Teacher Toolbox ™
Positive Behavior Support

Positive Behavior Support (PBS) Teacher Toolbox Pilot Study

Final Report, September 2021

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Introduction

Early learning educators need access to high quality and affordable professional development that is relevant to their daily work with children and meaningful whether delivered in person or virtually. However, there are policy and instructional improvement challenges to address as articulated in the seminal report from the Institute of Medicine (IOM) and the National Research council (NRC), *Transforming the Workforce* (2015): "Although children are ready and eager to learn, many early childhood educators are not prepared to engage children in rich subject-matter experiences that lay the groundwork for success later in school and in the workplace (Brenneman et al., 2009b; Clements & Sarama, 2009; NRC, 2001b, 2007; Sarama & Clements, 2009)" (as cited in IOM and NRC, p. 241). High quality professional learning opportunities for the early learning workforce need to focus on increasing teacher knowledge, aligning with learning trajectories, and supporting overall instructional practices (IOM and NRC, 2015). Further, these opportunities need to be affordable to an early childhood education (ECE) workforce that is underpaid in comparison to K-12 teachers (IOM and NRC, 2015) and available in a variety of delivery formats.

The Positive Behavior Support (PBS) Teacher Toolbox study is a professional development intervention designed to address these issues. The current study extends and builds upon findings from a study in 2017- 2018 in which Cultivate Learning introduced the STEAM Trunk math study focused on enhancement of mathematics-based instructional practices among early learning professionals. The intervention was delivered online and provided both in-person and virtual coaching. Based on the success of the STEAM Trunk model, the PBS Teacher Toolbox study aimed to increase educators' confidence and knowledge in supporting young children's social and emotional development using the delivery techniques of the STEAM Trunk study.

An advisory team was formed, composed of individuals from the Washington State Department of Children, Youth and Families (DCYF), Child Care Aware of WA (CCA), Raikes Foundation, and Cultivate Learning, to consider how to increase virtual coaching supports to programs guide the implementation of this initiative. While the early months of the COVID-19 pandemic delayed launch of the study, the advisory team also recognized the potential of the project to support educators and families across the state in a powerful way. The Positive Behavior Support (PBS) Teacher Toolbox study was well-positioned in content focus and delivery method given the need for virtual coaching during the pandemic in Washington State. The advisory team communicated regularly throughout the study to discuss shifting norms and make "COVID pivots" when necessary.

Critical to the success of virtual coaching is a robust and flexible online platform. The Coach and Educator Community Interface (CECI), previously Coaching Companion,

was developed by researchers at the University of Washington. CECI provides on-demand professional development and virtual coaching tools for early childhood professionals. Coaches and educators use CECI to connect to a community of professionals, access evidence-based learning resources, and plan pathways for professional growth. With the onset of COVID-19 and increase in health and safety standards, CECI became a tool that could keep programs and coaches connected.

The STEAM Trunk and PBS Teacher Toolbox interventions were modeled after an asynchronous online higher education course in which students received instruction on teaching practices, filmed themselves trying the practices, and received feedback from a community of peers and the course instructors. This approach followed the intentional teaching framework (Hamre, Downer, Jamil, & Pianta, 2012; Joseph & Brennan, 2013), which is an approach that centers practice and reflection to improve instruction. Results from a study of this course suggest that when educators receive explicit instruction on best practices related to teacher-child interactions, can practice and receive coaching on these skills, and are engaged in meaningful reflection, instructional support significantly improves (Joseph & Brennan, 2013).

This study evaluates the implementation of PBS strategies and virtual coaching in a small number of center-based and family childcare programs in both urban and rural areas of Washington State. The intervention includes a web-based video series, delivery of a curated box of content materials featured on the webisodes, and online coaching aimed at building positive behavior support content knowledge and practices as well as facilitating reflective practice. The study seeks to implement the intentional teaching framework approach with practicing educators to learn whether high-quality professional development and coaching on positive behavior support can be virtually delivered, thus eliminating barriers such as geographic location, travel, long work hours, and restrictions to in-person training and coaching.

Research Questions

To that end, this study explores one overarching research question: How does the professional development (PD) intervention affect participant self-efficacy with PBS and virtual coaching practices?

Specifically, the following sub questions relating to coaches and educators were investigated.

Coaches

1. Do coaches perceive that their coaching practice improved as a result of this virtual professional development?

2. Does coach confidence and comfort level with PBS content increase as a result of the intervention?

3. Does coach confidence and comfort level with using the practice-based coaching (PBC) cycle increase as a result of the intervention?

4. Do coaches find that virtual coaching is useful for improving PBS practices in the field?

Educators

5. Does this professional development intervention increase educator confidence and comfort level implementing PBS techniques?

6. Do educators report using PBS techniques more frequently during the time of the study?

7. Did participants find the coaching they received useful?

8. How do educators relate their stress levels in connection with children's behavior?

Literature Review

Next, we present literature about coaching, video-based professional development, and educators' professional learning needs around social emotional learning to provide context for this study and its findings.

Coaching

Coaching has emerged as an impactful form of professional development for early educators' work with young children (Schachter, 2015). It is an effective means to support the development of teachers because it is ongoing and relationship-based (Artman-Meeker, et al., 2015). Recent studies on the use of the Pyramid Model practices and practice-based coaching have found that coaching helps educators implement the Pyramid practices to greater levels of fidelity. This finding is important because when the practices are implemented to fidelity, we see better outcomes for children (Von der Embse, et al., 2019).

Further, even after coaching has stopped, teachers continue to use the practices (Von der Embse, et al., 2019). Kraft, Blazar, & Hogan (2018) also argue that coaching is a critical component of professional development and found that when coupled with

various group training or courses to teach teachers new skills and knowledge, instructional outcomes were stronger.

Traditional in-person coaching is expensive in part because it requires excessive time and mileage as coaches visit the many educators on their caseloads. However, virtual coaching can be a cost-effective solution. From an equity standpoint, coaching via an online professional development platform not only reduces PD expenses but increases accessibility and supports programs by inviting more diverse expertise (Stone-MacDonald & Douglass, 2015). Additionally, the previous Expanded Learning Opportunities Quality Initiative demonstrated the success of using virtual coaching to support quality practices in Washington at a fraction of the cost of in-person coaching (Joseph, et. al., 2017).

Video-Based Professional Development

Gibbons and Farley (2020) found that video observation enables a sort of reflection that leads to specific shifts in practice due to reliving the experience by watching, reflecting on what was observed through notes or questions, and having the opportunity to share what was successful or needed more intentionality. One study consisted of five weeks where the early learning professionals read descriptions of their skills, in addition to watching videos. Once the early learning professionals assessed their own videos and interactions, they created goals and which demonstrated that professional development can be fostered through video-feedback (Helmerhorst, Riksen-Walraven, & Fukkink, 2017; Jilink & Huijbregts, 2018). Having educators see themselves as successful learners through reflection can affect their sense of self-efficacy and the classroom environment (Gröschner et al., 2018; McCullagh, 2012). Research shows that educators who reflect on their video recordings see themselves as part of a community of learning and can share strategies with one another (Gröschner et al., 2018). Internationally, a study conducted in Germany by König & Aalsvoort (2009) analyzed the interactions between early learning professionals and children as a measure of quality. In this study, each teacher was recorded for one hour and completed an accompanying questionnaire about what drove their work. The video recordings were evaluated based on the existing Caregiver Interaction Scale, which examines the social and emotional atmosphere in preschool groups based on the following three subscales: 1) treats the child warmly and respectfully, 2) rejects the child, and 3) emphasis on obedience and control (König & Aalsvoort, 2009). König & Aalsvoort's (2009) study demonstrated that recorded videos can be used to effectively evaluate early learning professional's interactions with children. Overall, reflection is beneficial in several aspects: it can improve current educator training, contribute to the professional development of novice teachers, and support the complexity of real-world educational contexts (Jilink & Huijbregts, 2018; van Braak et al., 2021; Vrikki et al., 2021).

Educators Professional Learning needs about Social Emotional Development

Prior to the COVID-19 pandemic, demand was growing for professional development on the topics of social, emotional, and behavioral development and in the past 19 months, this need has become more critical. In 2018, the Journal of the American Medical Association stated that there is a specific call for evidence-based preventative interventions that strengthen social and emotional competencies through teaching, modeling, and practice (Blewitt, 2018). Findings from a 2017 survey by the Yale Center for Emotional Intelligence indicate that the emotions most frequently reported by teachers are "frustrated, overwhelmed, stressed, tired, and happy" (cited in Ferren, 2021). For years, early childhood professionals have reported feeling "concerned and frustrated about classroom management as well as underprepared to address challenging behavior proactively" (Hancock & Carter, 2016). Other sources demonstrate that lacking the tools and resources to support children's emotional and behavioral needs is a significant factor leading to educators' burnout and turnover (Garcia & Weiss, 2019). Michael Arthur-Kelly, et al., reported that after a review of international literature on the topic of professional learning, "Several prominent authors have reported that early childhood educators consistently identify challenging behaviour in young children as a major priority for training," while at the same time recognizing that university-trained educators regularly enter the workforce without proficient skills in this area (Arthur-Kelly, 2017). Taken together, these studies demonstrate the need in the early childhood workforce for additional training.

Research also provides information on how to fill the current gaps in training and supporting the ECE workforce. Results from a program that trains early childhood educators to support children's emotion and behavior regulation concluded that professional development that providees a combination of knowledge, experience, and reflective practice enhances educators' ability to provide responsive care. Moreover, at the end of that program, educators perceived themselves as more capable in areas such as building relationships with children and creating environments that support learning (Ritblatt, 2017). Best practices in the ECE workforce include more than traditional "seat time" approaches and require opportunities to practice learned skills and reflect on changes.

The Positive Behavior Support (PBS) approach developed within an atmosphere of collaboration where researchers, professionals, and stakeholders including families and communities, work together to provide perspective and assess intervention strategies based on positive support of the whole child (Carr, et al., 2002). Program-wide PBS using the Pyramid Model emphasizes developing an "explicit system of ongoing professional development" and coaching support, among other features of effective implementation of evidence-based PBS practices. The National Center for Pyramid Model Innovations states that when programs implement evidence-based practices and

develop the infrastructure to support that implementation -- including targeted professional development and coaching -- they see improved child outcomes, increased satisfaction of staff and families, elimination of suspensions and expulsions, and increases in teacher competence and confidence in the support of children (NCPMI, 2020).

The PBS Teacher Toolbox initiative extends the PBS training model to include incentives and technology tools that have been particularly relevant during the last two years. The pandemic has created a necessity to do things differently and to place social and emotional needs as a priority for both adults and children (Garcia & Weiss, 2021). Not only has the topic been identified as critical to support children's learning, but the method aligns with research emphasizing a collaborative, practice-based, and reflective approach to professional growth. The PBS Teacher Toolbox study offers affordable, high quality professional development to early learning professionals, providing relevant content in an accessible on-demand virtual format and supported by practice-based coaching.
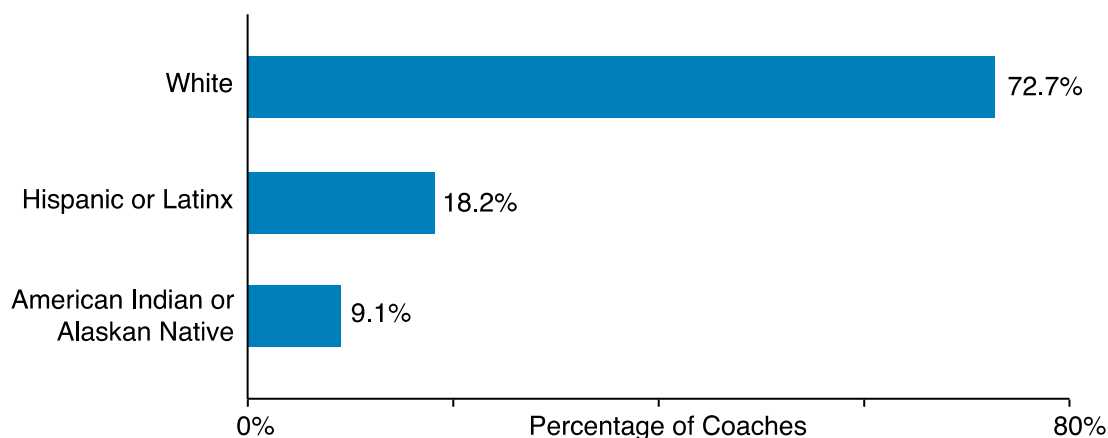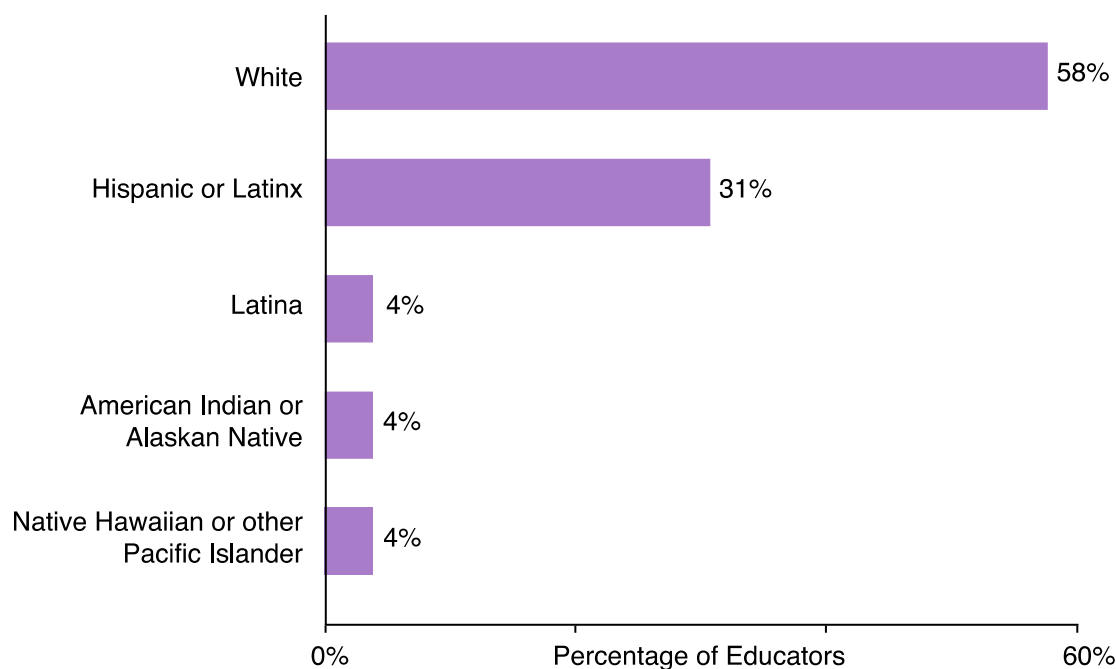
Methods

Participants

To recruit participants, advisory team members from CCA shared information about the study with coaches across the state. Interested coaches then approached educators on their caseload with an invitation to join the study. Potential participants attended an evening webinar hosted by DCYF and Cultivate Learning to learn more about the study and have their questions answered. Once enrolled, participants were asked to sign consent forms, complete enrollment surveys, and submit a pre-study survey.

The pre-study survey for coaches included questions about confidence and comfort in their coaching practice in general and virtual coaching; comfort and frequency of coaching on PBS strategies; and comfort using Coaching Companion (now CECI). For educators, questions focused on their comfort in helping children develop social and emotional skills; how much time they spend managing children's behavior; what percentage of children's behavior they find stressful; what PBS strategies they use with children; and what kinds of actions they have taken in response to behavior that is challenging. The same questions were asked in the post-study survey to measure changes in responses.

Demographics were gathered from the enrollment surveys. All study participants -- coaches and educators -- identify as female. Educators work in childcare centers (54%), Family Child Care homes (42%), and Head Start sites (4%), in rural and urban settings, and in all six CCA regions of the state. Most (76.9%) report that they do not use a social and emotional curriculum. Almost half (46.2%) have previously participated in training related to positive behavior support. Study materials were available in two languages: 85% selected English and 15% chose Spanish. One coach also received materials in Spanish.

Race reported by coaches (blue) and educators (purple):

White — 72.7%
Hispanic or Latinx — 18.2%
American Indian or Alaskan Native — 9.1%

0% — Percentage of Coaches — 80%

Bar chart showing Percentage of Educators by race/ethnicity:
- White: 58%
- Hispanic or Latinx: 31%
- Latina: 4%
- American Indian or Alaskan Native: 4%
- Native Hawaiian or other Pacific Islander: 4%

X-axis: Percentage of Educators (0% to 60%)

Coaches reported previous PBS-related training from a variety of sources and three coaches responded that they had received Pyramid Model training. See Baseline Analysis for enrollment survey demographic data.

It is important to make a note about attrition rates during the study. Initially, 11 coaches and 31 educators enrolled in the study. Of those, 27 educators completed the pre-study survey and began the intervention in March 2021. Between March and May, eight more educators and one coach withdrew for reasons both personal and professional, and almost universally COVID-related. For example, some left their jobs or were laid off. Some felt overwhelmed with family commitments in addition to their own work and school schedules. Staff shortages created an extra burden. Even as they withdrew, most acknowledged the value of the opportunity. For example:

> *"It is sad for me to say this but I will no longer be able to participate in the study at this time. Please let me know if and when you do this again and I will be glad to re-participate." (Educator participant; email; April 5, 2021.)*

Reasons for attrition are mentioned here as a reminder of the extraordinary environment in which participants engaged with this intervention and to reinforce the relevance of the PBS Teacher Toolbox content and delivery.

In April, one educator said:

"We are starting back in-person on the 20th, right after Spring break. I am a bit overwhelmed by all that needs to be accomplished prior to class starting. It is feeling like too much to add the pilot study in at this time. Rest assured, I will continue to be our program's strongest advocate for PBS." (Educator participant; email; April 8, 2021.)

When the study closed on June 30, 2021, 10 coaches and 16 educators had completed the intervention and submitted post-study surveys. We wish to express deep gratitude to all coaches and educators who participated in this research study to the degree they were able during a global pandemic.

This study used surveys and a pre-post quasi-experimental design (Reichardt, 2009) was used to investigate the change in educator understanding and skills in supporting young children's social and emotional development. Surveys throughout the study asked participants to report their experiences with Toolbox materials and the virtual coaching process, and asked educators about stress they experienced because of children's behavior. The open-ended responses were analyzed with basic qualitative methods (Merriam, 2002).

Study Procedures

While originally designed as a six-month study, the advisory team decided to launch during COVID-19 on a revised timeline. Recruitment, enrollment, consent, and pre-study surveys were completed by mid-March 2021, and on March 18 Toolboxes 1 and 2 were shipped together, along with a syllabus and calendar of activities. See Appendices F and G.

In the revised timeline, webisodes 1 and 2 of *Circle Time Magazine, Season 2*, were combined as a single activity. Coaches and educators watched both webisodes and practiced using Toolbox materials in their own learning environments. Educators worked with their coaches to write a single goal based on a practice they saw modeled in one of those first two webisodes. They had approximately one month to complete that coaching cycle. Moving forward, they completed a coaching cycle each month for Toolboxes 3, 4, and 5. In other words, they watched five webisodes and received five Toolboxes, but completed four coaching cycles.

This study utilizes practice-based coaching which is an approach to coaching intended to increase teacher quality through goal setting, action planning, and reflective practice.

In this study, a coaching cycle consists of setting a goal related to each webisode and Toolbox, determining action steps, uploading a video of the educator using materials with children (related to their goal), and a reflective feedback conversation between an educator and their coach, using Coaching Companion to facilitate the virtual coaching process.

There were three main resources for the study: *Circle Time Magazine, Season 2,* devoted to supporting children's social and emotional development; digital resources reinforcing and expanding key points from the show; and Toolboxes of materials shipped to each participant at their home or work.

1. *Circle Time Magazine* is an online video series produced in the style of a highly engaging talk show, including personable hosts, expert guests, and spotlight features. Season 2, "Positive Behavior Support," has five webisodes, each approximately 60 minutes long. Following the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003; Hemmeter, Ostrosky, & Fox, 2006), webisodes discuss relationships, the environment, teaching emotional literacy and regulation, teaching problem-solving and friendship skills, and guidance around challenging behavior. Study participants accessed the video series on Coaching Companion, where their viewing activity could be tracked. Webisodes can also be seen at the Cultivate Learning website (bit.ly/3g9wrdy) and are available in English or Spanish. Links to many other resources are included on each webisode's webpage.

2. Each Circle Time webisode has an accompanying downloadable magazine (bit.ly/3pH8P3b), capturing key points, reviewing developmentally appropriate practices, suggesting modifications for different age groups, engaging readers to apply new learning in their own settings, and providing other resources mentioned in the webisode. Study participants also received print copies of the magazine in each Toolbox. The magazine can be used by educators while interacting with children because it provides conversation starters and other prompts to facilitate children's learning and engagement.

