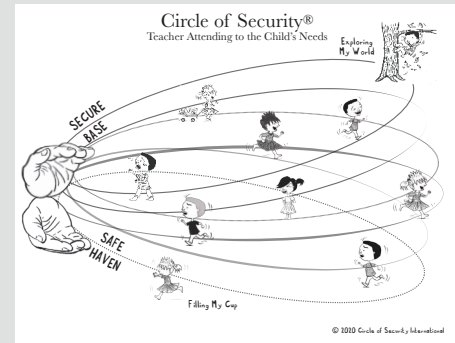


Calm and reliable connection with an early teacher is the foundation for children's engagement in exploration and learning in the classroom.

Early care professionals benefit from guidance on how to promote secure attachment relationships with the children in their care. The Circle of Security Parenting-Classroom (COSP-C) 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. COSP-C 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

## COSP-Classroom Approach

	Tier 1 COSP-C Professional Learning Series	Tier 2 COSP-C Coaching
<b>Who</b>	Early care professionals with a COSP-Classroom Facilitator	Early care professionals working in the classroom with a COSP-Classroom Coach (COSP-CC)
<b>Prerequisite</b>	None	Completion of Tier 1
<b>Time</b>	90-minute consecutive weekly reflective sessions	90-minute coaching sessions (Frequency ranges from weekly to monthly)
<b>Duration</b>	9 to 12 weeks	6 months to 1 academic year
<b>Where</b>	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
<b>What</b>	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 with shared goals, focused observations, and on-going reflective feedback
<b>How</b>	Professional learning sessions include new content, reflective discussion, and reflective video watching with other early care professionals	Coaching sessions include learning new COSP-Classroom 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
<b>Cost*</b>	Determined in collaboration with COSP Facilitator	Determined in collaboration with COSP-CC
<b>Delivery</b>	On-site (recommended) or Remote	On-site or Remote
<b>Format</b>	Group**	Individual or Group** or Blended (individual and group)

\*Cost is determined in collaboration with COS trained facilitators and coaches. Variables for cost include COSP facilitators and 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<sup>1,2</sup>. Children who have stronger relationships with teachers in early schooling years are more likely to have greater academic and social success as they age<sup>3</sup>.

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 children<sup>4</sup>. The COSP-C approach supports both teacher and student wellbeing.

## How is Tier 1, COSP-C Professional Learning Series, delivered?

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

*COSP-Classroom answers the child's question:*



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, COSP-C Coaching, structured?

After completion of Tier 1, coaching sessions are held with teachers working in the classroom setting. The COSP-Classroom Coaching model follows an evidence-based Practice-Based Coaching framework put forth by the Office of Head Start<sup>1</sup>. 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 certified COSP-Classroom 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 Classroom Coach?

Please visit

[www.circleofsecurityinternational.com](http://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 Classroom 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



<sup>1</sup>Gray, 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. <sup>2</sup>Pianta, R. C. (2006). Teacher-child relationships and early literacy. *Handbook of early literacy research*, 2, 149-162. <sup>3</sup>Silver, 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. <sup>4</sup>Hamre, 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. <sup>5</sup>National 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>