



What is your role?

What do you hope to learn from our webinar today?

1

1



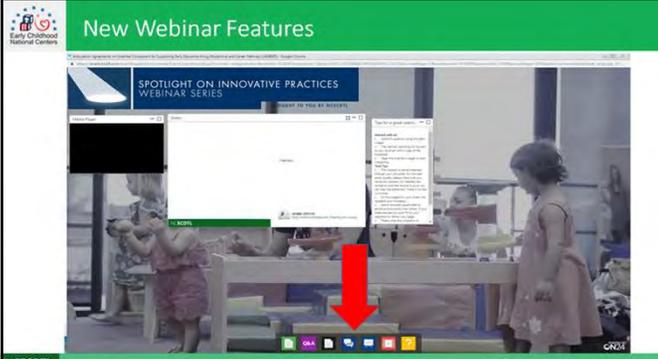
Practice-Based Coaching to Support Inclusion

March 19 from 3-4pm ET

Presenters:
Ragan McLeod and Kathleen Artman-Meeker, NCECDTL

NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

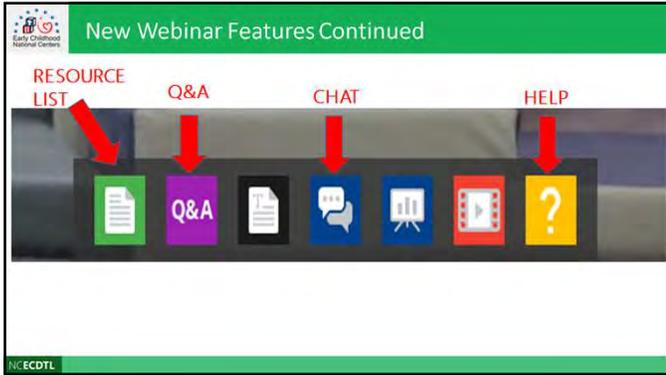
2



New Webinar Features

SPOTLIGHT ON INNOVATIVE PRACTICES WEBINAR SERIES

3



4

Session Agenda

- Identifying Evidence-Based Practices to Support Inclusion
- Using Practice-Based Coaching to Support Individualization

NCECDL

5

What do you hope to learn from our webinar today?