3. Finally, materials featured in each webisode of *Circle Time Magazine*, Season 2, were curated into Teacher Toolboxes and shipped to participants. These materials included children's books, photo albums, puppets, group puzzles, timers, visual supports from the Head Start Center for Inclusion, calm-down and friendship kits, social stories, Super Friend awards, a NAEYC-published book for educators, and more.

Toolbox Contents and Goals

Examples of goals set by educators for Toolbox 1: Relationships are Key

- Develop a daily gratitude practice as a class.

- My goal is to build and work on relationships with the challenging children in my care. I find myself frustrated a lot. Instead of avoiding conflict, my goal is to embrace these children, get on their level and connect with them so we can build a healthy and strong bond built on trust.

Examples of goals set by educators for Toolbox 2: Environments that Support Positive Behavior

- Support positive behavior in the classroom environment through discussion of expectations and use of visual cues.

- I have chosen the classroom routine chart to help with transitions. Following expectations and knowing what comes next.

Examples of goals set by educators for Toolbox 3: Teaching Emotional Literacy and Regulation

- Introduce emotions words to children using the emotions cards provided in the PBS Toolbox

- Implement two calm down solutions (scent jar & squeezing play dough) to support a child when they are feeling overwhelmed.

Examples of goals set by educators for Toolbox 4: Problem-Solving & Friendship Skills

- Teach children problem solving strategies that they can use during conflicts or when experiencing big feelings. Specifically, teaching strategies that will help children to stop, calm themselves, and think about their choices before acting or reacting.

- *Usar el titere de la tortuga Tucker para reenforzar los buenos comportamientos entre los ninos y promover los modales correctos por ejemplo: por favor, gracias, esperar por su turno, uasr sus palabras, levantar la mano antes de hablar.* [Translation: Use the Tucker turtle puppet to reinforce good behaviors among children and promote correct manners for example: please, thank you, wait for your turn, use your words, raise your hand before speaking.]

Examples of goals set by educators for Toolbox 5: Challenging Behaviors -- Guidance & Support

- Give the children a way to handle and express emotions instead of hitting. Using the fidget when we get angry and give ourselves time to find words.

- Acknowledge children for demonstrating positive friendship skills by giving out 3 friendship bracelets during outside time.

- I will use social stories to help students learn problem solving skills.

Additional Support

In addition to the above resources and materials, several information and training opportunities were offered via Zoom webinars to prepare and support participants over the course of the study.

For **coaches**, an overview of the study and Q&A session were provided prior to open enrollment, and an information session was offered at the December 2020 Early Achievers Institute. When enrollment was complete and study activities began, a Community of Practice (COP) was organized on Coaching Companion. The COP is an

online, closed-group discussion board where coaches can access support and ask questions. During the study, coaches were invited to use the COP to post questions, share successes, and connect with study administrators and peers. In addition, the study team provided regular email updates to coaches about educator progress and scheduled many one-on-one consultations in response to study and Coaching Companion questions. Short and specific how-to videos about Coaching Companion features were prepared for coaches, who often shared them with educators.

For **educators**, webinars providing an overview of the study and Coaching Companion tutorials were offered in both English and Spanish. Direct email communication was reserved for milestone points in the study, including activity information, deadlines, encouragement, and thanks.

Measures

A pre-post quasi-experimental design (Reichardt, 2009) was used to investigate the change in educator understanding and skills in supporting young children's social and emotional development. Surveys throughout the study asked participants to report their experiences with Toolbox materials and the virtual coaching process, and asked educators about stress they experienced because of children's behavior. Surveys included:

- Enrollment survey to gather demographic data (coaches and educators)

- Pre-study survey measuring knowledge and comfort with supporting children's social and emotional development (coaches and educators)

- Post-study survey measuring change in knowledge and comfort with supporting children's social and emotional development (coaches and educators)

- 11 weekly quick-check surveys measuring stress related to the behavior educators found challenging in their current learning environment (educators)

- Five Toolbox surveys measuring the usefulness of materials, resources, and coaching (educators)

Anecdotal feedback was also gathered by reviewing email exchanges and Community of Practice discussion boards, saving the chat box text, and taking notes during webinars and consultations.
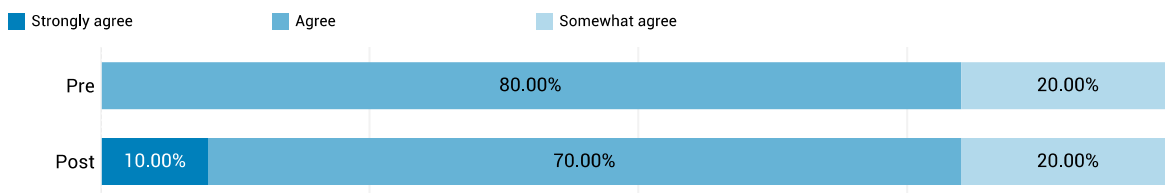
Findings

This section is divided into two sections: One shares findings from data collected about coaches and the other data about educators. The sections are organized by the research questions.

Research Questions about Coaches

The data we have about coaches comes from the pre and post coach surveys and anecdotal comments received from communications throughout the study. The first figure addresses the first research question about coaching in general and the second question is about coaching specifically about positive behavior supports. In both cases, coaches taking part in this study felt confident about their skills even in the pre-study survey. By the end of the study, 10% reported feeling stronger in both categories. Twenty percent moved from feeling somewhat comfortable coaching about PBS to feeling comfortable. In fact, their responses indicate they feel slightly *more* confident coaching on PBS than in their general practice.
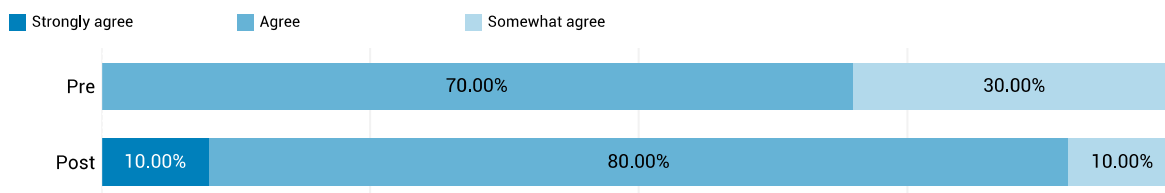
1. Do coaches perceive that their coaching practice improved as a result of this virtual professional development?

Currently, I feel confident in my coaching practice.

■ Strongly agree   ■ Agree   ■ Somewhat agree

	Strongly agree	Agree	Somewhat agree
Pre		80.00%	20.00%
Post	10.00%	70.00%	20.00%

2. Does coach confidence and comfort level with PBS content increase as a result of the intervention?

I feel comfortable coaching about Positive Behavior Support strategies with the educators on my caseload.

■ Strongly agree   ■ Agree   ■ Somewhat agree

|	Strongly agree	Agree	Somewhat agree
Pre		70.00%	30.00%
Post	10.00%	80.00%	10.00%

The next two questions help us understand coach comfort using the components of practice-based coaching. The following graphics indicate that coaches' comfort levels increased when setting goals and planning action steps, and when engaging in reflection and feedback around positive behavior support strategies.

3. Does coach confidence and comfort level with using the practice-based coaching (PBC) cycle increase as a result of the intervention?

I feel comfortable setting goals and action planning around Positive Behavior Support strategies with the educators on my caseload.
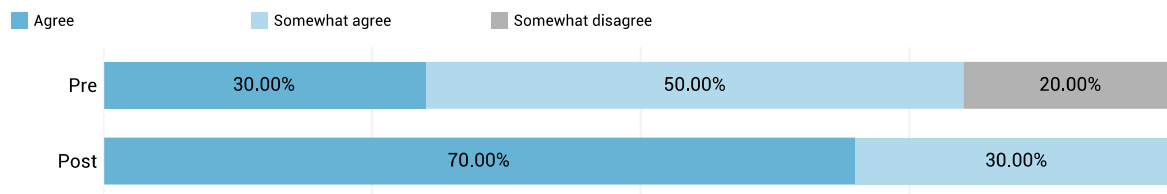
■ Agree ■ Somewhat agree

Pre	60.00%	40.00%
Post	90.00%	10.00%

I feel comfortable engaging in reflection and feedback about Positive Behavior Support with the educators on my caseload.

■ Agree ■ Somewhat agree

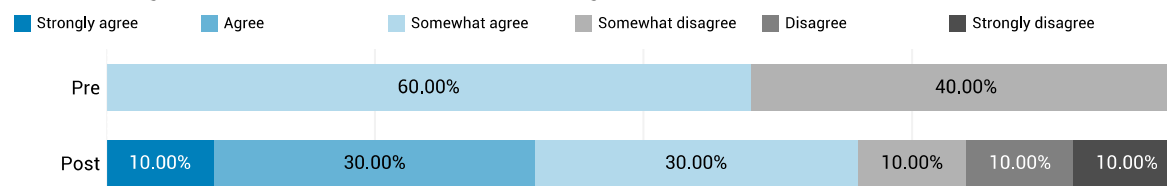|		
Pre	60.00%	40.00%
Post	90.00%	10.00%
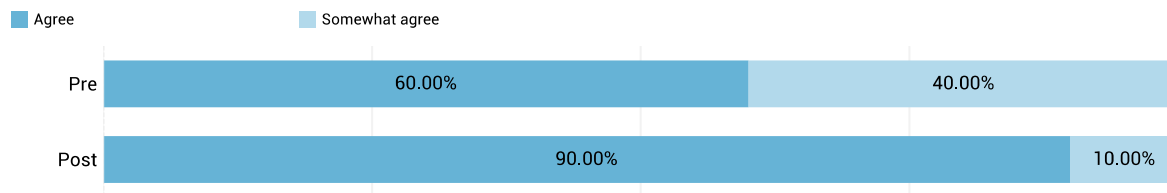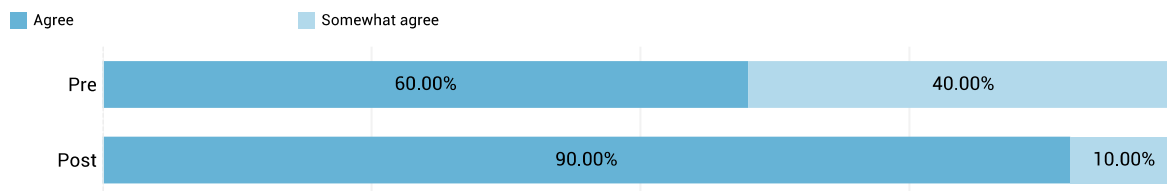
The following two figures indicate that coach comfort levels with remote coaching strategies improved from March to June. However, the results are more polarized on the broader question of the effectiveness of online coaching.

4. Do coaches find that virtual coaching is useful for improving PBS practices in the field?

Currently, I feel comfortable coaching educators on their teaching practices remotely (e.g., online, telephone, email, Coaching Companion).

■ Agree ■ Somewhat agree ■ Somewhat disagree

Pre	30.00%	50.00%	20.00%
Post	70.00%	30.00%	

I see coaching online as an effective method for coaching.

■ Strongly agree ■ Agree ■ Somewhat agree ■ Somewhat disagree ■ Disagree ■ Strongly disagree

Pre		60.00%		40.00%	
Post	10.00%	30.00%	30.00%	10.00%	10.00%	10.00%

We also received comments about the value of the intervention from coaches. For example, when one educator withdrew, we suggested her coach continue receiving Toolboxes and share them with other educators on her caseload. She felt they would be a valuable resource to enhance her coaching practice: "I would like to continue to receive toolboxes and use them with teachers on my caseload. Having concrete activities to offer may increase interest in scheduling reflective coaching sessions for Center staff." (Coach participant; email; April 5, 2021.) One coach expressed that the intervention was beneficial to her coaching: "THANK YOU! I can't tell you how much this pilot program has influenced and benefited my coaching, I've referred to these videos and technique's multiple times over the past few months, I'm so glad I was a part of it!" (Coach participant; email; August 4, 2021.) Another indicated that the intervention aided in engaging providers and impacted their practice because of the goal setting: "This pilot has been so helpful in engaging providers. The materials give them a box of ideas for their goal, as well as the tools to take action and practice the goal. The first coaching cycle has been fun. I look forward to all that follow" (Coach participant; email; April 7, 2021.)
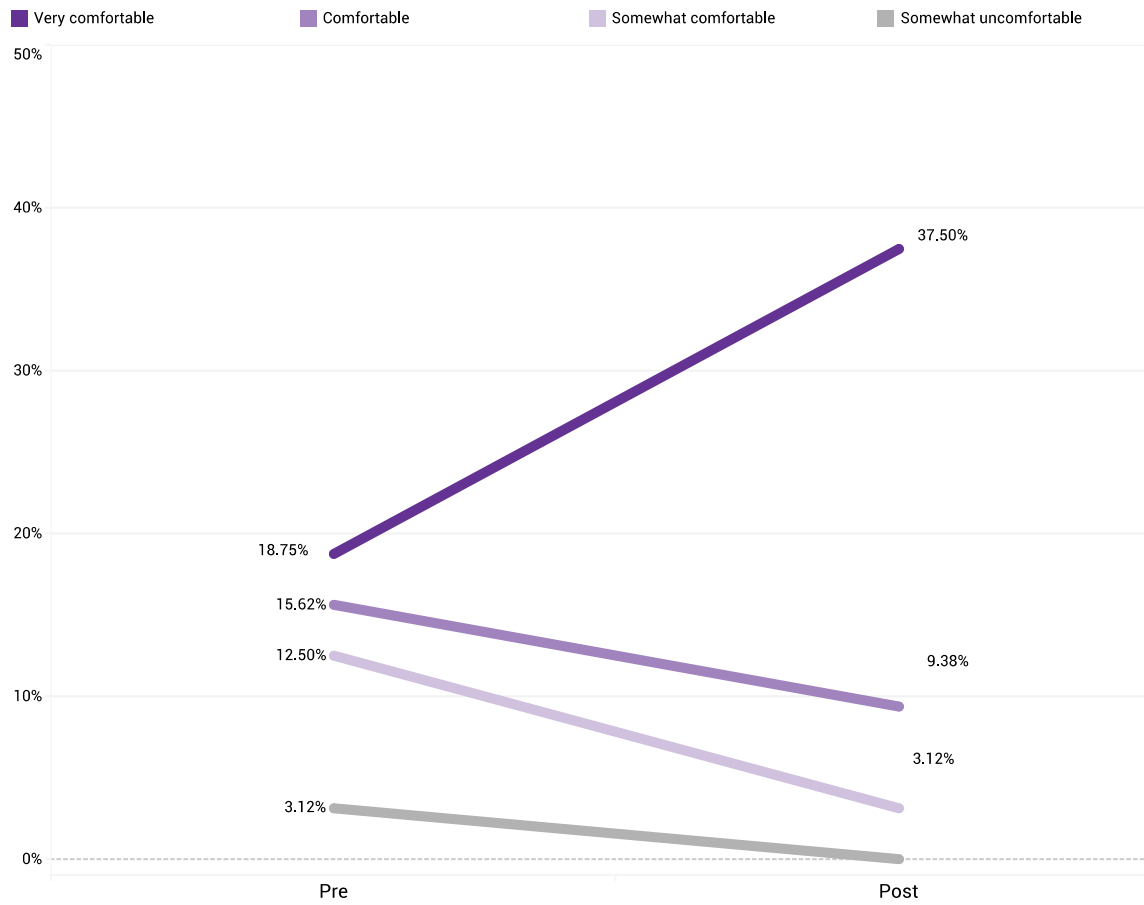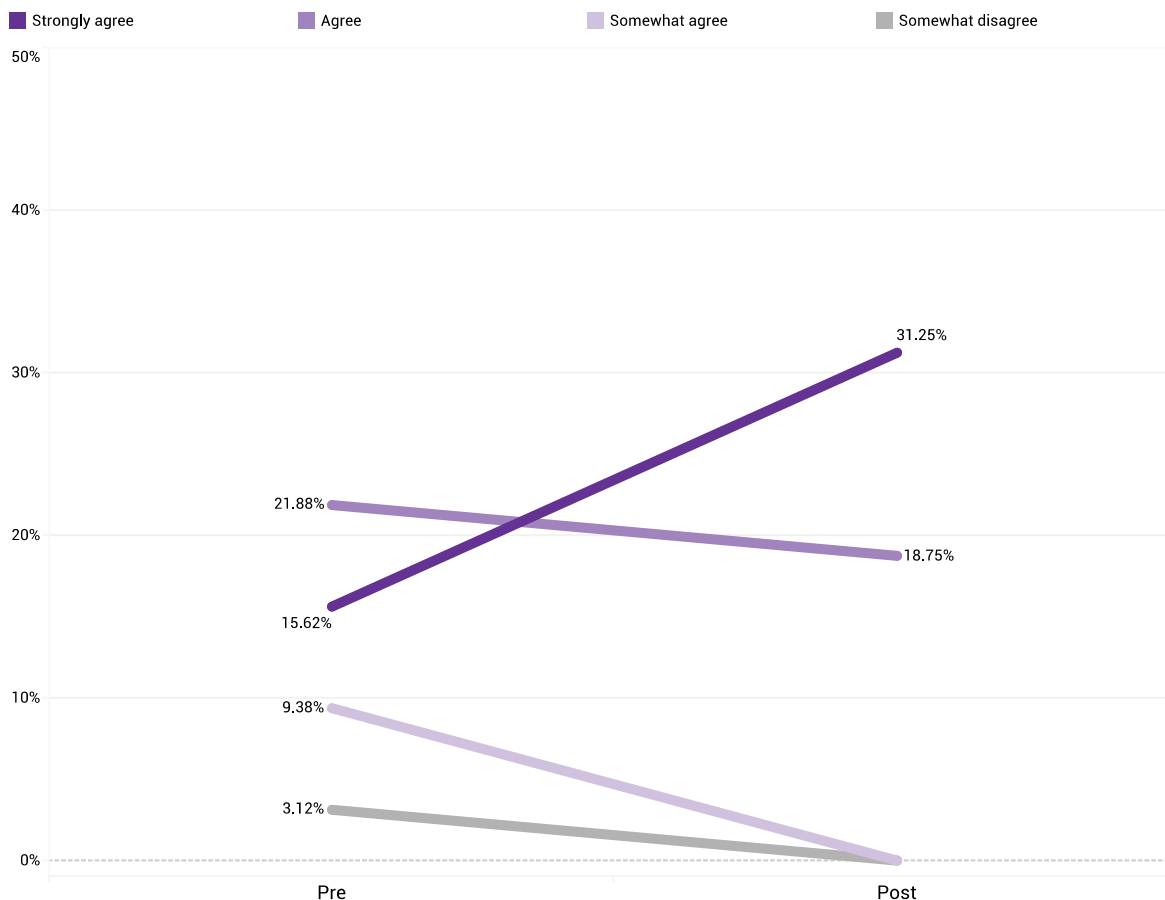
Research Questions about Educators

The data we have about educators' experiences in the study come from pre and post surveys, surveys about the Toolboxes, and weekly quick check surveys about teacher stress level about challenging behavior. This section is also organized by research question.

5. Does this professional development intervention increase educator confidence and comfort level implementing PBS techniques?

The figure below compares educators' comfort level with implementing activities that develop children's social-emotional (SEL) skills from the beginning of the study to the end. Overall, educators' comfort level increased and their discomfort was eliminated by the end of the study. Educators reporting that they felt "very comfortable" implementing SEL strategies rose dramatically. Those who reported "comfortable," "somewhat comfortable," or "somewhat uncomfortable" before the study reported an increase of comfort helping children develop social and emotional skills. Before the intervention, 15.62% reported "somewhat comfortable" or "somewhat uncomfortable;" after the intervention those numbers changed to 3.12% feeling "somewhat comfortable" and 0% feeling "somewhat uncomfortable."

In general, I feel comfortable implementing activities that help children develop social-emotional skills.

■ Very comfortable ■ Comfortable ■ Somewhat comfortable ■ Somewhat uncomfortable

	Pre	Post
Very comfortable	18.75%	37.50%
Comfortable	15.62%	9.38%
Somewhat comfortable	12.50%	3.12%
Somewhat uncomfortable	3.12%	

Legend: Strongly agree | Agree | Somewhat agree | Somewhat disagree

Pre values: 21.88%, 15.62%, 9.38%, 3.12%
Post values: 31.25%, 18.75%

Similarly, educators show a rise in confidence managing children's behavior, with 0% reporting "somewhat comfortable" or "somewhat uncomfortable:"

Email and survey responses from educators convey their enthusiasm:

"The kids have been especially wild these past 2 weeks. We are hoping it will calm down as weather picks up. I do have to say that the calm down box is a life saver!" (Educator participant; email; May 12, 2021.)

"The program has been such a huge help! We have put in place the "Calm Down Box" and use it most days. It stops the behavior just about as soon as they sit down. We have been working with a few of our very challenging students. We are working with the books and props you have sent on "I am Mad", Tucker Turtle and Dragon Brain. One child has gone from 90% off the wall to 30% managing his emotional outburst and physical harming of others. We are very pleased with this." (Educator participant; post survey.)

