Coaching with Powerful Interactions: It All Begins with You!

Judy Jablon
June 17, 2015
Thanks for Coming!

I'm Judy Jablon
Early Childhood Consultant
POLL
Who has joined us today?

a. Teacher/Provider/Caregiver/Assistant Teacher
b. Home Visitor/Family Outreach
c. Coach/Specialist/Mentor
d. Consultant/Higher Ed Faculty
e. Director/Supervisor/Manager/Owner
POLL
What do you already know about Powerful Interactions?

1. Not much.

2. The three steps: Be Present, Connect, Extend Learning.

3. I’ve read/applied *Powerful Interactions: How to Connect with Children to Extend Learning*.

4. I’ve read/applied *Coaching with Powerful Interactions*.

©2014 Jablon, Dombro, Johnsen, & Stetson.
Today’s Big Ideas

• The three steps of Powerful Interactions can help you make intentional decisions about relationships and learning.

• A Powerful Interactions stance shapes how you interact with others.

• Using PI coaching with adults models how adults interact with children.
Interactions

... the daily exchanges in words and gestures that we have with others.
Powerful Interactions

In a Powerful Interaction you intentionally connect with someone to extend learning.
Powerful Interactions

Be Present  Connect  Extend Learning
Why Powerful Interactions Matter

- Relationships are the basis of our work.
- Interactions affect everything.
- Intentional decisions about how to interact impact others.
- Intentional interactions are key to quality programs.
- When people get along, they make better decisions and are more effective problem solvers.

©2014 Jablon, Dombro, Johnsen, & Stetson.
Your Stance

• Stance means attitudes and perspective and how you perceive and understand interactions.

• Your stance guides your decisions as you use the three steps of Powerful Interactions.
The 5 Principles of a PI Stance

- Strengths-based
- Articulation
- Individualizing
- Learning partnerships
- Modeling
The Powerful Interactions Stance: Guiding Principles

- A strengths-based perspective searches for competence.
- Articulation results in greater intentionality.
- Individualizing what you say and do demonstrates respect for the person and the context.
- A mutual learning partnership promotes shared responsibility and accountability.
- Modeling influences all outcomes.
Strengths-Based ...

• So much more than focusing on the positive...
• Identifying moments of effectiveness in order to replicate them with increased consciousness.
The Powerful Interactions Stance: Guiding Principles

• A strengths-based perspective searches for competence.
• Articulation results in greater intentionality.
• Individualizing what you say and do demonstrates respect for the person and the context.
• A mutual learning partnership promotes shared responsibility and accountability.
• Modeling influences all outcomes.

©2014 Jablon, Dombro, Johnsen, & Stetson.
Sharing specific observations and describing the impact
The Powerful Interactions Stance: Guiding Principles

• A strengths-based perspective searches for competence.
• Articulation results in greater intentionality.
• Individualizing what you say and do demonstrates respect for the person and the context.
• A mutual learning partnership promotes shared responsibility and accountability.
• Modeling influences all outcomes.

©2014 Jablon, Dombro, Johnsen, & Stetson.
Individualizing

• Individualizing supports the development of respectful, trusting relationships needed for learning.

• In a Powerful Interactions climate, adults are willing to tailor what they say and do to find the “just right fit” in their work with colleagues, families and children.
The Powerful Interactions Stance: Guiding Principles

- A strengths-based perspective searches for competence.
- Articulation results in greater intentionality.
- Individualizing what you say and do demonstrates respect for the person and the context.
- A mutual learning partnership promotes shared responsibility and accountability.
- Modeling influences all outcomes.
Learning Partnerships

- Assume a shared set of goals.

- Shape professional conversations in which power is shared and all can extend learning.

- Allow for sharing problem solving and lasting positive change on behalf of young children.
The Powerful Interactions Stance: Guiding Principles

• A strengths-based perspective searches for competence.
• Articulation results in greater intentionality.
• Individualizing what you say and do demonstrates respect for the person and the context.
• A mutual learning partnership promotes shared responsibility and accountability.
• **Modeling influences all outcomes.**
Step 1: Be Present

• Pause and prepare.

• In this mindset, you can be intentional.

• You can choose what to say and do.
Static

• Mental noise that interferes with focusing on what is truly important right now.

• Prevents connection.

• Impedes good decision-making.
Step 2: Connect

• Tap into trust.

• Let the person know you see them, are interested and want to spend time together.
Listen to Learn

Can I quiet my mind and my voice long enough to really listen to someone else?
Step 2: Connect
Listen to Learn

• You are more likely to listen to learn when you:

  – Are open to hearing strengths.
  – Quiet the temptation to form judgments.
  – Focus on the specific actions the teacher describes so that you can help her articulate her intentionality.
  – Individualize how you listen and respond to fit a teacher’s personal style and temperament.
  – Trust that you can learn from the teacher and let the teacher know when you are learning.
If the person you are talking to doesn't appear to be listening, be patient. It may simply be that he has a small piece of fluff in his ear.

Winnie the Pooh
Step 3: Extend Learning

• Stay present and connected.

• Make use of your relationship to stretch another’s knowledge, skills and understanding just a bit as you continue learning too.
The greatest opportunity for learning lies in moments of teacher-child interaction, when the teacher crafts learning experiences that stretch children just beyond their current skill level. (Munro 2008)
Extend Learning:
Notice Moments of Effectiveness

I notice that you ______.
This is important because it helps children learn ______________.

©2014 Jablon, Dombro, Johnsen, & Stetson.
Laura and Amy: We noticed how you get down at children’s eye level, listen carefully to their ideas, and extend their learning with comments and questions.

Laura, when you leaned in you showed the child you were attentively listening.

Amy: when you joined the children playing with Lego, you gave each child in the group an opportunity to tell you about their work.
How do we find a strength here?
Look for a “sliver” as a starting point.
Call attention to the what and the why.
Making Connections

©2014 Jablon, Dombro, Johnsen, & Stetson.
Take small steps...

Look for some strengths and offer an “I notice” statement.

Allow yourself a chance to try Step 1: Be Present. Pause and quiet the static.

Take some pleasure in what’s going well in your program! You’re on your way to having a PI climate!

©2014 Jablon, Dombro, Johnsen, & Stetson.
The only difference between stumbling blocks and stepping stones is the way in which we use them!
Thank you
Stay in touch!

judy@judyjablon.com
www.judyjablon.com
Twitter: @judyjablon

www.PowerfulInteractions.com
Twitter: @p_interactions
Find us on Facebook!

©2014 Jablon, Dombro, Johnsen, & Stetson.