NCECDL

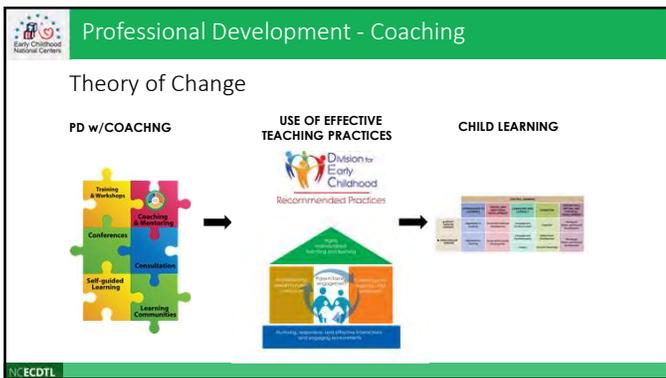
6



7

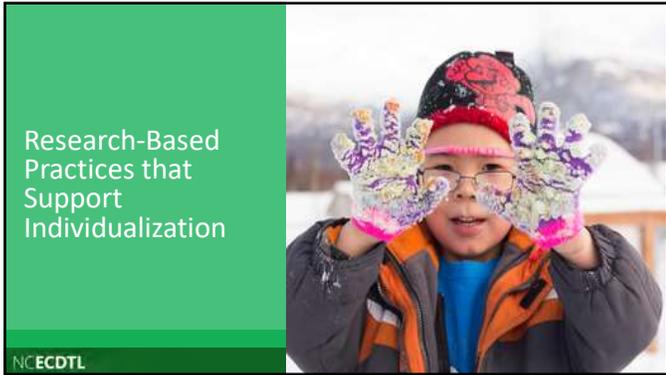


8



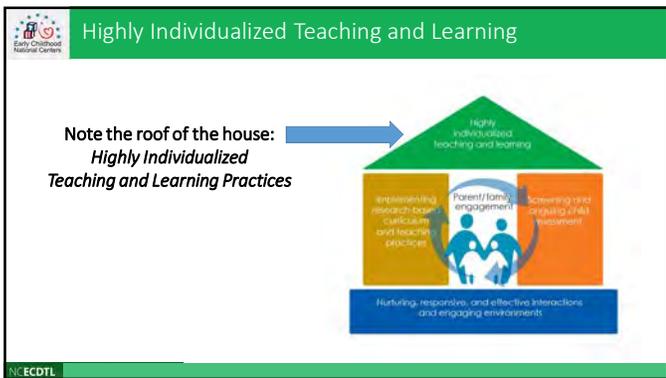
9

3

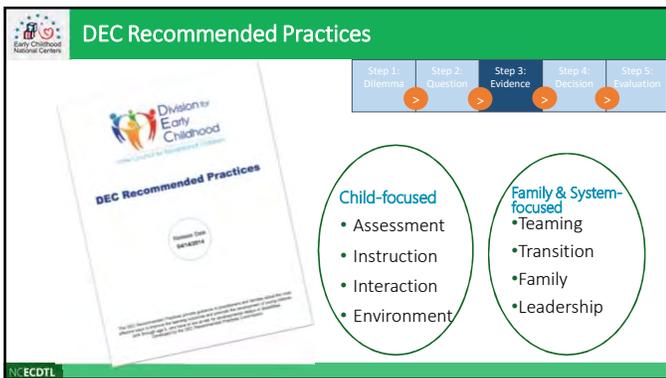


10

4



11



12

DEC RPs Align with Outcomes in the HSELOF

DEC Recommended Practices Examples:

E1: Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.

INS8: Use peer-mediated intervention to teach skills and to promote child engagement and learning.

Source: Division of Early Childhood (DEC) Recommended Practices

NC ECDTL

13

DEC RPs Align With Outcomes In The HSELOF

Example → **SOCIAL AND EMOTIONAL DEVELOPMENT**

▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development

DEC Recommended Practices Examples:

E1: Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.

INS8: Use peer-mediated intervention to teach skills and to promote child engagement and learning.

Source: Division of Early Childhood (DEC) Recommended Practices

NC ECDTL

14

Help With Finding ECLKC Resources

Resources on Practices that Support Individualization

NC ECDTL

15



19



20



21

7

Shared Goals and Action Planning

Conduct needs assessment
Set goals
Develop action plan

ECEDTL

22

Needs Assessment

- Define an explicit set of practices
- Use multiple methods and sources
 - Needs assessment
 - Direct observation
 - Data previously gathered

Practice	I am doing this...				I want to do this...								
	Not at all	1	2	3	4	5	Not at all	1	2	3	4	5	
1. I clearly teach, explain, and review the classroom rules and behavior expectations with children.													

ECEDTL

23

Shared Goals and Action Planning: Needs Assessments

NEEDS ASSESSMENT - TEACHING PRACTICES: HIGHLY INDIVIDUALIZED TEACHING AND LEARNING

Teacher Name: _____ Date: _____

Background: This assessment tool is designed to be used by a teacher or group of teachers to assess the extent of all practices in your classroom. Each teacher completes and uses the tool to identify areas that you are doing well in and areas that you need to work on. This tool is designed to be used by teachers and not by administrators. The needs assessment report (NAR) is a tool for teachers to use to identify their own strengths and areas for improvement.

Teaching Practices	Low frequency (once or twice a week)					Medium frequency (3-5 times a week)					High frequency (6-10 times a week)				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify children who are struggling and provide individualized instruction. This includes identifying children who are struggling and providing individualized instruction to meet their needs.															
Identify children who are struggling and provide individualized instruction. This includes identifying children who are struggling and providing individualized instruction to meet their needs.															
Identify children who are struggling and provide individualized instruction. This includes identifying children who are struggling and providing individualized instruction to meet their needs.															
Identify children who are struggling and provide individualized instruction. This includes identifying children who are struggling and providing individualized instruction to meet their needs.															
Identify children who are struggling and provide individualized instruction. This includes identifying children who are struggling and providing individualized instruction to meet their needs.															
Identify children who are struggling and provide individualized instruction. This includes identifying children who are struggling and providing individualized instruction to meet their needs.															
Identify children who are struggling and provide individualized instruction. This includes identifying children who are struggling and providing individualized instruction to meet their needs.															

Natural Environment Learning Opportunities Checklist

This checklist includes the types of environmental events, behaviors and adult parent or practitioner activities that can be used to engage children in learning in the classroom. The checklist includes a list of environmental learning opportunities and adult parent or practitioner activities that can be used to engage children in learning activities.

The checklist indicators can be used by a practitioner to develop a plan to use the practices with a child or to complete a parent's use of the practices. The checklist rating scale can be used to do a self-assessment to determine whether the different practice observations were part of using the practices with a child or planning a parent's use of the practices.

Practitioner: _____ Child: _____ Date: _____

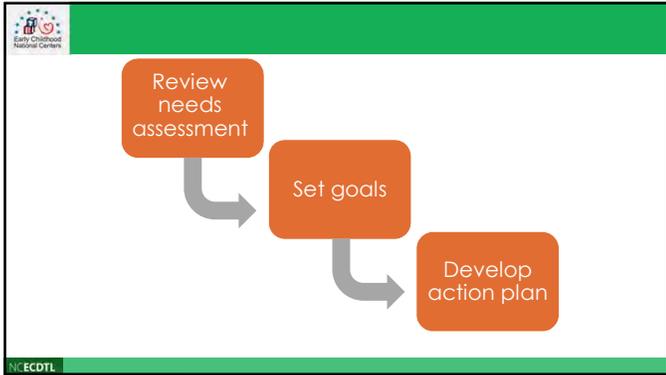
Please indicate which specific observations you were able to see with a child.