This comment was posted on the community of practice board for coaches. It conveys the power of educators watching their own videos: "Hey everyone, my provider decided she wanted to start from the ground up and her goal was to include three positive statements to children during her open center time. **Her video highlight brought other ideas and she then incorporated the timers as well**." (Bold emphasis added.) (Coach participant; Coaching Companion COP; April 1, 2021.)

The next set of data addresses the following research question:

6. Do educators report using PBS techniques more frequently during the time of the study?

The figure below indicates that in every area there was an increase in how frequently PBS techniques were used over the course of this study.

Think about a typical day during the past week.
Please write in the approximate number of occasions you did the following:
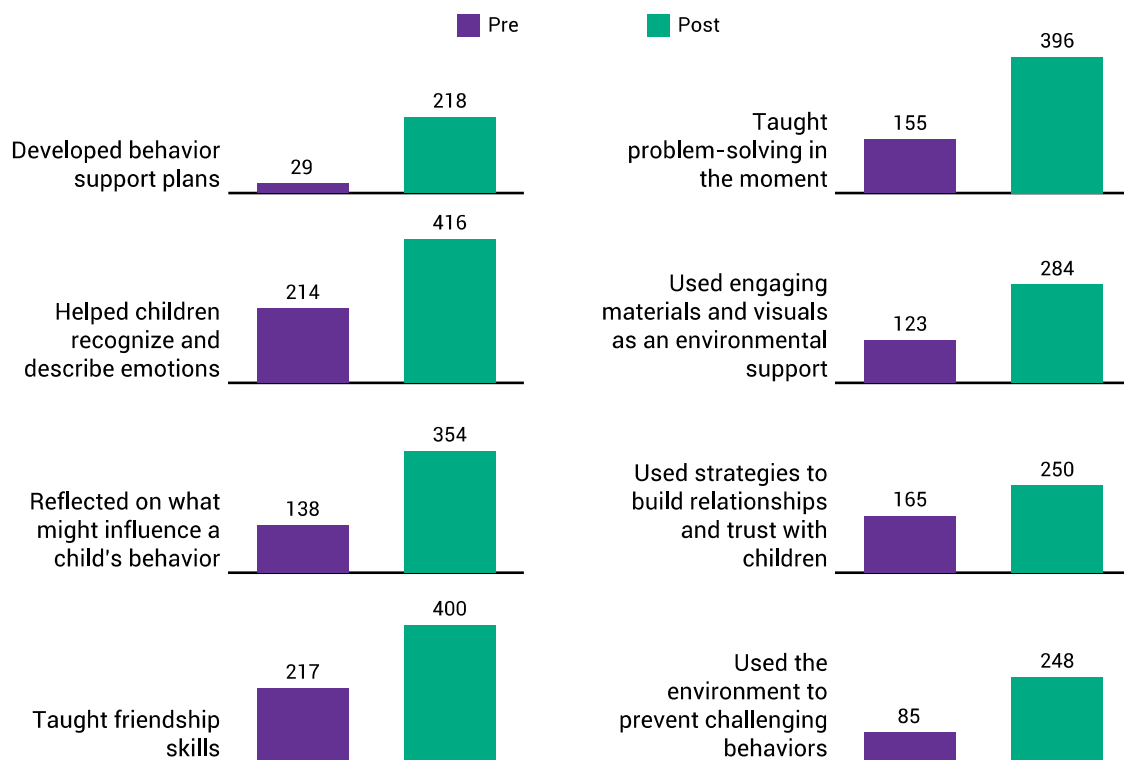
7. Did participants find the coaching they received useful?

One hundred percent of educators reported they found the coach feedback useful and incorporated the feedback. There were educators who indicated they did not incorporate the feedback but in every case that was because the feedback was reassuring as the table below illustrates.

Toolbox	Was the feedback useful?	Did you incorporate the feedback?
1	All yes	1 no response (I appreciate how she can see the positives in the lesson and interactions with my children. When things don't go the way you expect it to (especially on camera!), it's encouraging to hear what you managed to get right, even if it wasn't what you intended.)
2	All yes	2 no responses (I was grateful for her insight to what I had done right to meet my kids where they are and where their interests and focus lies. Confirmed I am on the right track)
3	All yes	1 no response (She was very reassuring and had some insight on using the calm down box even when my student was not overwhelmed or frustrated)
4	All yes	1 no response (Reminded me to complete my goal as written)
5	All yes	2 no responses. I didn't. Things she told me were things I have already been implementing. It was affirming to know I was using the should and techniques accurately.

The last set of data are results about educators' stress levels when addressing children's challenging behavior. There are results from the pre and post educator surveys and the weekly quick checks which measured educator stress level.

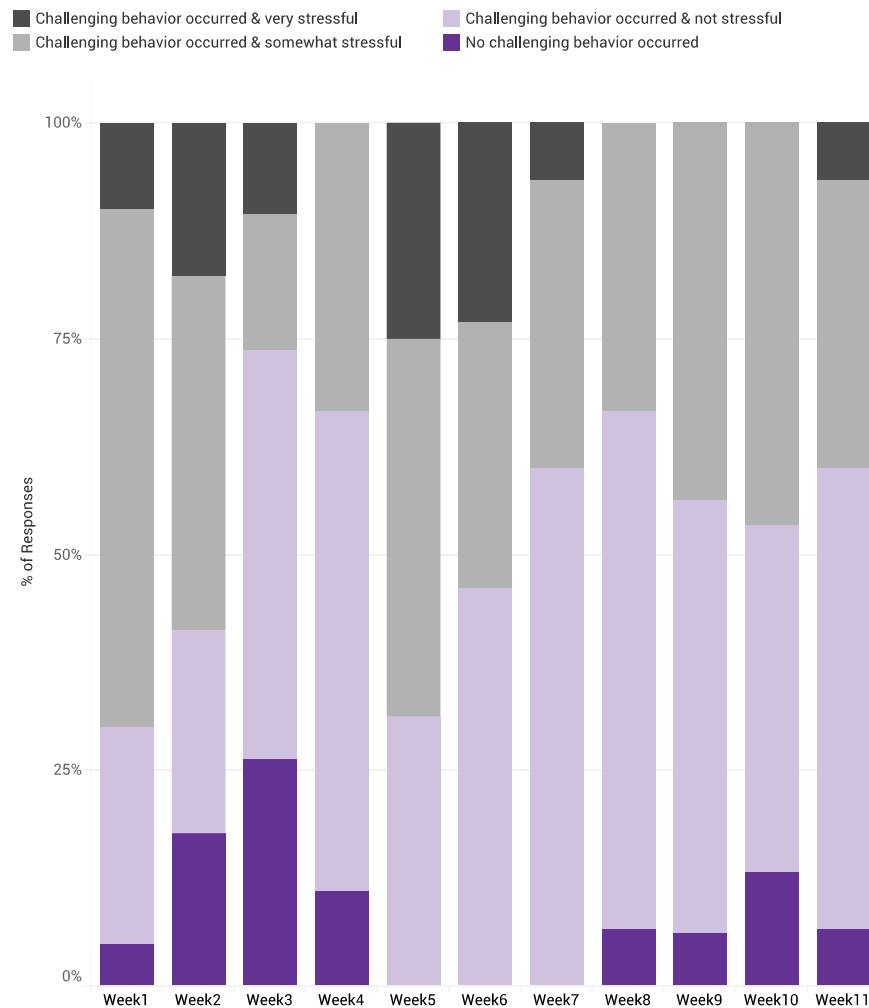8. How do educators relate their stress levels in connection with children's behavior?

In this chart, we see more educators reporting less stress. The survey question asked, "What percentage of children's challenging behavior is a source of stress for you?" The number of educators reporting they were stressed from 0%-25% (or lesser amount of time) rose from 21.88% to 37.5% indicating teacher stress level decreased.

Children's challenging behavior is a source of stress for educators.

■ Strongly agree   ■ Agree   ■ Disagree   ■ Strongly Disagree
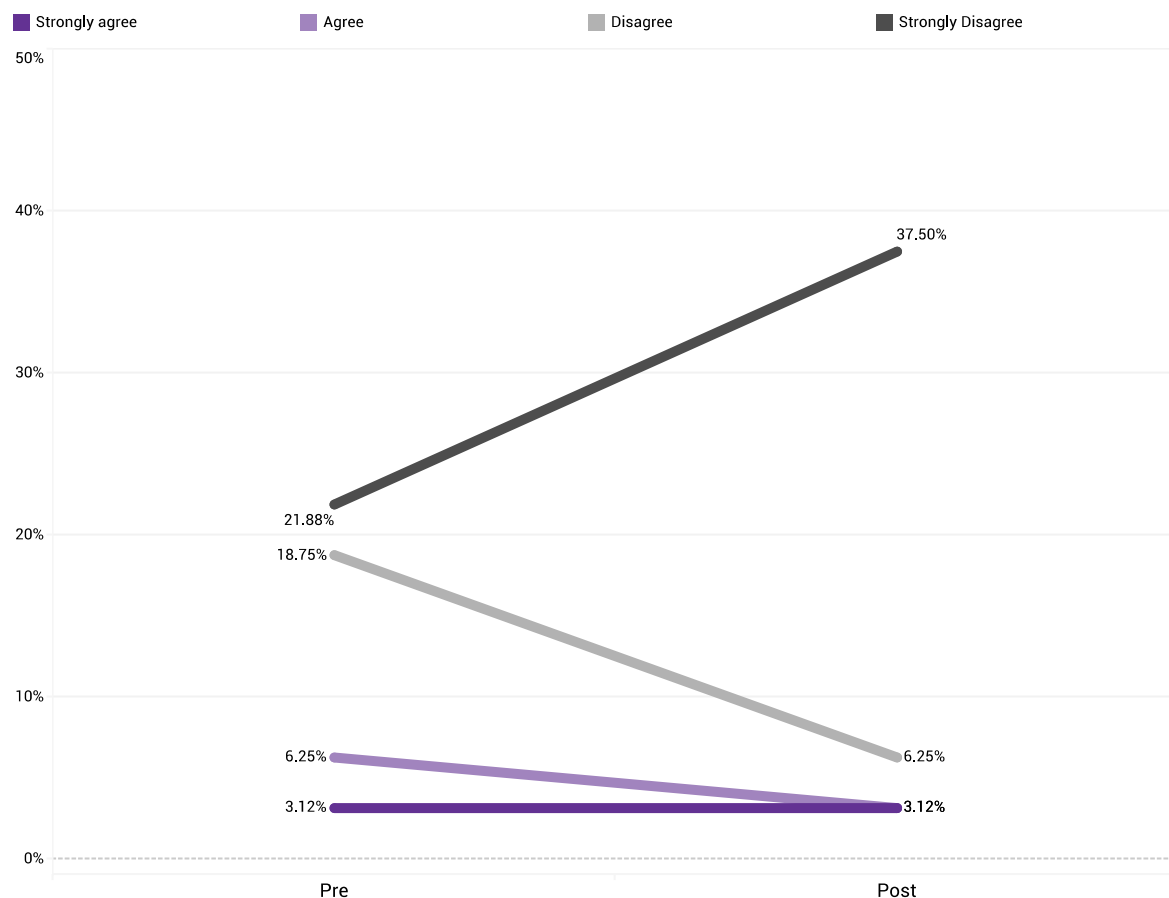
The next figures report on data from the weekly quick-check surveys. These surveys were "temperature checks" to determine educators stress levels about challenging behaviors from week to week. The results show fluctuations across 11 weeks:

Think about the past week. How would you describe the challenging behavior of children in your care?

■ Challenging behavior occurred & very stressful   ■ Challenging behavior occurred & not stressful
■ Challenging behavior occurred & somewhat stressful   ■ No challenging behavior occurred

Over the course of 11 weeks, the number of educators who reported that challenging behavior occurred and was very stressful *decreased*.

Think about the past week. To what extent has participating in this study helped you manage the stress you feel from challenging behavior?

Legend:
- To very little extend or none.
- To little extent
- To some extent
- To a very great extent
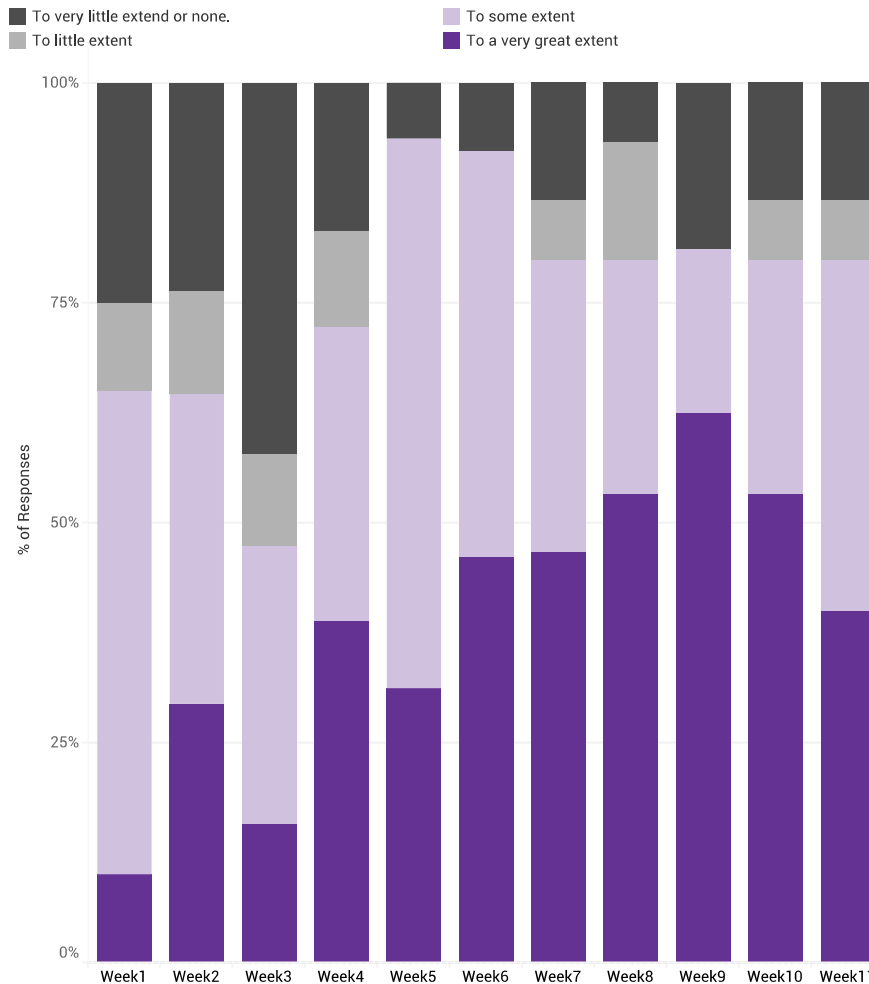
In Week 1, only 10% described this study helped to a very great extent to manage the stress level. In Week 11, the same measure goes up to 40% of respondents (with a maximum at Week 9 around 62.5%).

Think about the past week. To what extent did you feel positively about your relationship with children in your care?

- ■ To very little extent
- ■ To little extent
- ■ To some extent
- ■ To a very great extent
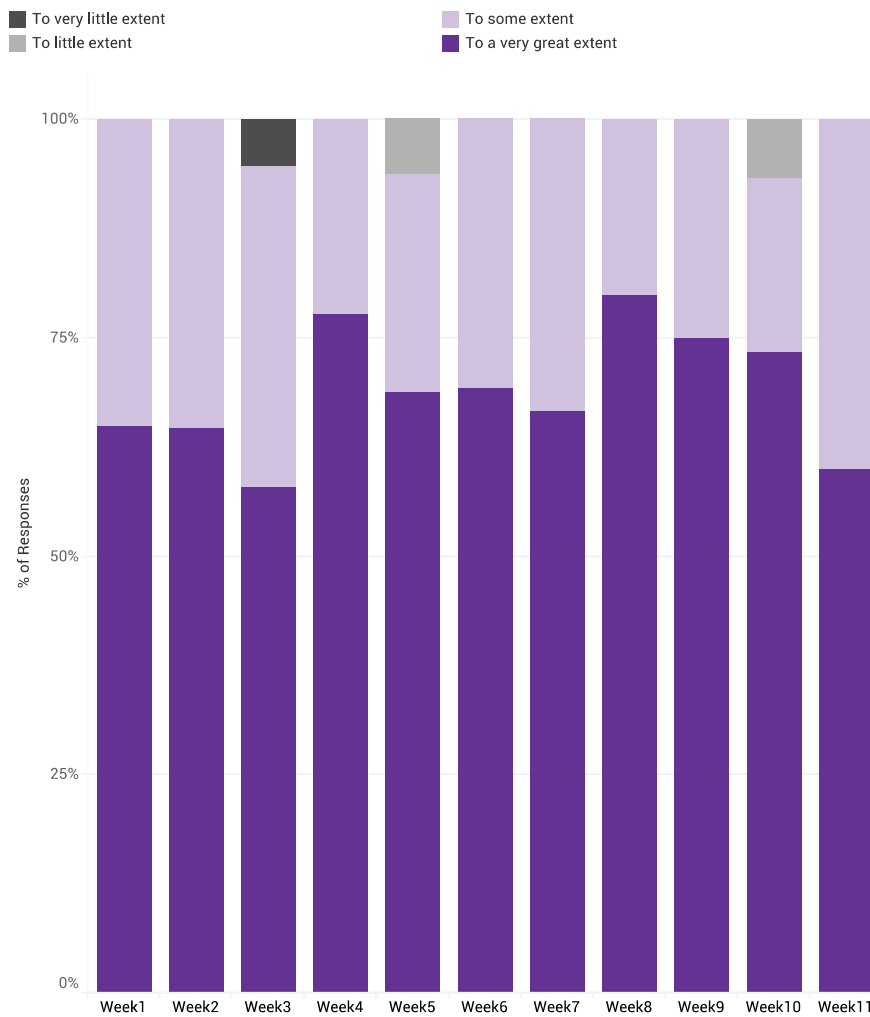
Educators feel positively about children in their care consistently over 50% of the time. This study did not impact how positively educators felt about their relationships with children.

Think about the past week. How frequently did you implement positive behavior support strategies?

- Very infrequently
- Infrequently
- Frequently
- Very frequently
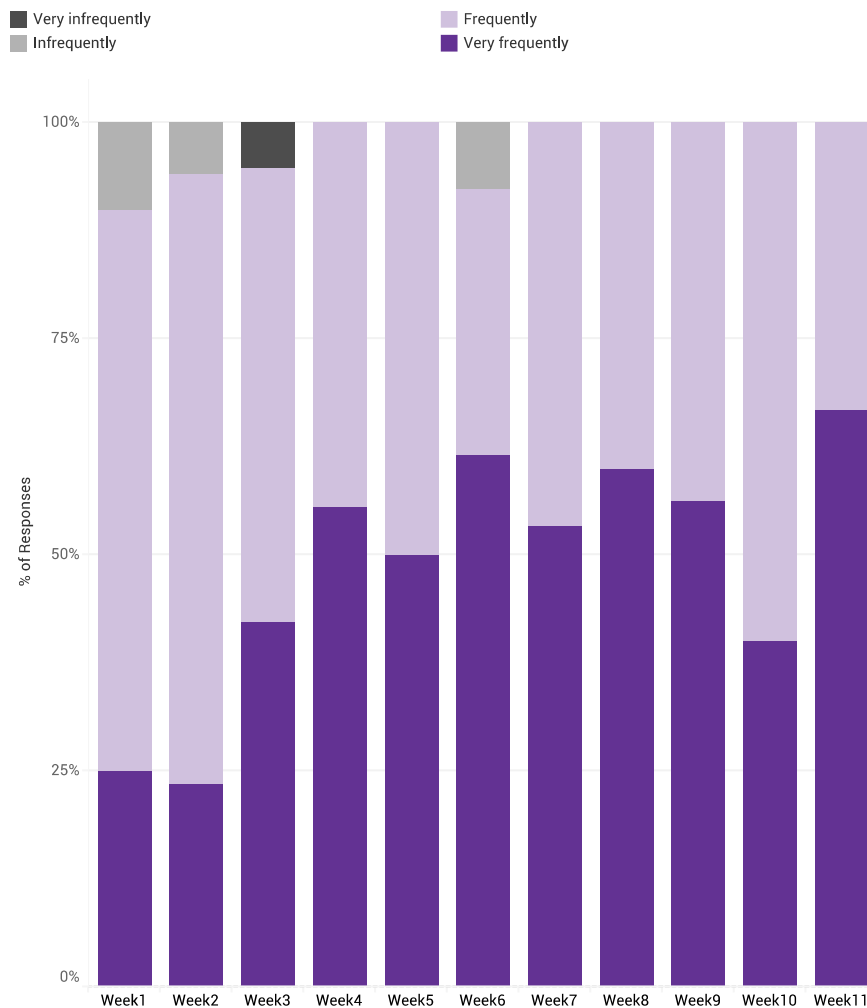
Over the course of 11 weeks, we saw an increase in how frequently positive behavior supports were implemented. In Week 1, 25% reported "very frequently" and by Week 11 that number jumped to 66%. By Week 7, no one reported that they used strategies "infrequently."

