

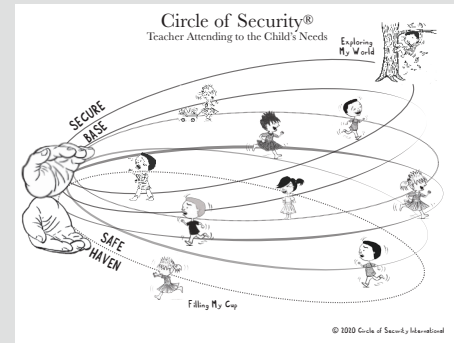


Calm and reliable connection with an early teacher is the foundation for children's engagement in exploration and learning in the classroom.

Early care professionals benefit from guidance on how to promote secure attachment relationships with the children in their care. The Circle of Security Classroom (COSC) Approach is designed to enhance teachers' abilities to form secure relationships, and offers critical organizing principles from attachment theory to improve teacher confidence and competence in relationship building. This, in turn, fosters

strong secure teacher-student relationships, and ultimately, student learning. COSC Approach is a two-tier approach to support secure relationships in the classroom by first equipping teachers with professional learning opportunities and, then, the application in the classroom through supportive coaching.

"There has been an observable, positive difference in the classroom environment."
Head Start Teacher, Georgia, USA



Teacher's Circle Graphic

COS Classroom Approach

	Tier 1	Tier 2
	COSP Classroom Professional Learning Series	COS Classroom Coaching
Who	Early care professionals with a COSP Classroom Facilitator	Early care professionals working in the classroom with a COSC Coach
Prerequisite	None	Completion of Tier 1
Time	90-minute consecutive weekly reflective sessions	90-minute coaching sessions (Frequency ranges from weekly to monthly)
Duration	9 to 12 weeks (with options to continue refresher sessions when Classroom Coaching is not an option)	Site-specific*
Where	Outside the classroom at a regular location and time most convenient for participants that allows for private discussion. Access to video viewing required	Inside and outside the classroom at a regular location and time most convenient for participants that allows for private discussion. Access to video viewing required
What	Manualized, video-based sessions to provide a clear understanding of children's attachment needs and role teacher-child relationship plays in learning	Practice-based coaching model, an on-going, reflective and collaborative relationship with focused observations and shared goals to identify struggles and help to practice changes in the classroom.
How	Professional learning sessions include new content, reflective discussion, and reflective video watching with other early care professionals	Coaching sessions include learning new COSC observation tools, supportive discussion, and reflective video watching. Between sessions, participants use observation tools in their group setting (classroom, family childcare home, during a home visit or group socialization) and complete reflections
Cost**	Determined in collaboration with COSP Classroom Facilitator	Determined in collaboration with COSC Coach
Delivery	On-site (recommended) or Remote	On-site or Remote
Format	Group***	Individual or Group*** or Blended (individual and group)

*Coach works in collaboration with the administrative staff to determine program goals and coaching duration.

** Variables for cost include COSP Classroom Facilitators and COSC Coaches' rate, number of early care professionals, frequency of sessions, and travel cost.

***Six to eight professionals are recommended per group and fewer if delivery method is remote.

Research Spotlight

Interactions between children and adults are the primary mechanism for development and learning. By investing in the quality of classroom relationships, we see improvements both in teacher wellbeing and in the learning and developmental outcomes for children^{1,2}. Children who have stronger relationships with teachers in early schooling years are more likely to have greater academic and social success as they age³.

Research finds that high quality teacher-child interactions, such as:

- Teacher sensitivity
- Teacher regard for student perspective
- Positive classroom climate
- Student's comfort level in seeking help, and
- Mutual enjoyment

support greater school readiness for young children⁴. The COSC Approach supports both teacher and student wellbeing.

How is Tier 1, Professional Learning Series, delivered?

With a COSP Classroom facilitator, groups of early care professionals engage in reflective discussion around a 8-chapter video-based curriculum which

COSP-Classroom answers the child's question:



*"Who's got me?" and
"Who gets me?"*

*COSP-C Facilitator
Alberta, Canada*

provides a clear model of children's attachment needs and the importance of the teacher in responding to these needs. This professional learning environment supports teachers to move from behavioral approaches to seeing the ways attachment needs are communicated by behavior and misbehavior. Teachers gain more awareness of the underlying social-emotional needs communicated by behavior and more confidence to meet these attachment needs within the relationship.

How is Tier 2, Coaching, structured?

After completion of Tier 1, coaching sessions are held with teachers working in the classroom setting. The COSC Coaching model follows an evidence-based Practice-Based Coaching framework put forth by the Office of Head Start¹. This collaborative approach between coaches and early care professionals contains three mutually reinforcing activities: a) shared goals and action planning, b) focused observations, and c) reflection and feedback.

Through regular observation and reflective feedback, early care providers are supported by endorsed COSC Coaches. From review of short video clips of provider-child interactions to real-

time analysis of key group transitions and routines, professionals identify both group and individual children's needs and respond to them using the Circle. Seeing their relationships in action, teachers are able to identify the meaning behind children's behavior and find new ways to respond to children that welcomes connection and supports learning.

Are you interested in becoming a
COSP Classroom Facilitator or
certified COSC Coach?

Please visit

www.circleofsecurityinternational.com

Tier 1 Goals Professional Learning Series

- Explore the importance of teachers in children's lives and the central role relationship plays in learning
- Learn to use the Circle graphic to understand both children's behavior and underlying attachment needs
- Create opportunities to enhance teachers' observation and reflection skills

Tier 2 Goals Coaching

- Apply learning from Tier 1 in the classroom
- Learn strategies to build relationship-friendly classrooms
- Utilize COSP tools to observe interactions, identify relationship struggles, and create action plans to meet individual children's attachment needs



Secure Teacher-Child Relationships



¹Gray, S. (2015). Widening the circle of security: A quasi-experimental evaluation of attachment-based professional development for family child care providers. *Infant Mental Health Journal*, 36(3), 308-319. ²Pianta, R. C. (2006). Teacher-child relationships and early literacy. *Handbook of early literacy research*, 2, 149-162. ³Silver, R. B., Measelle, J. R., Armstrong, J. M., & Essex, M. J. (2005). Trajectories of classroom externalizing behavior: Contributions of child characteristics, family characteristics, and the teacher-child relationship during the school transition. *Journal of School Psychology*, 43(1), 39-60. ⁴Hamre, B.K., & Pianta, R.C. (2005). Can instructional and emotional support in the first grade classroom make a difference at risk for school failure? *Child Development*, 76(5), 949-967. ⁵National Center on Early Childhood Development Quality, Teaching and Learning (2020). Practice-based Coaching: What is Practice-based Coaching?. Retrieved online <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/psc-handout.pdf>