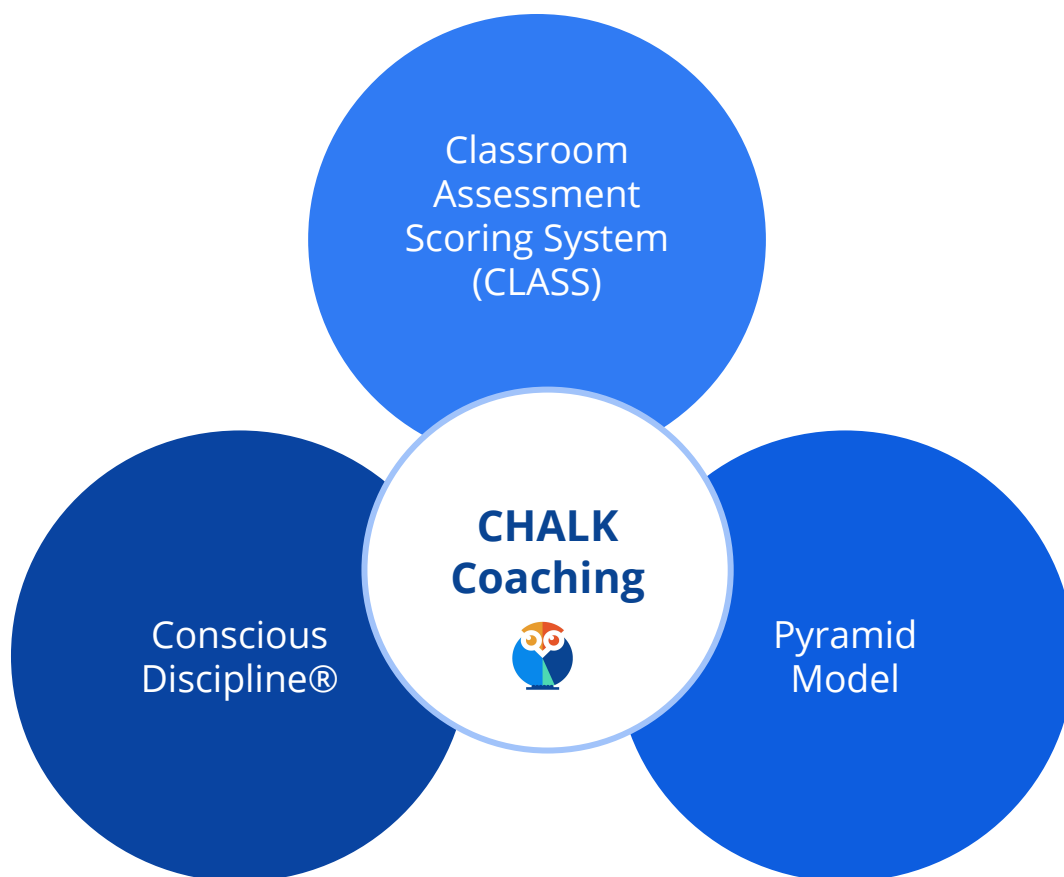
CHALK Coaching and Common Early Childhood Programs

The research-based practices in CHALK Coaching align with key practices featured in three widely-used early childhood programs: the Classroom Assessment Scoring System (CLASS), *Conscious Discipline*®, and the *Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children*.

The following pages include:

Practical examples of how a teacher and coach might use CHALK to support implementation of strategies from each program.

Summary tables highlighting the connection between CHALK practices and the components of each program.



CLASS: <https://education.virginia.edu/classroom-assessment-scoring-system>

Conscious Discipline: consciousdiscipline.com

Pyramid Model: pyramidmodel.org



CHALK and Pyramid Model

Practical Example

In this example, the teacher and coach use CHALK to set goals that align with several Pyramid Model practices: **ensuring smooth transitions, using positive feedback and encouragement**, and **using prompting and reinforcement of interactions effectively**.