In addition, feedback from email conversations and comments posted on the Coaching Companion Community of Practice board suggests that educators feel positive about the intervention, citing appreciation for Toolboxes of materials and resources sent via mail, engaging professional development that can be viewed at convenient times, and feelings of empowerment in their ability to set their own goals and record videos of their choosing. Coaches reported that the study activities helped to deepen professional relationships during a year when they were unable to visit sites in person and that there were noticeable advances in educator learning as they reflected on their own practice. Additionally, group benefits include directors participating alongside educators to support implementation, and lead teachers sharing new learning with assistant teachers to work toward goals as a teaching team.

Conclusion

The PBS Teacher Toolbox evaluation team proposed a broad research question: How does the PD intervention affect participant self-efficacy with PBS and virtual coaching practices? Data detailed in this report provide encouraging results:

- Increased frequency of developmentally appropriate strategies for supporting children's social and emotional learning.

- Deeper understanding and implementation of the tiered approach provided by the Pyramid Model.

- Increased comfort and decreased stress when responding to behavior that is challenging.

Data from the quick check surveys allows us to assess and determine how the intervention affected participant self-efficacy with PBS practices. The study showed a 40% increase in the frequency of PBS strategies implemented. Further, by the study's close, none of the participants reported implementing strategies "infrequently" demonstrating that delivery of PD supports in a virtual environment is effective.

Results of this study indicate that providing engaging online, evidence-based resources coupled with coaching is a method of professional development that educators are comfortable with and appreciate in a time when contact has been limited by the pandemic. The model honors and builds upon educators' prior knowledge, is self-paced and on-demand, is grounded in practice-based learning and places educators in the driver's seat to co-create goals and engage in reflective analysis of their own teaching practice. Results also show increased comfort among coaches to engage in practice-based coaching with educators. In fact, the method is adaptable to individuals, team learning, group coaching, or communities of practice, whether virtual or in-person.

The PBS Teacher Toolbox study, like the STEAM Trunk studies before it, addresses current educator barriers to high-quality professional development and supports practice in their current role in the classroom resulting in relevant, job-embedded support. These innovative professional development opportunities provide a flexible model that could potentially increase accessibility and affordability for the field and may be a viable alternative to in-person training and coaching and increase access in areas where in-person training and coaching is limited.

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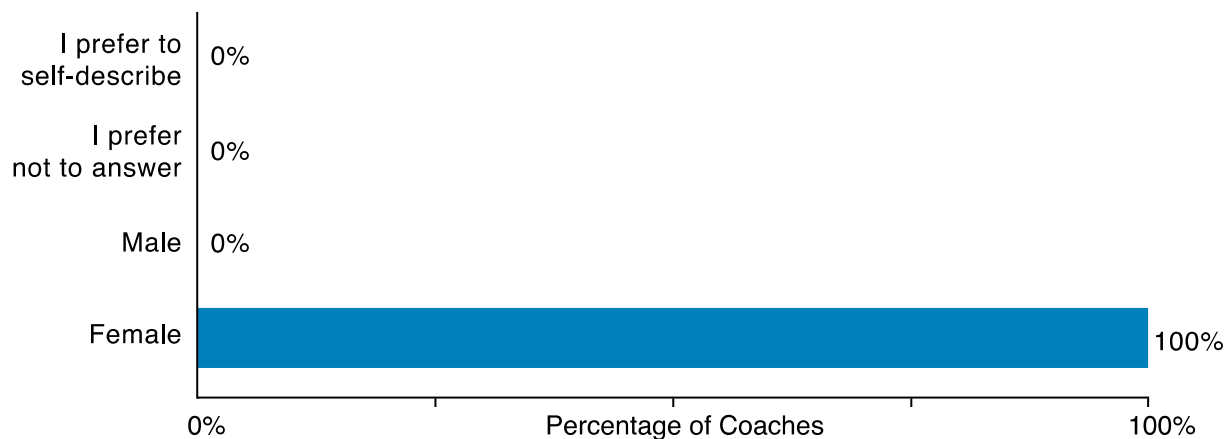
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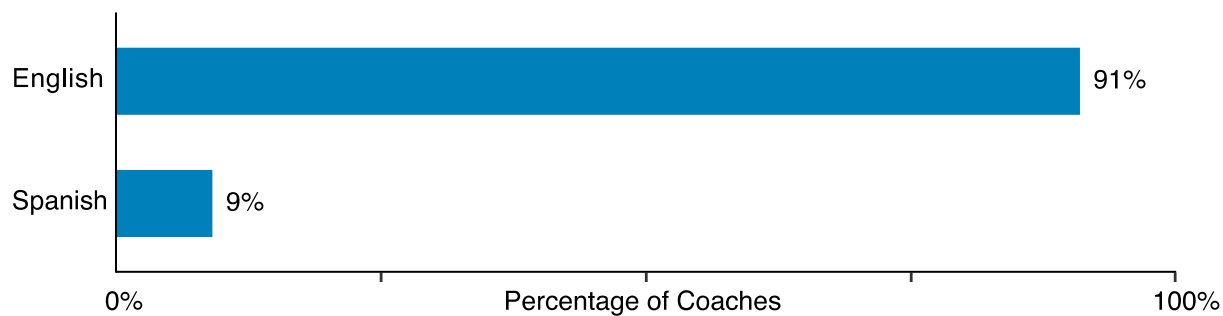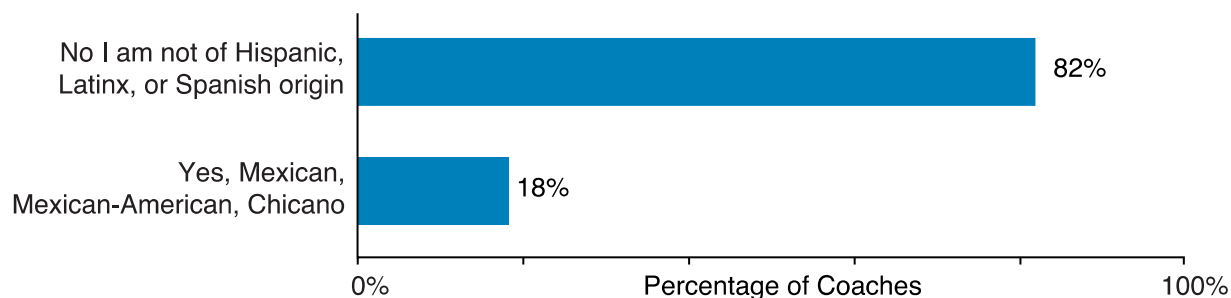
Baseline Analysis

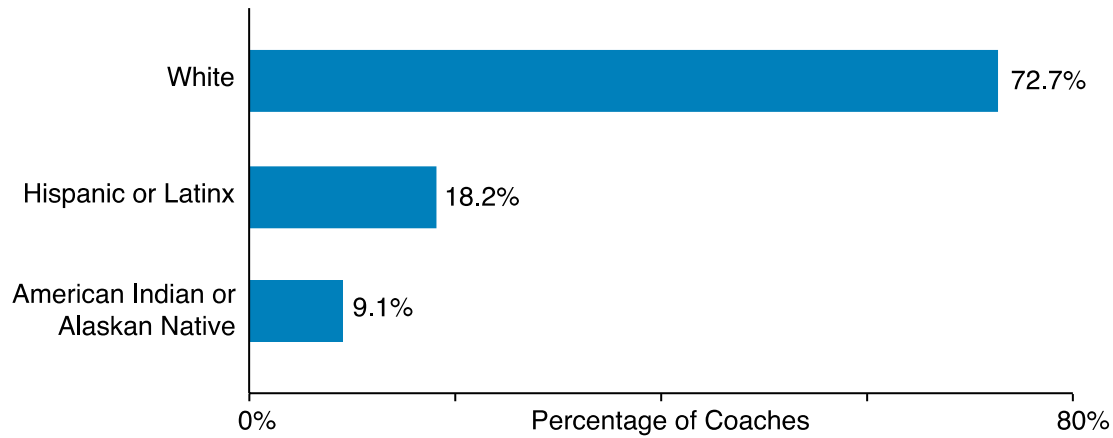## Coach Enrollment Data (N=11)

What is your gender?

I prefer to self-describe	0%
I prefer not to answer	0%
Male	0%
Female	100%

Percentage of Coaches

What is your primary language?

English	91%
Spanish	9%

Percentage of Coaches

Are you of Hispanic, Latinx, or Spanish origin?

No I am not of Hispanic, Latinx, or Spanish origin	82%
Yes, Mexican, Mexican-American, Chicano	18%

Percentage of Coaches

What is your race?

Race	Percentage
White	72.7%
Hispanic or Latinx	18.2%
American Indian or Alaskan Native	9.1%

Percentage of Coaches (0% – 80%)

What is your age?

Mean	Maximum	Minimum
45	61	29

How many years have you been working as a coach in the state of Washington?

Percentage of Coaches

Years	Percentage
1	18.2%
2	9.1%
3	27.3%
4	18.2%
5	27.3%

What is the highest level of education you have completed?

Education	Percentage
Master's Degree or Higher	18%
Bachelor's Degree	64%
Associate's Degree	18%

Percentage of Coaches (0% – 80%)
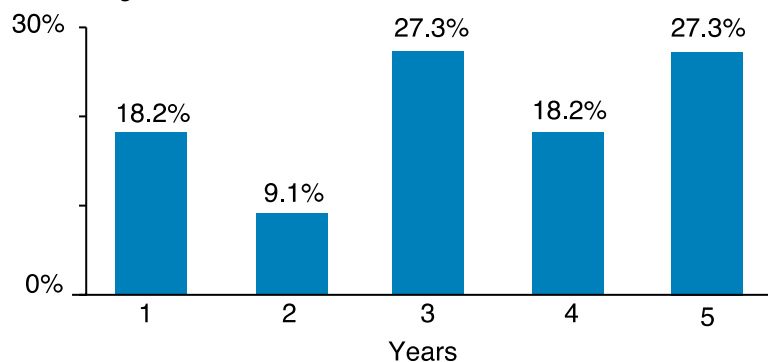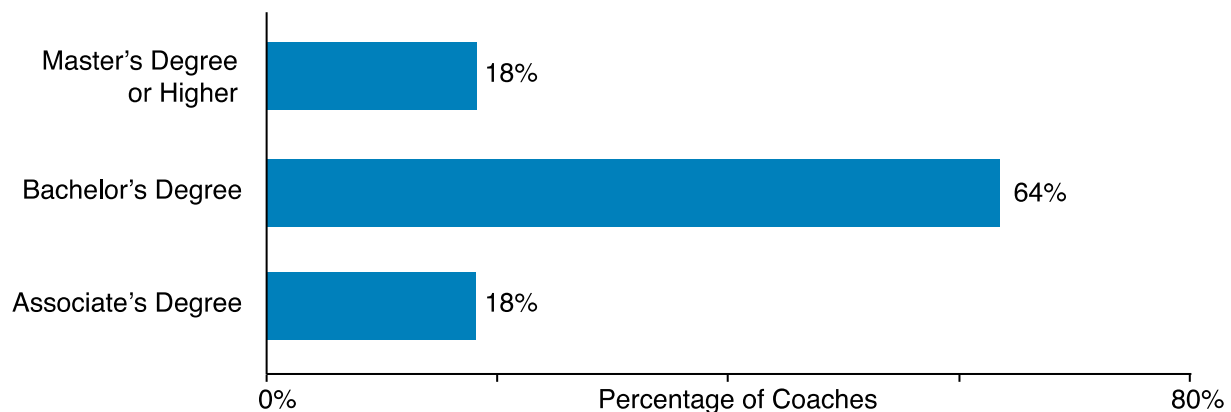
How many providers are currently on your caseload?

Mean	Maximum	Minimum
20	46	7

How would you define your coaching role (e.g., Early Achievers, FIND, etc.)?

Early Achievers — 91%
Infant Toddler Coach (FIND) — 9%

Percentage of Coaches (0% – 100%)
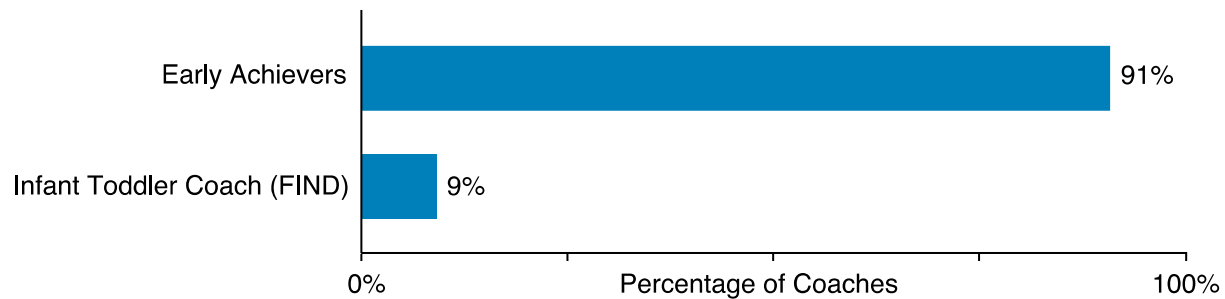
What coach trainings have you participated in? Please select all that apply.
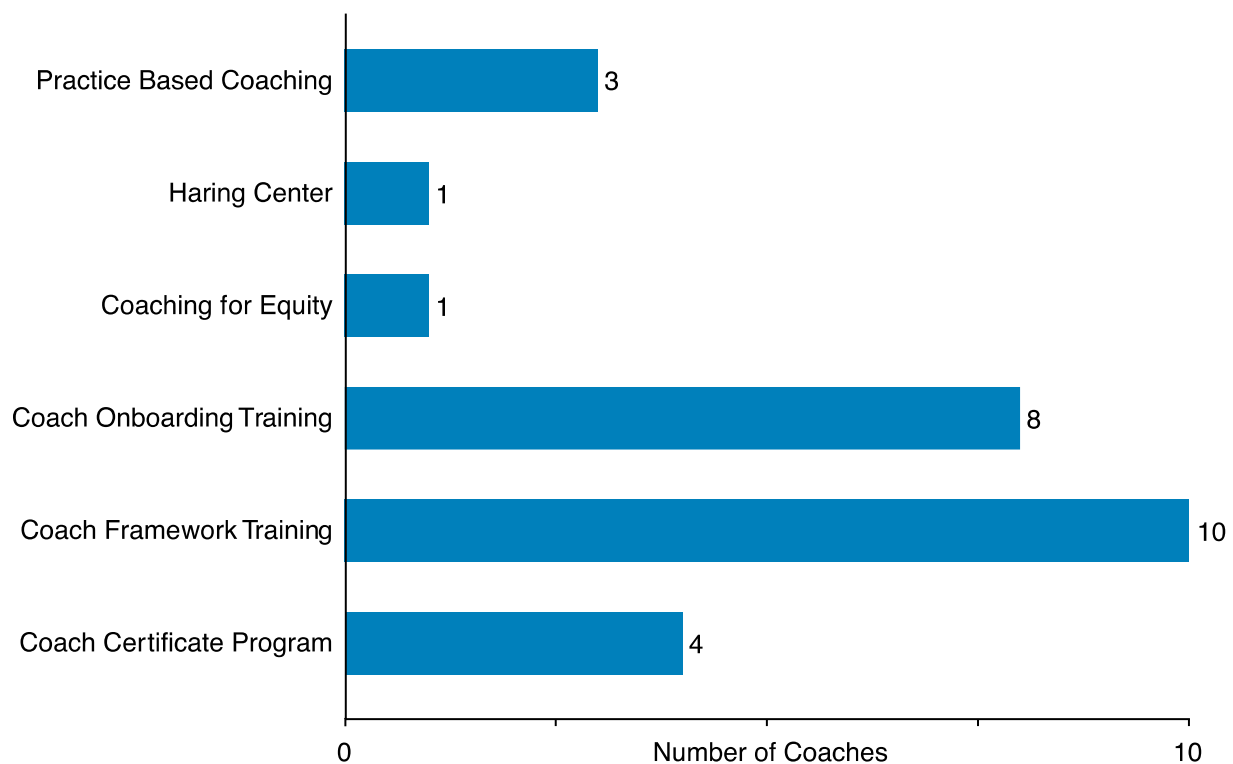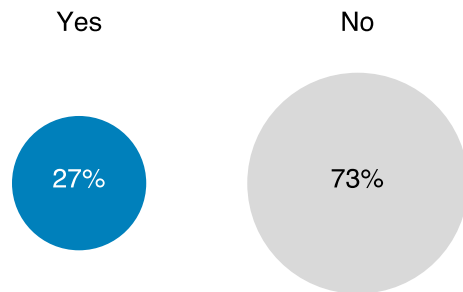
Practice Based Coaching — 3
Haring Center — 1
Coaching for Equity — 1
Coach Onboarding Training — 8
Coach Framework Training — 10
Coach Certificate Program — 4

Number of Coaches (0 – 10)

Did you participate in the STEAM Trunk Study?

Yes   No

27%   73%

Have you previously participated in any trainings related to Positive Behavior Support?

Training	Number of Coaches
Webinars	1
Pyramid Model Training	3
PERC Training	1
Head Start	1
ECE Certificate	1
Company Training	1
Coaching Certificate	1
Coach Companion	1

Number of Coaches

Coach Pre-Survey Data (N=11)

(Percentage of coaches)

Currently, I feel confident in my coaching practice.

73%	27%

Currently, I feel comfortable coaching educators on their teaching practices remotely (e.g., online, telephone, email, Coaching Companion).

9.1%	27.3%	45.5%	18.2%

I feel comfortable setting goals and action planning around Positive Behavior Support strategies with the educators on my caseload.

54.5%	45.5%

I feel comfortable engaging in reflection and feedback about Positive Behavior Support with the educators on my caseload.

64%	36%

I feel comfortable coaching about Positive Behavior Support strategies with the educators on my caseload.

73%	27%

Rating Scale

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree

Think about your coaching sessions during the past month.

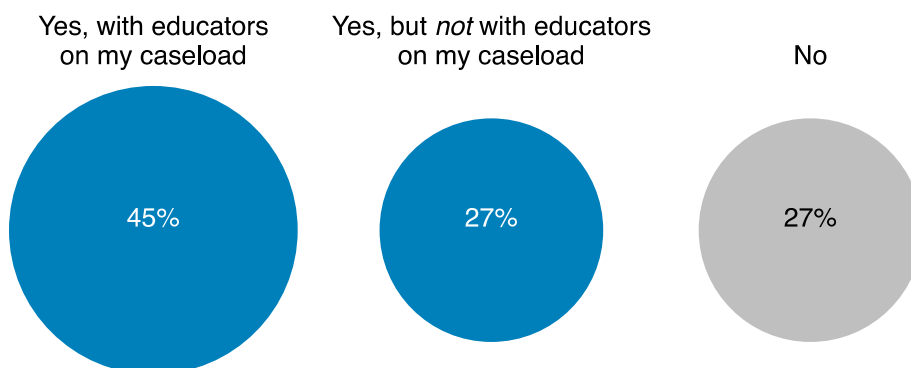**How frequently did you coach about Positive Behavior Support strategies with educators on your caseload?**

9.1%	9.1%	81.8%

Rating Scale

All	Most	Just over half	Just under half	Some	None

I see coaching online as an effective method for coaching.

9.1%	54.5%	36.4%

Rating Scale

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree

Have you used the Coaching Companion prior to this study?

Yes, with educators on my caseload

Yes, but *not* with educators on my caseload

No

45%

27%

27%

The Coaching Companion has many functions.

Please indicate how useful you find the following. (Percentage of coaches)
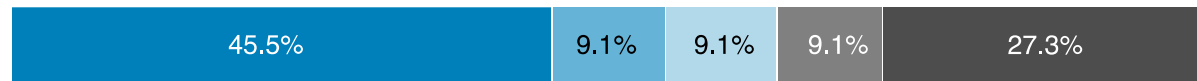
Resource Library
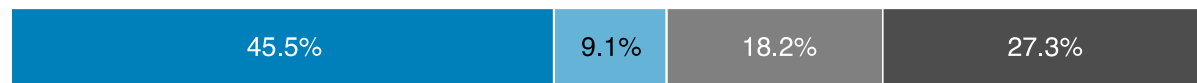
18.2%	45.5%	9.1%	27.3%

Ability to timestamp video

36.4%	9.1%	27.3%	27.3%

Ability to comment on video

45.5%	9.1%	18.2%	27.3%

Ability to share resources

36.4%	27.3%	9.1%	27.3%

Submission notifications

45.5%	9.1%	9.1%	9.1%	27.3%

Video conferencing feature

18.2%	9.1%	45.5%	27.3%

Communities of Practice

27.3%	9.1%	9.1%	27.3%	27.3%

Rating Scale

Very useful	Moderately useful	Slightly useful	Not useful at all	NA I haven't used this	NA
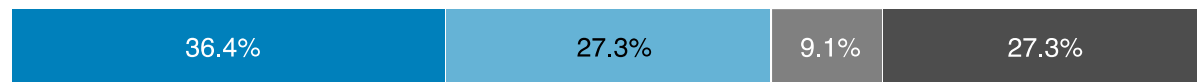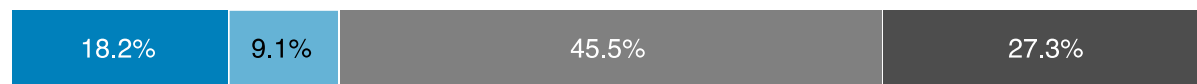
Educator Enrollment Data (N=26)

What is your gender?

Response	Percentage
I prefer to self-describe	0%
I prefer not to answer	0%
Male	0%
Female	100%

Percentage of Educators

What is your primary language?

Response	Percentage
English	73%
Spanish	23%
Ukranian	4%

Percentage of Educators
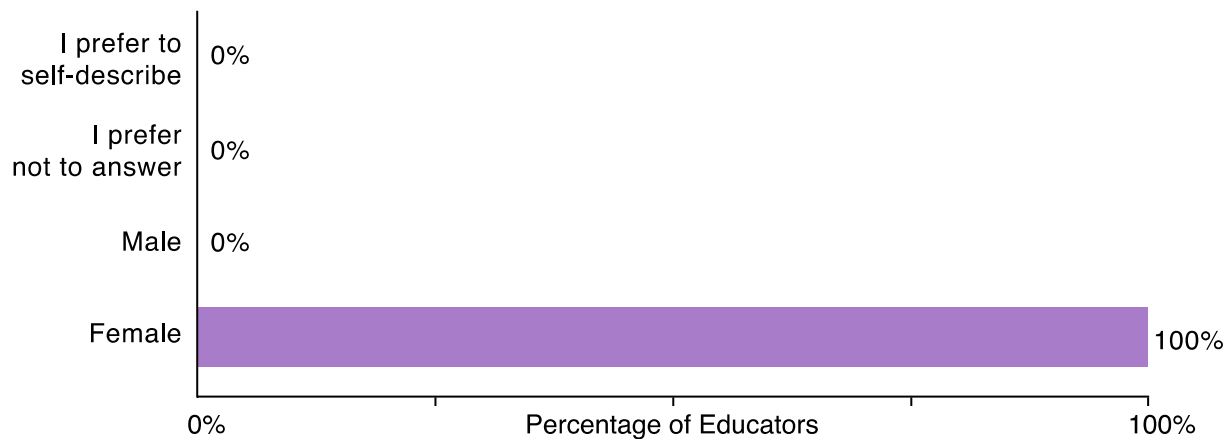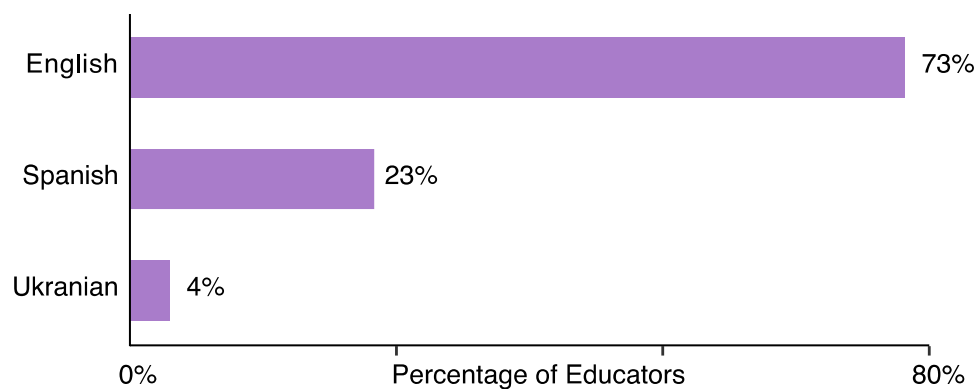
Are you of Hispanic or Latinx origin?

Response	Percentage
No I am not of Hispanic, Latinx, or Spanish origin	65%
Yes another Hispanic, Latinx, or Spanish origin (please specify)	8%
Yes, Mexican, Mexican-American, Chicano	27%

Percentage of Educators

What is your race?

Race	Percentage
White	58%
Hispanic or Latinx	31%
Latina	4%
American Indian or Alaskan Native	4%
Native Hawaiian or other Pacific Islander	4%

Percentage of Educators
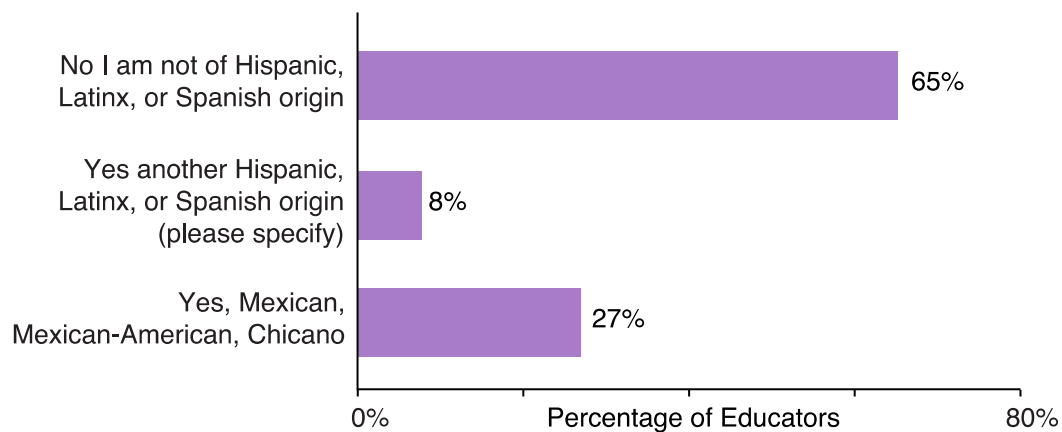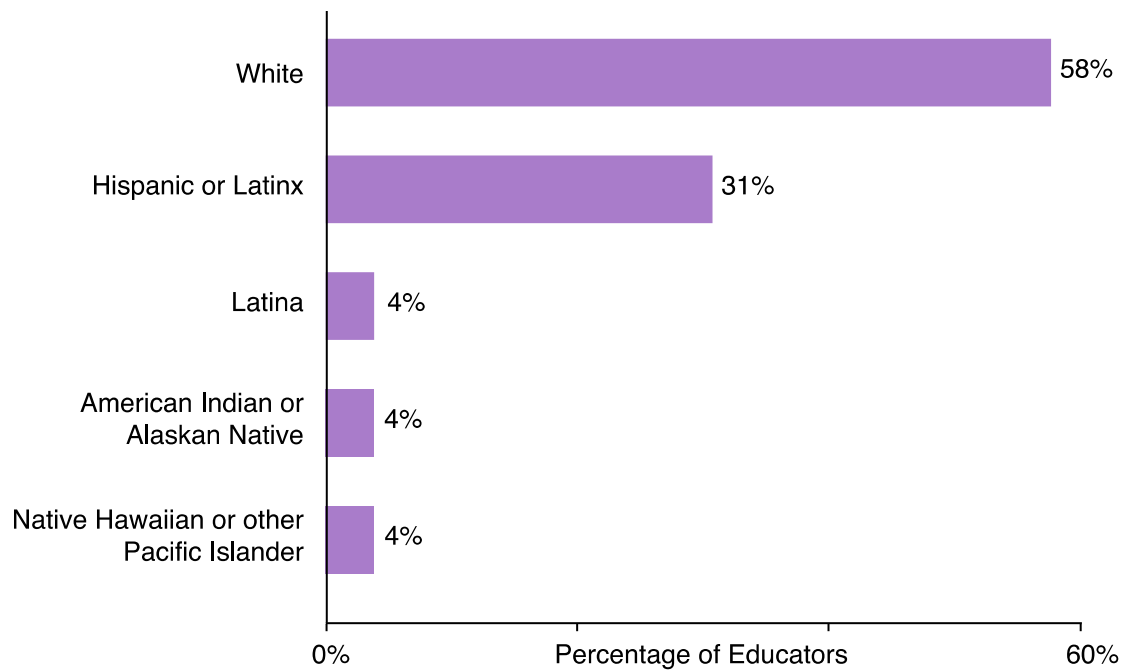
What is your age?

Mean	Maximum	Minimum
42	68	18

How many years have you been working as an educator?

Percentage of Educators

Years	Percentage
2	11.5%
3	3.8%
4	7.7%
5	7.7%
6	7.7%
7	3.8%
10–15	23.1%
16–20	11.5%
21 or more	23.1%

What is the highest level of education you have completed?

Category	Percentage
Master's Degree or Higher	11.5%
Bachelor's Degree	15.4%
Associate's Degree	15.4%
CDA (Child Development Associate) Credential	15.4%
ECE Training	3.8%
High School Diploma	26.9%
GED	7.7%
NA	3.8%
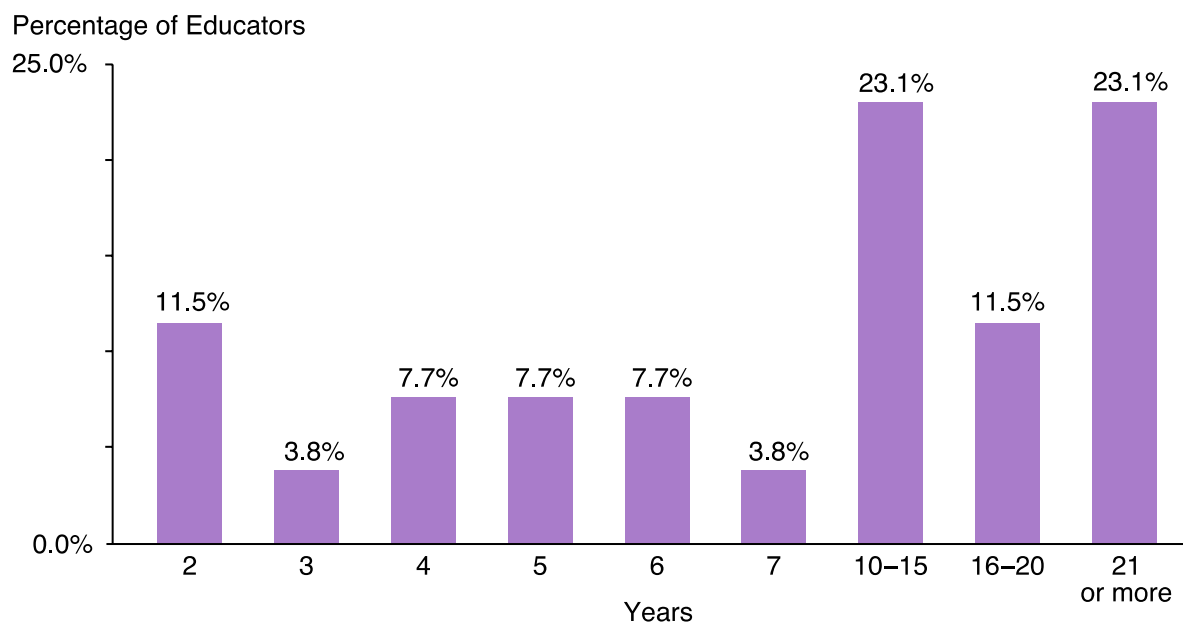
Percentage of Educators (0% – 30%)
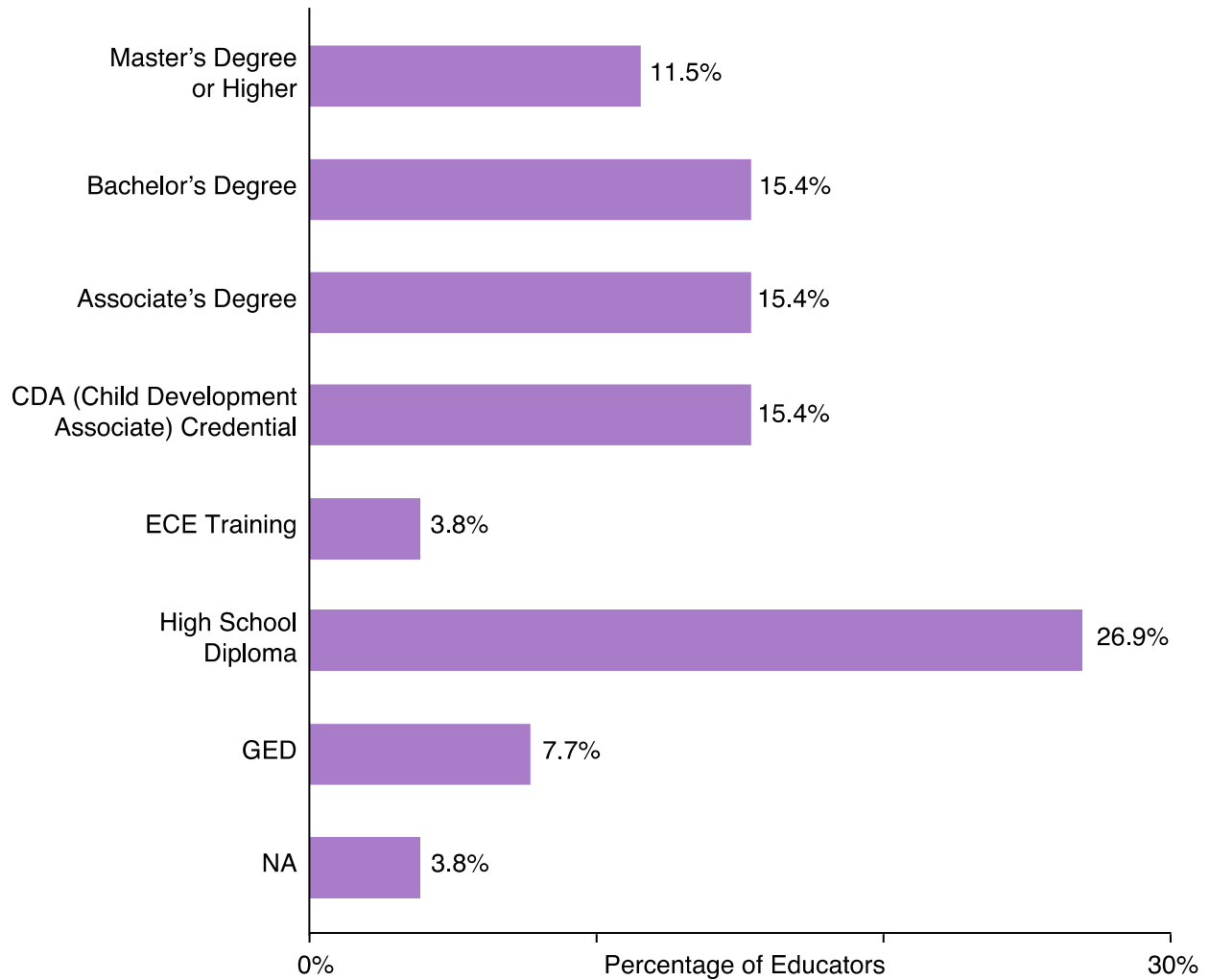
How many children are currently enrolled in your class/home?

Mean	Maximum	Minimum
15	70	5

Think about the children in your class/home.

How many are infants (0-15 months)?

Percentage of Educators

Number of Infants
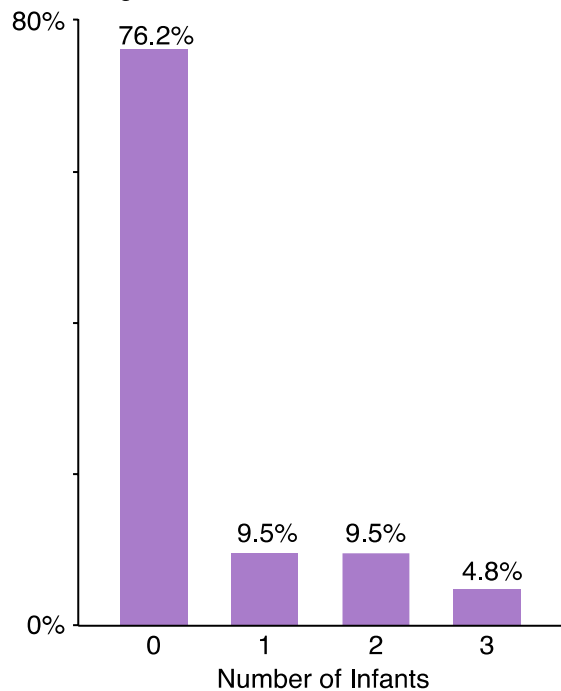
How many are toddlers (16-36 months)?

Percentage of Educators

Number of Toddlers
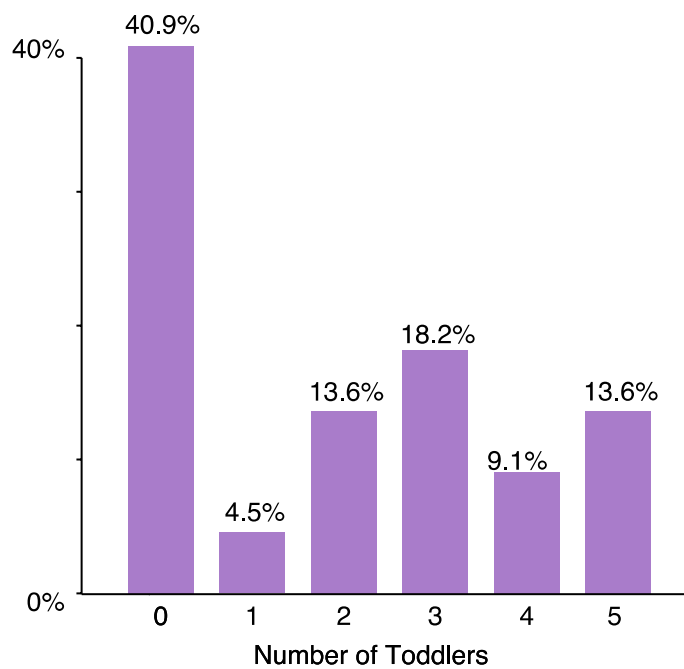
How many are preschoolers (37 months-5 years)?

Percentage of Educators

Number of Preschoolers
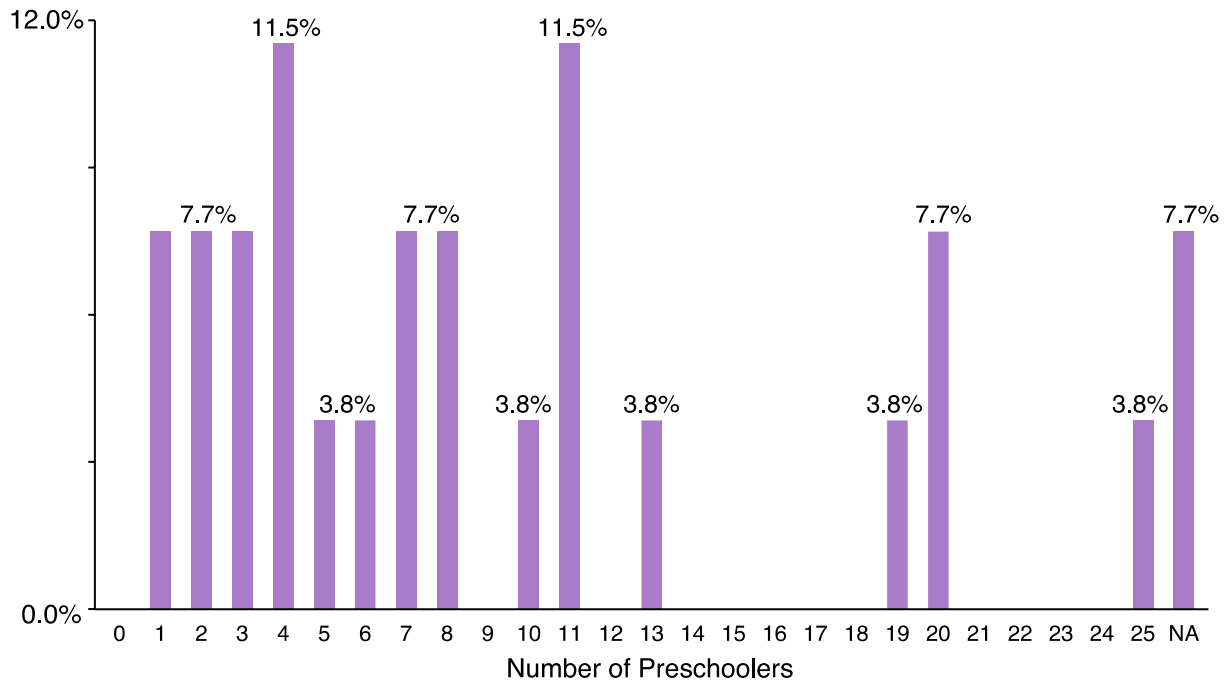
How many are school age (6 years and older)?