The teacher's preschool program uses the Pyramid Model to promote young children's social and emotional competence and effectively address challenging behavior. With support from their coach, the teacher completes the inventory of practices and selects several areas in which they would like to improve their Pyramid Model implementation.

With CHALK, the coach can collect data on practices that match the teacher's Pyramid Model focus areas. Based on the observation results, the teacher and coach co-create an action plan with goals about specific practices the teacher wants to improve. As the teacher works towards achieving their CHALK goals, they are simultaneously addressing Pyramid Model practices

Pyramid Model	CHALK
Ensures Smooth Transitions Teachers minimize the number of transitions that children have during the day and reduce the length of time children spend waiting with nothing to do.	Transition Time Teachers limit the number of transitions that occur, reduce the length of time that children spend in transitions, and increase time spent in learning activities. Example CHALK goal: Reduce time children spend in transition to 10% of the total observation.
Uses Positive Feedback and Encouragement Teachers spend more time using positive descriptive language and less time giving directions, redirecting , or disapproving /correcting inappropriate behavior.	Classroom Climate Teachers increase positive descriptive language to approve of children's behavior. Teachers do less redirecting and disapproving of children's behavior. Example CHALK goal: Reduce redirections and disapprovals to 30% of total responses to children's behavior.
Uses Prompting and Reinforcement of Interactions Effectively Teachers create opportunities for children to share materials and interact with each other . They model how to play with cooperative toys and give children phrases and words to communicate .	Associative and Cooperative Interactions Teachers create opportunities for children to share materials and interact with each other . They model how to play with cooperative toys and help children find the words to communicate . Example CHALK goal: Encourage children to share, work, or interact with each other at least 8 times during centers.

Pyramid Model Practices

Crosswalk for CHALK and Pyramid Model

Inventory of Practices for Promoting Social Emotional Competence	CHALK Teaching Practices							
	Reduce Transition Time	Create a Positive Classroom Climate	Associative and Cooperative Interactions	Sequential Activities	Math Instruction	Listening to Children	Level of Instruction	Student Engagement in Learning
Building Positive Relationships								
1. Develops meaningful relationships with children and families		✓				✓		
2. Examines person, family, and cultural views of child's challenging behavior								
3. Examines own attitudes toward challenging behavior		✓						
Designing Supportive Environments								
4. Designs the physical environment	✓							
5. Develops schedules and routines	✓							
6. Ensures smooth transitions	✓							
7. Designs activities to promote engagement	✓		✓	✓				✓
8. Giving Directions	✓							
9. Establishes and enforces clear rules, limits, and consequences for behavior	✓							
10. Engages in ongoing monitoring and positive attention		✓						
11. Uses positive feedback and encouragement		✓						
Social and Emotional Teaching Strategies								
12. Interacts with children to develop their self-esteem		✓	✓			✓		
13. Shows sensitivity to individual children's needs		✓	✓			✓		

Pyramid Model Practices

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	Reduce Transition Time	Create a Positive Classroom Climate	Associative and Cooperative Interactions	Sequential Activities	Math Instruction	Listening to Children	Level of Instruction	Student Engagement in Learning
Social and Emotional Teaching Strategies								
14. Encourages autonomy	✓		✓	✓				
15. Capitalizes on the presence of typically developing peers	✓		✓	✓				
16. Utilizes effective environmental arrangements to encourage social interactions			✓	✓				
17. Uses prompting and reinforcement of interactions effectively			✓	✓				
18. Provides instruction to aid in the development of social skills			✓	✓				
19. Promotes identification and labeling of emotions in self and others								
20. Explores the nature of feelings and the appropriate ways they can be expressed								
21. Models appropriate expressions and labeling of their own emotions and labeling of their own emotions and self-regulation								
22. Creates a planned approach for problem solving processes within the classroom			✓					
23. Promotes children’s individualized emotional regulation that will enhance positive social interactions			✓					