Percentage of Educators

Number of school age children
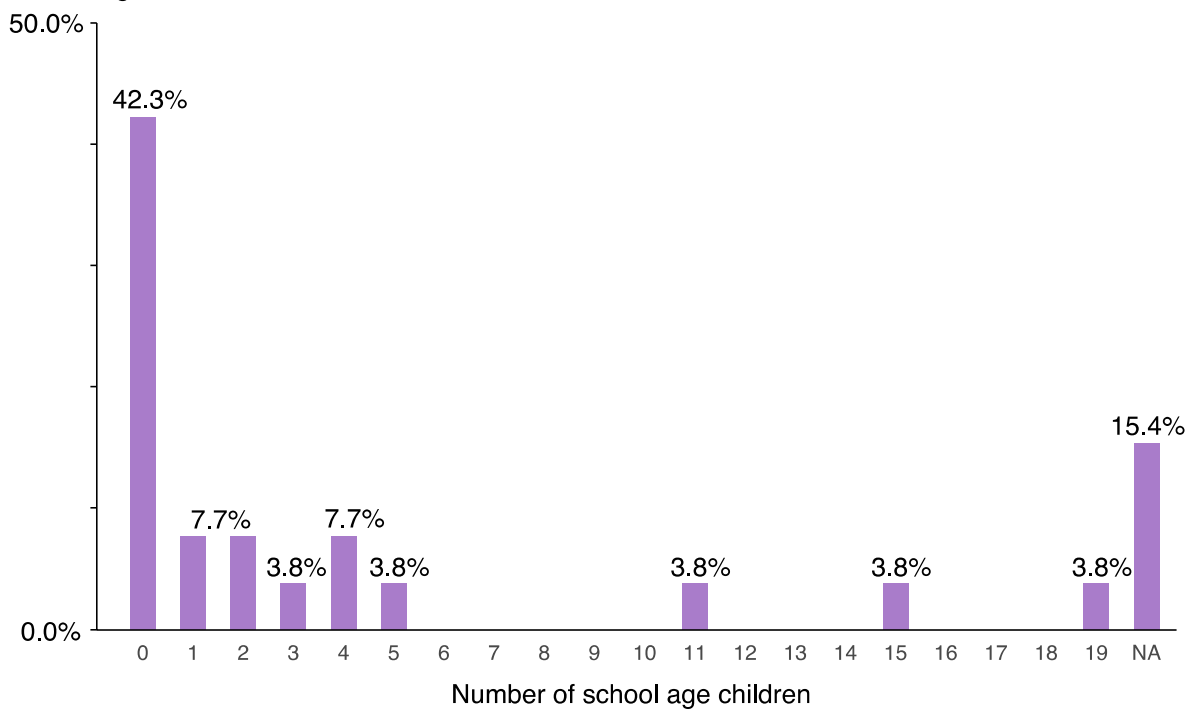
In what type of program do you work?

Program	Percentage of Educators
Child Care Center	54%
Family Child Care Home	42%
Head Start	4%
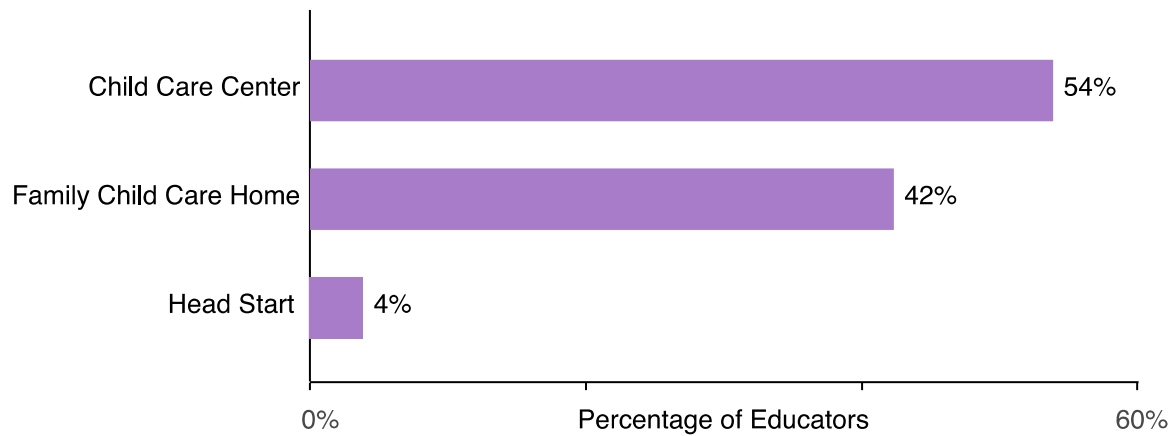
If applicable, which primary curriculum do you use?

Curriculum	Percentage of Educators
Creative Curriculum	30.8%
Emergent	15.4%
Carol's Affordable Curriculum	3.8%
Self-Developed Curriculum	3.8%
Mother Goose Time	3.8%
Reggio Emilia	3.8%
Teaching Strategies GOLD	7.7%
NA. I do not use a primary curriculum	26.9%
NA	3.8%
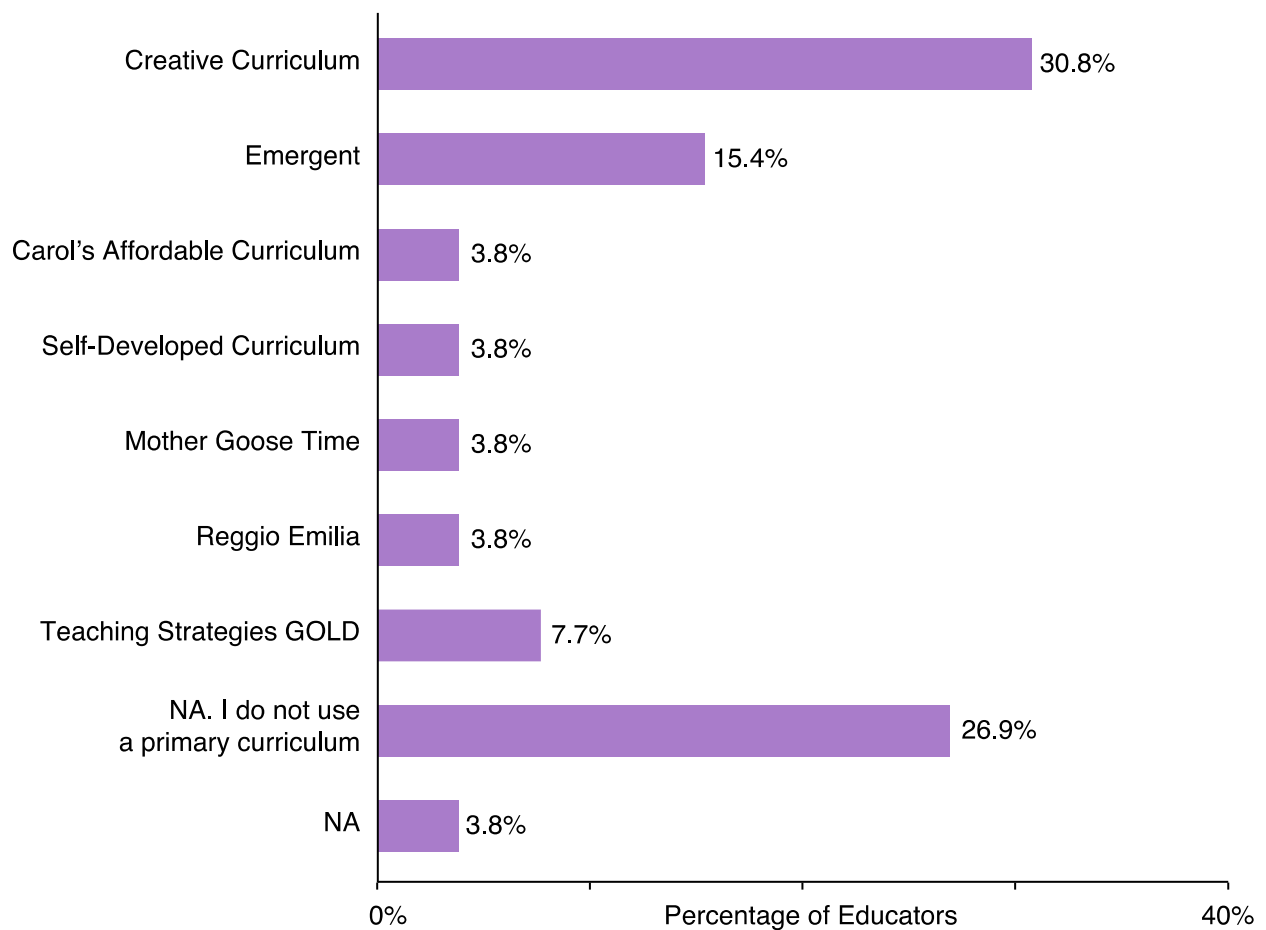
Do you use a social-emotional curriculum (e.g., Second Step, Incredible Years)?

- ASQ–SE–2: 3.8%
- PBI: 3.8%
- Second Step: 7.7%
- Stanford Harmony: 7.7%
- No I do not use a social emotional-curriculum: 76.9%

Percentage of Educators (0% – 80%)
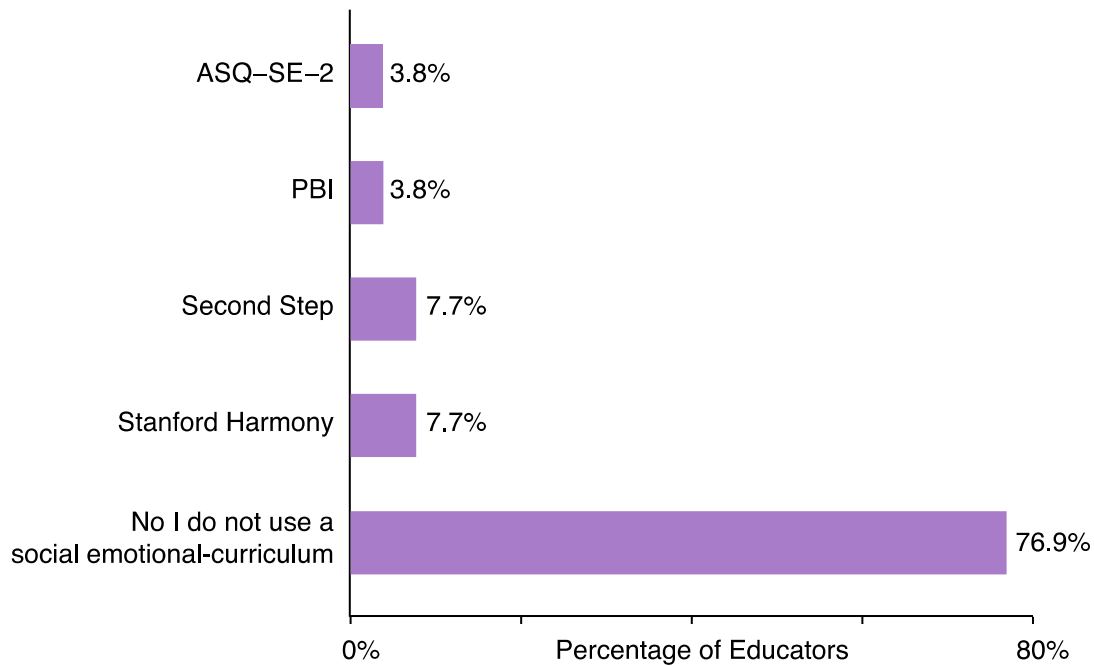
Do you currently have a Coaching Companion account?
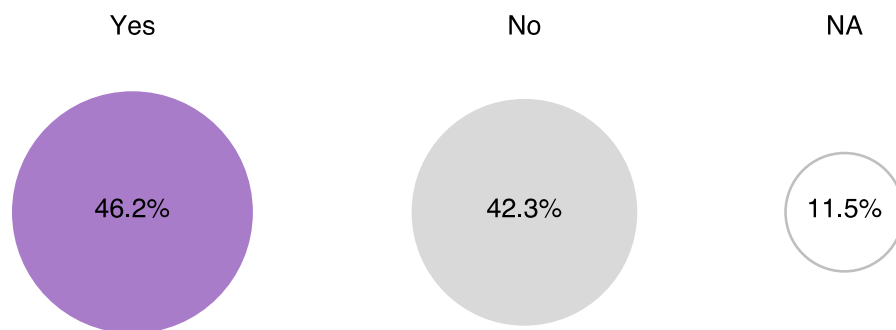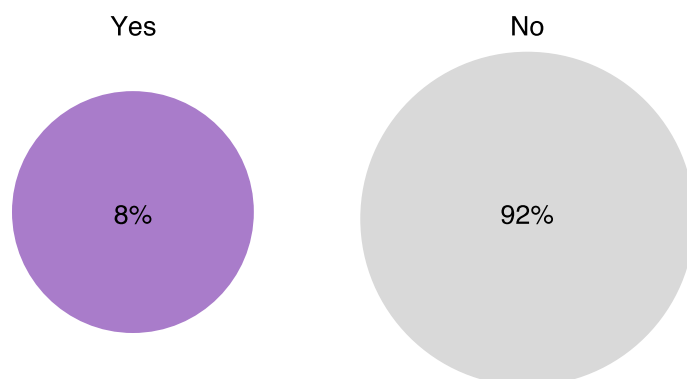
- Yes: 46.2%
- No: 42.3%
- NA: 11.5%

Did you participate in the STEAM Trunk Study?

- Yes: 8%
- No: 92%

Have you previously participated in any trainings related to Positive Behavior Support?

Yes

No

46.2%

53.8%
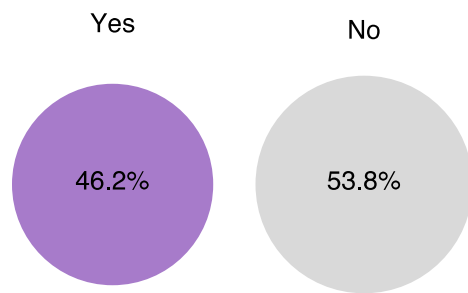
Participants reported participating in the following trainings related to Positive Behavior Support.

Training	Percentage
ASQ Training	11.5%
ECE Course	7.7%
PBS Training	3.8%
STARS Training	3.8%
Training Through a Previous Employer	3.8%
Training by a Behavioral Therapist	3.8%
NA	65.4%

0% Percentage of Educators 80%
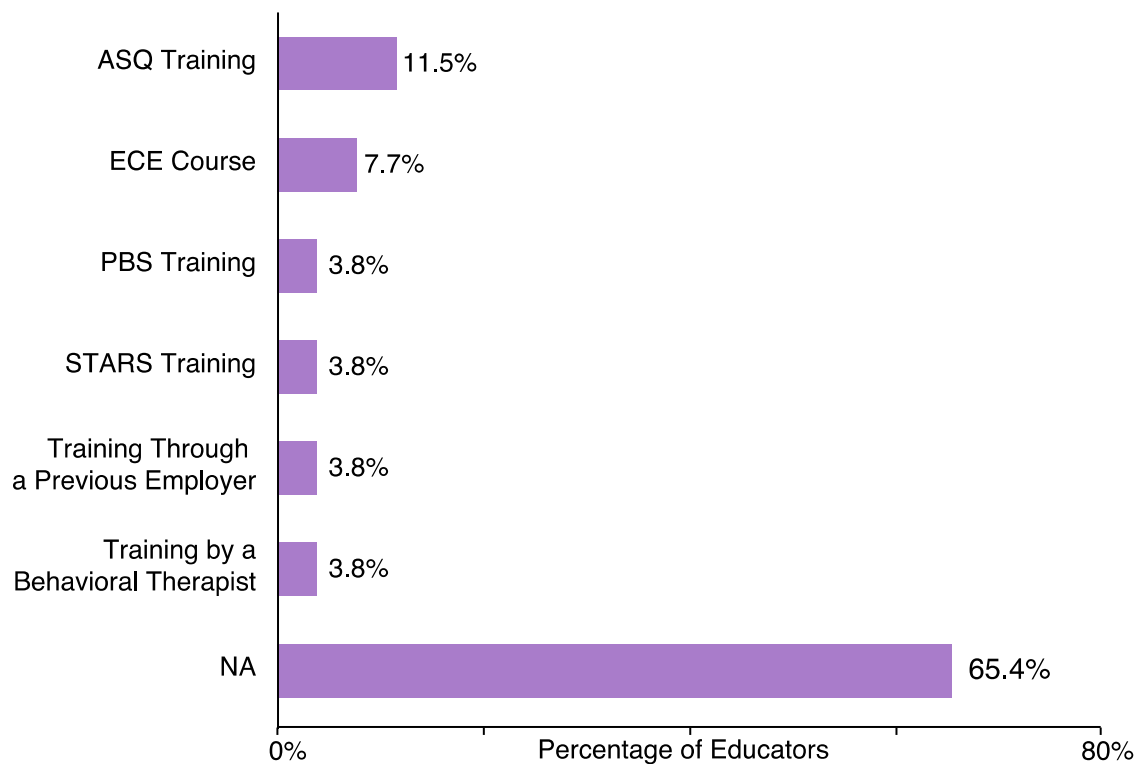
Educator Pre-Survey Data (N=26)

In general, how comfortable are you implementing activities that help children develop social-emotional skills? (Percentage of educators)
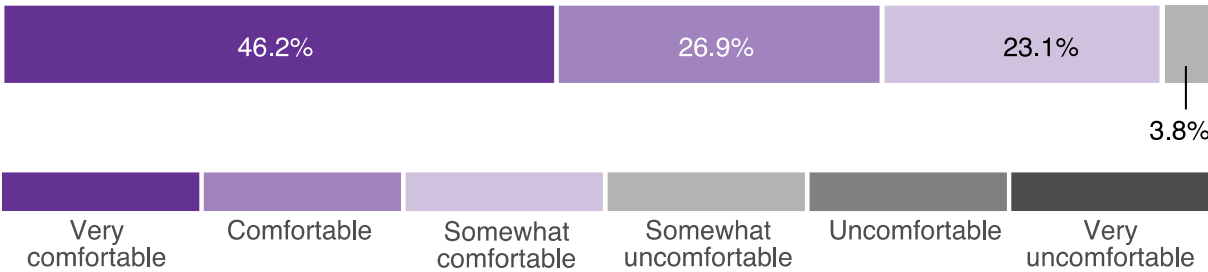
46.2%	26.9%	23.1%	

3.8%

Very comfortable	Comfortable	Somewhat comfortable	Somewhat uncomfortable	Uncomfortable	Very uncomfortable

I feel comfortable managing children's behavior. (Percentage of educators)

26.9%	46.2%	19.2%	7.7%

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree

Think about a typical day.

Approximately what percentage of time do you spend managing children's behavior?

Percentage of Educators

40.0%

38.5%

23.1%   23.1%

15.4%

0.0%

0–25%	26–50%	51–75%	76–100%
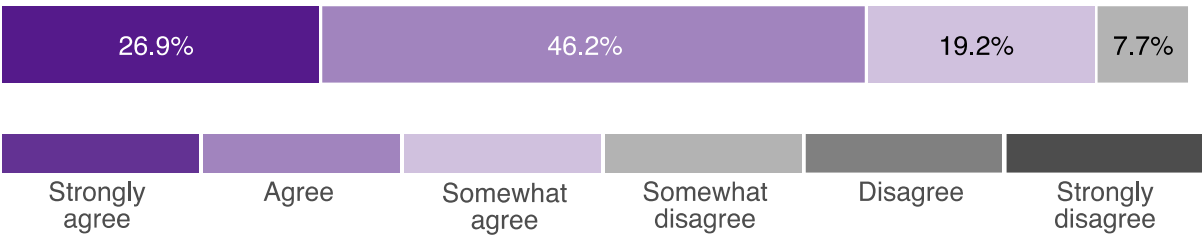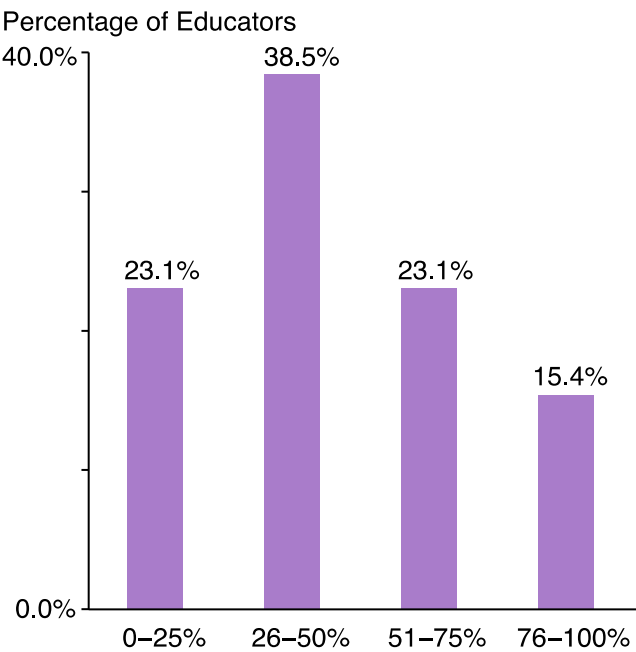
What percentage of children's challenging behavior is a source of stress for you?

Percentage of Educators
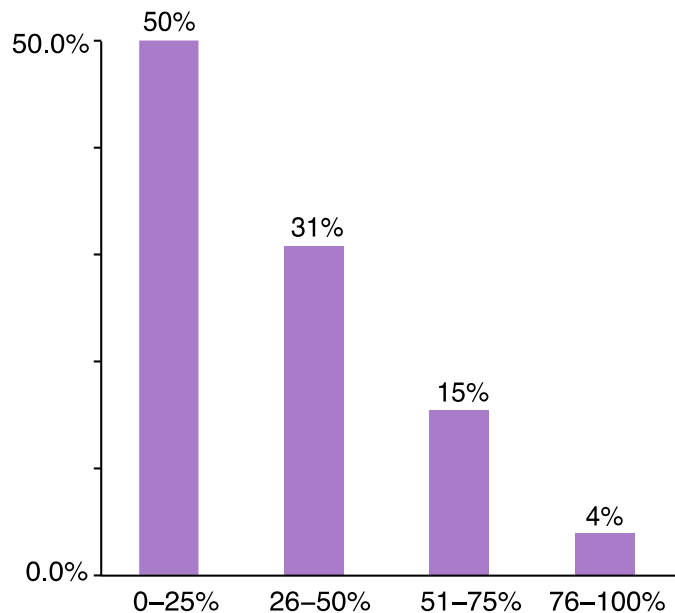
| Range	Percentage
0–25%	50%
26–50%	31%
51–75%	15%
76–100%	4%

Think about a typical day during the past week.

Please write in the approximate number of occasions you did the following:

| Activity	Number
Used strategies to build relationships and trust with children	9
Used the environment to prevent challenging behaviors	6
Used engaging materials and visuals as an environmental support	7
Helped children recognize and describe emotions	12
Taught friendship skills	11
Taught problem-solving in the moment	9
Reflected on what might influence a child's behavior	7
Developed behavior support plans	2

Do you have any formal or informal behavior support plans in place for individual children?

Yes

No

58%

42%
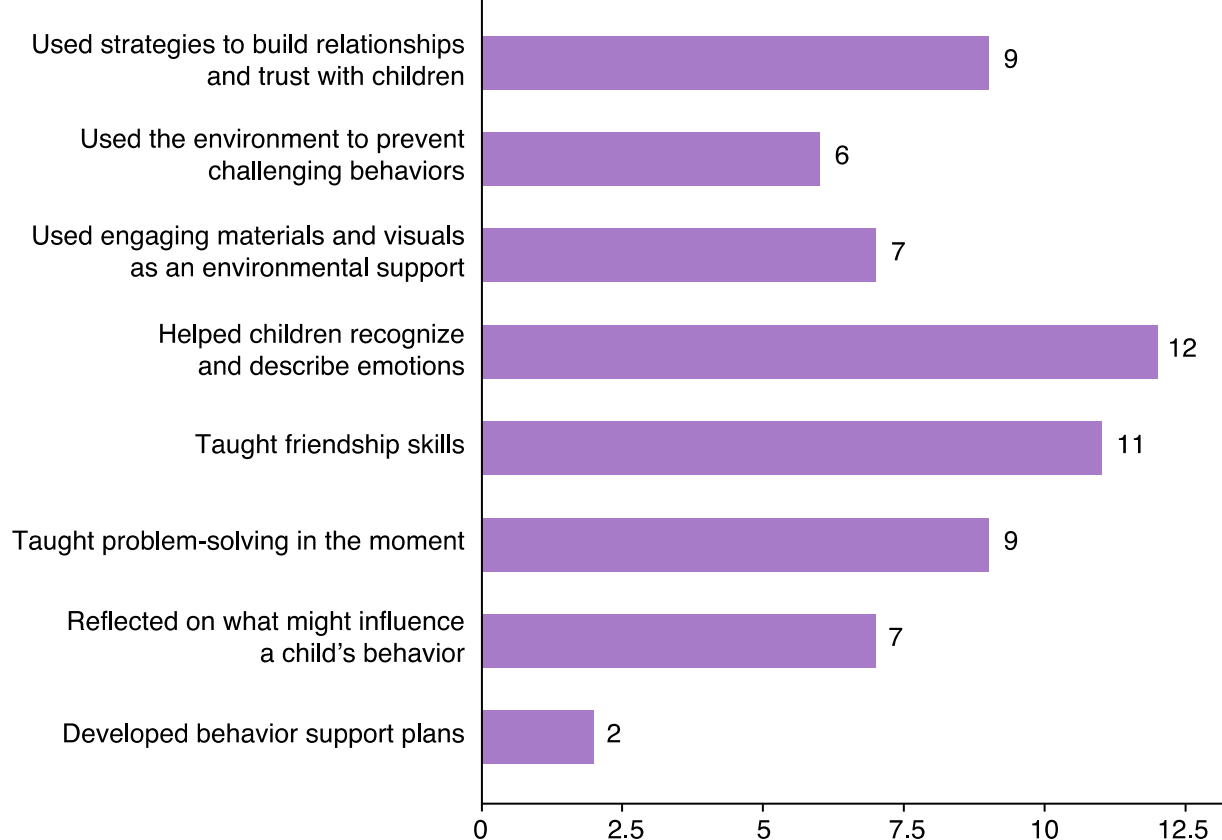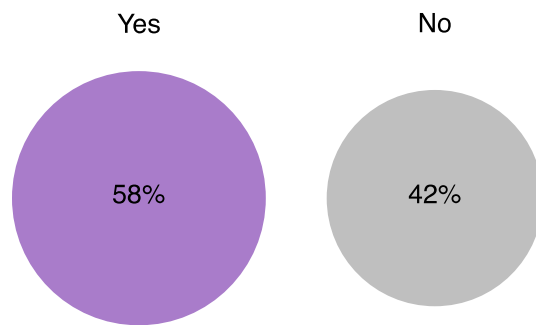
In the previous question, you reported that you have at least one child on a behavior support plan.

How many children currently have an individual behavior support plan?

Percentage of Educators
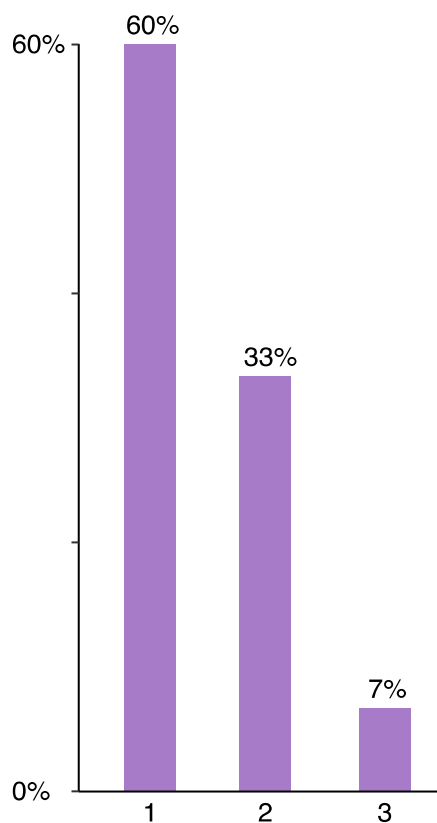
60%

60%

33%

7%

0%

1   2   3

In the past three months, when faced with a challenging behavior, how often have you needed to take the following actions? (Percentage of educators)
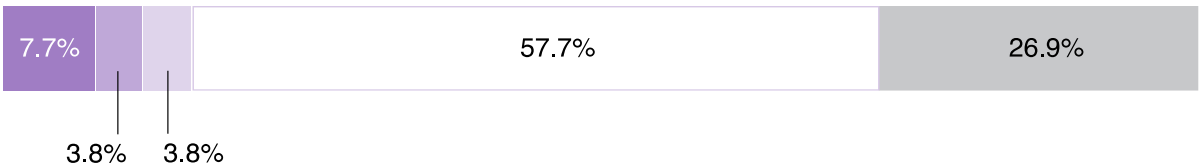
Work directly with the child on their behavior

50.0%	30.8%	11.5%	3.8%	3.8%

Discuss/work with fellow educators to resolve the behavior

11.5%	15.4%	26.9%	15.4%	7.7%	23.1%

Discuss/work with a supervisor/director to resolve the behavior

3.8%	15.4%	19.2%	19.2%	3.8%	7.7%	30.8%

Discuss/work with families to resolve the behavior

15.4%	11.5%	26.9%	19.2%	11.5%	7.7%	7.7%

Discuss/work with a coach to resolve the behavior

3.8%	11.5%	26.9%	34.6%	23.1%

Discuss/work with a mental health consultant or behavior specialist to resolve the behavior

11.5%	7.7%	42.3%	38.5%

Rating Scale

Daily	Several times per week	Several times per month	Once per month	Once every few months	I've never needed to do this	This does not apply to my setting
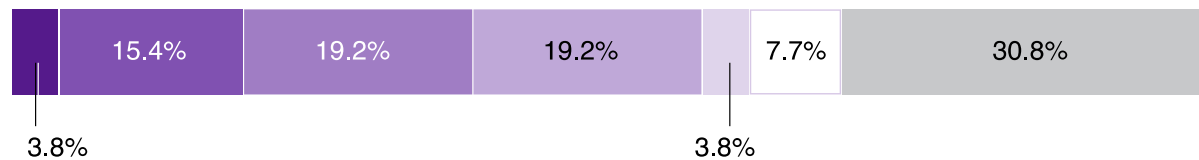
In the past three months, when faced with a challenging behavior, how often have you needed to take the following actions? (Percentage of educators)

Move the child to a different classroom
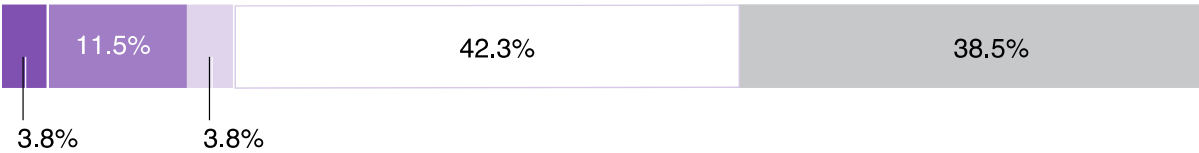
| 3.8% | 11.5% | 3.8% | 42.3% | 38.5% |

Send the child to the director's office

| 15.4% | 3.8% | 30.8% | 50.0% |

Ask a family member to talk to their child about their behavior

| 11.5% | 7.7% | 23.1% | 23.1% | 7.7% | 19.2% | 7.7% |

Ask a family member to pick up their child early

| 7.7% | 3.8% | 3.8% | 57.7% | 26.9% |

Reduce the number of hours the child is enrolled in the program

| 65% | 35% |

Ask the family to keep the child home until they are "ready to come back."

| 69% | 31% |

Rating Scale

| Daily | Several times per week | Several times per month | Once per month | Once every few months | I've never needed to do this | This does not apply to my setting |
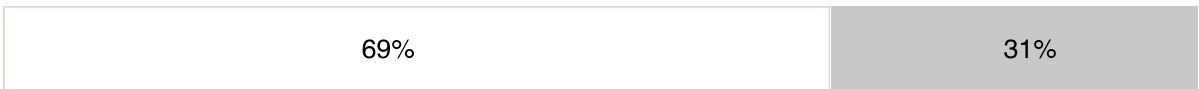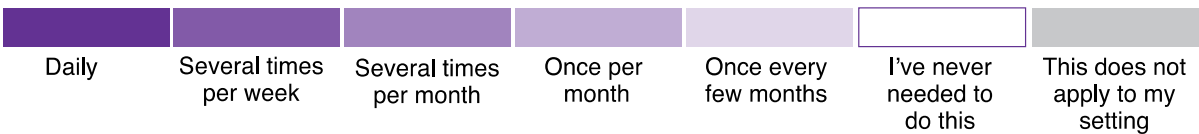
In the past 12 months, approximately how many children were asked to leave your program because of their behavior?

Percentage of Educators

90%

84.6%

11.5%

3.8%

0.0%

0%

0   1   2   3
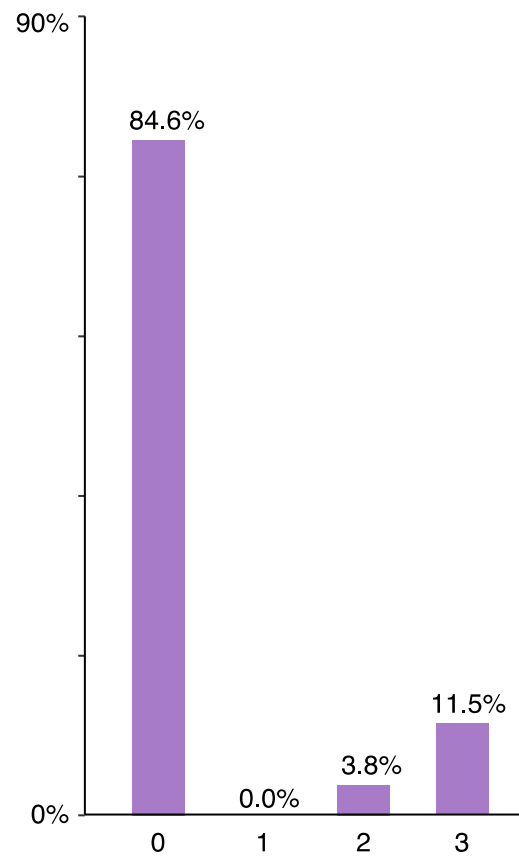
Educator Quick Check Weekly Survey Data (N=23)

Think about the past week.

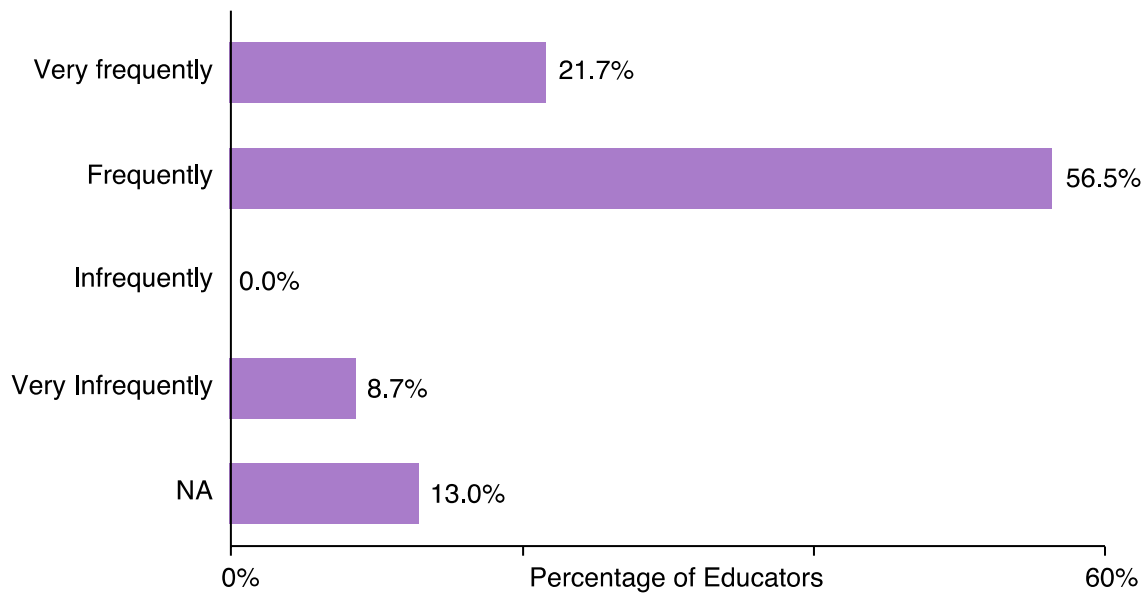**How would you describe the challenging behavior of children in your care?**

Response	Percentage
Challenging behavior occurred and it was very stressful	8.7%
Challenging behavior occurred and it was somewhat stressful	52.2%
Challenging behavior occurred and it was not stressful	21.7%
No challenging behavior occurred	4.3%
NA	13.0%

Percentage of Educators (0.0% – 60.0%)

To what extent has participating in this study helped you manage the stress you feel from challenging behavior?

Response	Percentage
To very great extent	9%
To some extent	48%
To little extent	9%
To very little extent	13%
NA - Managing challenging behavior was not stressful	4%
NA - No challenging behavior occurred	4%
NA	13%

Percentage of Educators (0% – 50%)

To what extent did you feel positively about your relationship with children in your care?

Response	Percentage
To a very great extent	57%
To some extent	30%
To little extent	0%
To very little extent	0%
NA	13%

Percentage of Educators (0% – 60%)

How frequently did you implement positive behavior support strategies?

Response	Percentage
Very frequently	21.7%
Frequently	56.5%
Infrequently	0.0%
Very Infrequently	8.7%
NA	13.0%

Percentage of Educators (0% – 60%)

Appendix

A: Coach Pre-Survey

About Coaching

Question 1: Currently, I feel *confident* in my coaching practice.

○ Strongly agree
○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree
○ Strongly disagree

Question 2: Currently, I feel *comfortable* coaching educators on their teaching practices remotely (e.g., online, telephone, email, Coaching Companion).

○ Strongly agree
○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree
○ Strongly disagree
○ NA

About Positive Behavior Support

Question 3: I feel *comfortable* setting goals and action planning around Positive Behavior Support strategies with the educators on my caseload.

- ○ Strongly agree
- ○ Agree
- ○ Somewhat agree
- ○ Somewhat disagree
- ○ Disagree
- ○ Strongly disagree
- ○ NA. I don't do this.

Question 4: I feel *comfortable* engaging in reflection and feedback about Positive Behavior Support with the educators on my caseload.

- ○ Strongly agree
- ○ Agree
- ○ Somewhat agree
- ○ Somewhat disagree
- ○ Disagree
- ○ Strongly disagree
- ○ NA. I don't do this.

Question 5: I feel *comfortable* coaching about Positive Behavior Support strategies with the educators on my caseload.

- ○ Strongly agree
- ○ Agree
- ○ Somewhat agree
- ○ Somewhat disagree
- ○ Disagree
- ○ Strongly disagree
- ○ NA. I don't do this.

Question 6: Think about your coaching sessions during the past month. How frequently did you coach about Positive Behavior Support strategies with educators on your caseload?

○ All sessions
○ Most of the sessions
○ Just under half the sessions
○ Just over half the sessions
○ Some of the sessions
○ No sessions

Question 7: What do you see as the biggest challenge educators face when addressing children's behavior?

About the Coaching Companion

Question 8: I see coaching online as an effective method for coaching.

○ Strongly agree
○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree
○ Strongly disagree
○ NA

Question 9: Have you used the Coaching Companion prior to this study?

○ No
○ Yes, with educators on my caseload.
○ Yes, but not with educators currently on my caseload.

Question 10: The Coaching Companion has many functions. Please indicate how useful you find the following:

	Very useful	Moderately useful	Slightly useful	Not useful at all	NA. I haven't used this
Resource Library	○	○	○	○	○
Ability to timestamp video	○	○	○	○	○
Ability to comment on video	○	○	○	○	○
Ability to share resource	○	○	○	○	○
Submission notifications	○	○	○	○	○
Video conferencing feature	○	○	○	○	○
Communities of practice	○	○	○	○	○

B: Coach Post-Survey

Question 1: Currently, I feel *confident* in my coaching practice.

○ Strongly agree
○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree
○ Strongly disagree

Question 2: Currently, I feel *comfortable* coaching educators on their teaching practices remotely (e.g., online, telephone, email, Coaching Companion).

○ Strongly agree
○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree
○ Strongly disagree
○ NA

About Positive Behavior Support

Question 3: I feel *comfortable* setting goals and action planning around Positive Behavior Support strategies with the educators on my caseload.

- ○ Strongly agree
- ○ Agree
- ○ Somewhat agree
- ○ Somewhat disagree
- ○ Disagree
- ○ Strongly disagree
- ○ NA

Question 4: I feel *comfortable* engaging in reflection and feedback about Positive Behavior Support with the educators on my caseload.

- ○ Strongly agree
- ○ Agree
- ○ Somewhat agree
- ○ Somewhat disagree
- ○ Disagree
- ○ Strongly disagree
- ○ NA

Question 5: I feel *comfortable* coaching about Positive Behavior Support strategies with the educators on my caseload.

◯ Strongly agree

◯ Agree

◯ Somewhat agree

◯ Somewhat disagree

◯ Disagree

◯ Strongly disagree

◯ NA

Question 6: Think about your coaching sessions during the past month. How frequently did you coach about Positive Behavior Support strategies with educators on your caseload?

◯ All sessions

◯ Most of the sessions

◯ Just over half the sessions

◯ Just under half the sessions

◯ Some of the sessions

◯ No sessions

Question 7: What do you see as the biggest challenge educators face when addressing children's behavior?

About the Coaching Companion

Question 8: I see coaching online as an effective method for coaching.

◯ Strongly agree

◯ Agree

◯ Somewhat agree

◯ Somewhat disagree

◯ Disagree

◯ Strongly disagree

◯ NA

Question 9: Have you used the Coaching Companion prior to this study?

○ No

○ Yes, with educators on my caseload.

○ Yes, but not with educators currently on my caseload.

Question 10: The Coaching Companion has many functions. Please indicate how useful you find the following:

	Very useful	Moderately useful	Slightly useful	Not useful at all	NA. I haven't used this
Resource Library	○	○	○	○	○
Ability to timestamp video	○	○	○	○	○
Ability to comment on video	○	○	○	○	○
Ability to share resources	○	○	○	○	○
Submission notifications	○	○	○	○	○
Video conferencing feature	○	○	○	○	○
Communities of practice	○	○	○	○	○

Question 11: What would make Coaching Companion a more useful tool for you?

C: Educator Pre-Survey

Question 1: In general, how comfortable are you implementing activities that help children develop social-emotional skills?

○ Very comfortable
○ Comfortable
○ Somewhat comfortable
○ Somewhat uncomfortable
○ Uncomfortable
○ Very uncomfortable

Question 2: I feel comfortable managing children's behavior.

○ Strongly agree
○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree
○ Strongly disagree

Question 3: Think about a typical day. Approximately what percentage of time do you spend managing children's behavior?

○ 0-25%
○ 26-50%
○ 51-75%
○ 76-100%

Question 4: Think about children's **challenging** behavior. What percentage of children's **challenging** behavior is a source of stress for you?

○ 0-25%
○ 26-50%
○ 51-75%
○ 76-100%

Question 5: Think about a typical day during the past week. Please write in the approximate number of occasions you did the following.

_____ Used strategies to build relationships and trust with children

_____ Used the environment to prevent challenging behaviors

_____ Used engaging materials and visuals as an environmental support

_____ Helped children recognize and describe emotions

_____ Taught friendship skills

_____ Taught problem-solving in the moment

_____ Reflected on what might influence a child's behavior

_____ Developed behavior support plans

Question 6: Do you have any formal or informal behavior support plans in place for individual children?

○ Yes
○ No

Question 7: In the previous question, you reported that you have at least one child on a behavior support plan. How many children currently have an individual behavior support plan?

○ 1
○ 2
○ 3
○ 4
○ 5
○ 6
○ 7
○ 8
○ 9
○ 10
○ 11
○ 12
○ 13
○ 14
○ 15
○ 16
○ 17
○ 18
○ 19
○ 20

Question 8: It is common for educators to be faced with challenging behaviors from children. In the past **three** months, when faced with a challenging behavior, how often have you needed to take the following actions:

	Daily	Several times per week	Several times per month	Once per month	Once every few months	I've never needed to do this	This does not apply to my setting
a. Work directly with the child on their behavior	◯	◯	◯	◯	◯	◯	◯
b. Discuss/work with fellow educators to resolve the behavior	◯	◯	◯	◯	◯	◯	◯
c. Discuss/work with a supervisor/director to resolve the behavior	◯	◯	◯	◯	◯	◯	◯
d. Discuss/work with families to resolve the behavior	◯	◯	◯	◯	◯	◯	◯
e. Discuss/work with a coach to resolve the behavior	◯	◯	◯	◯	◯	◯	◯
f. Discuss/work with a mental health consultant or behavior specialist to resolve the behavior	◯	◯	◯	◯	◯	◯	◯
g. Move the child to a different classroom	◯	◯	◯	◯	◯	◯	◯
h. Send the child to the director's office	◯	◯	◯	◯	◯	◯	◯
i. Ask a family member to talk to their child about their behavior	◯	◯	◯	◯	◯	◯	◯
j. Ask a family member to pick up their child early	◯	◯	◯	◯	◯	◯	◯
k. Reduce the number of hours the child is enrolled in the program	◯	◯	◯	◯	◯	◯	◯
l. Ask the family to keep the child home until they are "ready to come back"	◯	◯	◯	◯	◯	◯	◯

Question 9: In the past 12 months, approximately how many children were asked to leave your program because of their behavior?

- ○ 0
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ 6
- ○ 7
- ○ 8
- ○ 9
- ○ 10
- ○ More than 10

D: Educator Post-Survey

Question 1: In general, how comfortable are you implementing activities that help children develop social-emotional skills?

○ Very comfortable

○ Comfortable

○ Somewhat comfortable

○ Somewhat uncomfortable

○ Uncomfortable

○ Very uncomfortable

Question 2: I feel comfortable managing children's behavior.
○ Strongly agree
○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree
○ Strongly disagree

Question 3: Think about a typical day. Approximately what percentage of time do you spend managing children's behavior?

○ 0-25%

○ 26-50%

○ 51-75%

○ 76-100%

Question 4: Think about children's <u>challenging</u> behavior. What percentage of children's <u>challenging</u> behavior is a source of stress for you?

○ 0-25%

○ 26-50%

○ 51-75%

○ 76-100%

Question 5: Think about a typical day during the past week. Please write in the approximate number of occasions you did the following.

_____ Used strategies to build relationships and trust with children
_____ Used the environment to prevent challenging behaviors
_____ Used engaging materials and visuals as an environmental support
_____ Helped children recognize and describe emotions
_____ Taught friendship skills
_____ Taught problem-solving in the moment
_____ Reflected on what might influence a child's behavior
_____ Developed behavior support plans

Question 6: Do you have any formal or informal behavior support plans in place for individual children?

○ Yes

○ No

Question 7: In the previous question, you reported that you have at least one child on a behavior support plan. How many children currently have an individual behavior support plan?

Question 8:   It is common for educators to be faced with challenging behaviors from children. In the past **three** months, when faced with a challenging behavior, how often have you needed to take the following actions:

	Daily (1)	Several times per week (2)	Several times per month (3)	Once per month (4)	Once every few months (7)	I've never needed to do this (8)	This does not apply to my setting (9)
a. Work directly with the child on their behavior (1)	○	○	○	○	○	○	○
b. Discuss/work with fellow educators to resolve the behavior (12)	○	○	○	○	○	○	○
c. Discuss/work with a supervisor/director to resolve the behavior (2)	○	○	○	○	○	○	○
d. Discuss/work with families to resolve the behavior (5)	○	○	○	○	○	○	○
e. Discuss/work with a coach to resolve the behavior (13)	○	○	○	○	○	○	○
f. Discuss/work with a mental health consultant or behavior specialist to resolve the behavior (3)	○	○	○	○	○	○	○
g. Move the child to a different classroom (4)	○	○	○	○	○	○	○

h. Send the child to the director's office (6)	○	○	○	○	○	○	○
i. Ask a family member to talk to their child about their behavior (8)	○	○	○	○	○	○	○
j. Ask a family member to pick up their child early (7)	○	○	○	○	○	○	○
k. Reduce the number of hours the child is enrolled in the program (9)	○	○	○	○	○	○	○
l. Ask the family to keep the child home until they are "ready to come back" (10)	○	○	○	○	○	○	○

Question 9: In the past 12 months, approximately how many children were asked to leave your program because of their behavior?

Question 10: Are you providing more social-emotional skills learning opportunities and instruction because you participated in the PBS Toolbox study?

○ Yes

○ No

Question 11: Please describe when and how you are providing more social-emotional learning opportunities and instruction.

Question 12: Please describe barriers or challenges that prevent you from providing more social-emotional learning opportunities and instruction.

E: Educator Weekly Quick Check Survey

Question 1: Think about the past week. How would you describe the challenging behavior of children in your care?

- ○ Challenging behavior occurred and it was very stressful
- ○ Challenging behavior occurred and it was somewhat stressful
- ○ Challenging behavior occurred and it was not stressful
- ○ No challenging behavior occurred

Question 2: Think about the past week. To what extent has participating in this study helped you manage the stress you feel from challenging behavior?

- ○ To a very great extent
- ○ To some extent
- ○ To little extent
- ○ To very little extent
- ○ NA. Managing challenging behavior was not stressful.
- ○ NA. No challenging behavior occurred.

Question 3: Think about the past week. To what extent did you feel positively about your relationship with children in your care?

- ○ To a very great extent
- ○ To some extent
- ○ To little extent
- ○ To very little extent

Question 4: Think about the past week. How frequently did you implement positive behavior support strategies?

- ○ Very frequently
- ○ Frequently
- ○ Infrequently
- ○ Very infrequently

Positive Behavior Support
Teacher Toolbox Study 2021

Thank you for enrolling in the Positive Behavior Support (PBS) Teacher Toolbox Study! This study will help us understand more about how early childhood educators can support children's social and emotional development. This is a new type of professional development and your participation will help us know how it works. Over the course of the study, participants will receive free materials, watch Season 2 of *Circle Time Magazine* about positive behavior supports, and complete surveys. Educators will record themselves using the materials, upload their videos to Coaching Companion, and receive feedback from their coaches. Coaches will use Practice-Based Coaching to guide educators through each cycle.

This document contains details, explanations, and deadlines for each step in the study for both coaches and educators.

Before the first Toolbox is sent	Coach	Educator
By March 17	1. Complete the pre-study survey for coaches. 2. Create new Coaching Partnerships with participating educators, adding "PBS Study Administrator" to each Partnership. 3. Join the Community of Practice on Coaching Companion (optional).	1. Complete the pre-study survey for educators. 2. Watch the recorded webinar about how the study works. 3. Attend the live Q&A session (optional).

Toolbox 1: Relationships	(We're doing these together because the timeline is short.)	
Toolbox 2: Environments	**Coach**	**Educator**
March 18, 2021: Relationships AND EnvironmentsToolboxes are shipped!		
March 19		1. Starting March 19, and **every Friday** through the study, you will receive a Quick-Check survey to see how you're feeling about supporting children's social and emotional development. The surveys will take less than 1 minute to complete.
By April 2	1. Watch Episode 1 AND 2 of Circle Time Magazine at: https://wa-coachingcompanion.org/circle-time 2. Try out some of the materials from your **Relationships AND Environments** Toolboxes. 3. Support your educator(s) to set ONE goal based on Toolbox 1 OR 2. 4. Encourage your educator(s) to record and upload ONE 3-5-minute video to Coaching Companion.	2. Watch Episode 1 AND 2 of Circle Time Magazine at: https://wa-coachingcompanion.org/circle-time 3. Try out some of the materials from your **Relationships AND Environments** Toolboxes. 4. With your coach, set ONE goal based on Toolbox 1 OR 2. 5. Upload one 3- to 5-minute video using the **Relationships OR Environments** materials to the Coaching Companion.
By April 8	5. Review all the components of Practice-Based Coaching on Coaching Companion for your educator(s) for their **Relationships OR Environments** video and provide feedback.	6. Look for and respond to your coach's comments on your **Relationships OR Environments** video in the Coaching Companion.
By April 15		7. Complete the **Relationships AND Environments**Toolbox surveys to let us know how you liked and used the resources.

Toolbox 3: Emotional Literacy	Coach	Educator
April 15 2021: Emotional Literacy Toolbox is shipped!		
By April 30	1. Watch Episode 3 of Circle Time Magazine at: https://wa-coachingcompanion.org/circle-time 2. Try out some of the materials from your **Emotional Literacy** Toolbox. 3. Support your educator(s) to set a goal based on Toolbox 3 resources. 4. Encourage your educator(s) to record and upload their 3- to 5-minute video to Coaching Companion.	1. Watch Episode 3 of Circle Time Magazine at: https://wa-coachingcompanion.org/circle-time 2. Try out some of the materials from your **Emotional Literacy** Toolbox. 3. With your coach, set a goal based on Toolbox 3 resources. 4. Upload your 3- to 5-minute video using the **Emotional Literacy** materials to the Coaching Companion.
By May 6	5. Review all the components of Practice-Based Coaching on Coaching Companion for your educator(s) for their **Emotional Literacy** video and provide feedback.	5. Look for and respond to your coach's comments on your **Emotional Literacy** video in the Coaching Companion.
By May 13		6. Complete the **Emotional Literacy** Toolbox survey to let us know how you liked and used the resources

Toolbox 4: Problem-Solving	Coach	Educator
May 13, 2021: Problem-Solving Toolbox is shipped!		
By May 28	1. Watch Episode 4 of Circle Time Magazine at: https://wa-coachingcompanion.org/circle-time 2. Try out some of the materials from your **Problem-Solving** Toolbox. 3. Support your educator(s) to set a goal based on Toolbox 4 resources. 4. Encourage your educator(s) to record and upload their 3- to 5-minute video to Coaching Companion.	1. Watch Episode 4 of Circle Time Magazine at: https://wa-coachingcompanion.org/circle-time 2. Try out some of the materials from your **Problem-Solving** Toolbox. 3. With your coach, set a goal based on Toolbox 4 resources. 4. Upload your 3-5-minute video using the **Problem-Solving** materials to the Coaching Companion.
By June 3	5. Review all the components of Practice-Based Coaching on Coaching Companion for your educator(s) for their **Problem-Solving** video and provide feedback.	5. Look for and respond to your coach's comments on your **Problem-Solving** video in the Coaching Companion.
By June 10		6. Complete the **Problem-Solving** Toolbox survey to let us know how you liked and used the resources.

Toolbox 5: Challenging Behavior	Coach	Educator
June 10, 2021: Challenging Behavior Toolbox is shipped!		
By June 18	1. Watch Episode 5 of Circle Time Magazine at: https://wa-coachingcompanion.org/circle-time 2. Try out some of the materials from your **Challenging Behavior** Toolbox. 3. Support your educator(s) to set a goal based on Toolbox 5 resources. 4. Encourage your educator(s) to record and upload their 3- to 5-minute video to Coaching Companion.	1. Watch Episode 5 of Circle Time Magazine at: https://wa-coachingcompanion.org/circle-time 2. Try out some of the materials from your **Challenging Behavior** Toolbox. 3. With your coach, set a goal based on Toolbox 4 resources. 4. Upload your 3- to 5-minute video using the **Challenging Behavior** materials to the Coaching Companion.
By June 22	5. Review all the components of Practice-Based Coaching on Coaching Companion for your educator(s) for their **Challenging Behavior** video and provide feedback.	5. Look for and respond to your coach's comments on your **Challenging Behavior** video in the Coaching Companion.
by June 30		6. Complete the **Challenging Behavior** Toolbox survey to let us know how you liked and used the resources.

Last Steps!	Coach	Educator
Due June 30, 2021	1. Complete the post-study survey for coaches.	1. Complete the post-study survey for educators comfort survey.

Explanation of Activities

PBS Pre- and Post-Study Surveys

Coaches and educators will complete

These are surveys you will take at the beginning and the end of the study to give us an idea of your comfort level coaching or teaching the different positive behavior strategies talked about in each webisode. These will take about 10-15 minutes to complete.

PBS Teacher Toolbox Surveys

Educators will complete

These are surveys that you will answer after each Toolbox, so you can tell us how it worked for your learning environment. How did you like the materials? How did you like the webisode? And did you use the magazine? We're trying to find out how the materials in the Toolbox are useful to you or not. These will each take about 5 minutes to complete.

Quick-Check Surveys

Educators will complete

These are very short surveys to see how you're feeling about supporting children's social and emotional development. They will be sent to you each Friday. These will each take about one minute to complete.

Toolbox Videos

Educators will record and upload. Coaches will watch their educators' videos and provide feedback

Throughout the course of the study, you will record four 3- to 5-minute videos of you using the Toolbox materials with the children in your care. Only one video is required, but you can do more! You can choose any of the materials to film with and use one or more than one material at a time.

Practice-Based Coaching

Coaches will complete the steps below with educators

Practice-Based Coaching involves the educators and coaches creating shared goals and action plans, creating focused observations, and engaging in reflection and feedback on the focused observation. These cycles will repeat for each webisode. You

can learn more about Practice-Based Coaching here: http://cultivatelearning.uw.edu/coaching/

Watching Webisodes of Circle Time Magazine

Coaches and educators

Circle Time Magazine is a professional development talk show. Season 2 is all about positive behavior support strategies. The materials in the Toolboxes are highlighted on the show. You can receive STARS credits for watching the webisodes.

G: Calendar of Activities

2021 PBS Teacher Toolbox Study

Cultivate Learning
UNIVERSITY of WASHINGTON
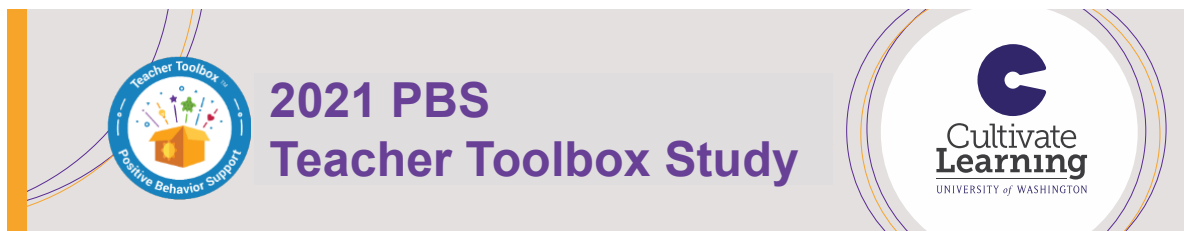
MARCH 2021

SUN	MON	TUES	WED	THURS	FRI	SAT
	1	2	3	4	5	6
7	8 📝	9	10	11	12	13
14	15	16	17 📝	18 📦	19	20
21	22	23	24	25	26 📺🌡	27
28	29	30	31			

- 📝 **MAR 8th** – Enrollment questionnaire and consent forms due
- 📝 **MAR 17th** – Pre-study survey due
- 📦 **MAR 18th** – Toolboxes 1 and 2 shipped
- 📺 **MAR 26th** – Watch CTM Episodes 1 and 2 by this date
- 🌡 **EVERY FRIDAY** – Quick-Check Survey

APRIL 2021

SUN	MON	TUES	WED	THURS	FRI	SAT
				1	2 🎥🌡	3
4	5	6	7	8 👥	9 🌡	10
11	12	13	14	15 📝📦	16 🌡	17
18	19	20	21	22	23 📺🌡	24
25	26	27	28	29	30 🎥🌡	

- 🎥 **APR 2nd** – Set goal from Episode 1 OR 2 and upload video by this date
- 👥 **APR 8th** – Coach feedback on Episode 1 OR 2
- 📝 **APR 15th** – Toolbox 1 and 2 surveys due
- 📦 **APR 15th** – Toolbox 3 shipped
- 📺 **APR 23rd** – Watch CTM Episode 3 by this date
- 🎥 **APR 30th** – Set a goal from Episode 3 and upload video by this date
- 🌡 **EVERY FRIDAY** – Quick-Check Survey

MAY 2021

SUN	MON	TUES	WED	THURS	FRI	SAT
						1
2	3	4	5	6 👥	7 🌡	8
9	10	11	12	13 📝📦	14 🌡	15
16	17	18	19	20	21 📺🌡	22
23	24	25	26	27	28 🎥🌡	29
30	31					

- 👥 **MAY 6th** – Coach feedback on Episode 3 due
- 📝 **MAY 13th** – Toolbox 3 survey due
- 📦 **MAY 13th** – Toolbox 4 shipped
- 📺 **MAY 21st** – Watch CTM Episode 4 by this date
- 🎥 **MAY 28th** – Set a goal from Episode 4 and upload video by this date
- 🌡 **EVERY FRIDAY** – Quick-Check Survey

JUNE 2021

SUN	MON	TUES	WED	THURS	FRI	SAT
		1	2	3 👥	4 🌡	5
6	7	8	9	10 📝📦	11 🌡	12
13	14	15 📺	16	17	18 🎥🌡	19
20	21	22 👥	23	24	25 🌡	26
27	28	29	30 📝			

- 👥 **JUNE 3rd** – Coach feedback on Episode 4 due
- 📝 **JUNE 10th** – Toolbox 4 survey due
- 📦 **JUNE 10th** – Toolbox 5 shipped
- 📺 **JUNE 15th** – Watch CTM Episode 5 by this date
- 🎥 **JUNE 18th** – Set goal from Episode 5 and upload video by this date
- 👥 **JUNE 22nd** – Coach feedback on Episode 5 due
- 📝 **JUNE 30th** – Toolbox 5 survey due
- 📝 **JUNE 30th** – Post-survey due
- 🌡 **EVERY FRIDAY** – Quick-Check Survey

SURVEY DUE	WATCH EPISODE	TOOLBOX SHIPMENT	VIDEO DUE	COACH FEEDBACK DUE	QUICK-CHECK SURVEY

- 🟦 Coaches
- 🟪 Educators
- 🟧 Coaches & Educators