	Observed the child in multiple activities to identify individual and environmental factors that affect the child's attention.	Observed the child in multiple activities to identify individual and environmental factors that affect the child's attention.	Observed the child in multiple activities to identify individual and environmental factors that affect the child's attention.	Observed the child in multiple activities to identify individual and environmental factors that affect the child's attention.
1. Observed the child in multiple activities to identify individual and environmental factors that affect the child's attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Observed the child in multiple activities to identify individual and environmental factors that affect the child's attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ECEDTL

24

8



25

Shared Goals

- Create shared expectations and a common starting point.
- Relate to the effective practices that are the focus of PBC.
- Specific, observable, achievable



26

How to Write Goals

- Specific teaching, home visiting, or caregiving practice
- Observable
- Achievable within a defined timeframe
- What to do, when, and with whom

27

Example Goal for Classroom Teachers		
DEC Recommended Practice	Needs Assessment Item	Sample Goals
Instruction: Systematic Instruction	<p>Systematic Instructional Practices Checklist Item 5</p> <p>Use verbal, physical, or other kinds of prompts (e.g., gestures, model) and prompt fading (e.g., decreased assistance) as necessary to promote child use of a target behavior(s)</p>	<ul style="list-style-type: none"> During small group activities, I will use verbal prompts for Jess and Sam as they need help to complete the work. During transitions between activities, I will give Sam an individual reminder to transition and then show him a picture with another reminder if he doesn't respond to the reminder.
Instruction: Embedded Instruction	<p>NCQTL Highly Individualized Teaching Needs Assessment</p> <p>I use an activity matrix to identify individualized learning objectives to target during various activities.</p>	<ul style="list-style-type: none"> I will include opportunities for Alex, Jia, and Heda to practice their language goals in centers, circle time, and lunch. I will develop and use an activity matrix for James to focus on his language and social interaction goals across the day.

28

1 0

Example Goal for Home Visitors		
DEC Recommended Practice	Needs Assessment Item	Sample Goals
Families: 5	<p>Reaching Potentials through Recommended Practices Observation Scale – Home Visiting Item 7</p> <p>Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.</p>	<ul style="list-style-type: none"> I will share specific examples of when the family supports their child's learning during their interactions.
Families: 1	<p>Reaching Potentials through Recommended Practices Observation Scale – Home Visiting Item 5</p> <p>Practitioners are responsive to the family's concerns, priorities, and changing life circumstances. (F3)</p>	<ul style="list-style-type: none"> At the beginning of the home visit, I will ask 2-3 questions to gather information about the progress of the child on goals and any concerns or changes that the family has experienced since the last visit.

29



30

Parts of an action plan

1. Goal
2. Action steps
3. Goal achievement statement
4. Timeframe
5. Supports or resources

NECDTL

31

1 1

Action Plan

The goal I will work on: During transitions between activities, I will give Sam an individual reminder to transition and then show him a picture with another reminder if he doesn't respond to the reminder.

I will know I achieved this when: When I have given Sam an individual verbal reminder to transition and shown him the picture with another verbal reminder (when the individual verbal reminder is not enough to support him to transition) for 80% of transition opportunities.

Steps to achieve this goal-	Resources needed:	By When:
Create picture cards to use during transitions (clean up, circle, line up)	pictures of Sam	Oct 4
Give Sam a reminder by getting face to face and saying clearly and simply what I want him to do ("Clean up toys")	picture cards	Oct 8
If needed, show him a picture of him and give another verbal reminder (Show him a picture of him cleaning up toys and say "Clean up toys")	picture cards	Oct 8

Review Date: _____

<input type="checkbox"/> I have achieved this goal by meeting the criteria specified in the goal achievement statement (s) above.	<input type="checkbox"/> I am making progress toward this goal and will keep implementing my action plan.	<input type="checkbox"/> I need to make changes to my plan to achieve this goal by revising the goal or changing the action steps.
---	---	--

NECDTL

32

Focused Observation

- Watch and listen.
- Record information about the observation.
- Use coaching strategies.

NECDTL

33

Sample Action Plan - Classroom

Action Plan

The goal I will work on: During transitions between activities, I will give Sam an individual reminder to transition and then show him a picture with another reminder if he doesn't respond to the reminder.

I will know I achieved this when: When I have given Sam an individual verbal reminder to transition and shown him the picture with another verbal reminder (when the individual verbal reminder is not enough to support him to transition) for 80% of transition opportunities.

Steps to achieve this goal--	Resources needed:	By When:
Create picture cards to use during transitions (clean up, circle, line up)	pictures of Sam	Oct 4
Give Sam a reminder by getting face to face and saying clearly and simply what I want him to do ("Clean up toys")	picture cards	Oct 8
If needed, show him a picture of him and give another verbal reminder (Show him a picture of him cleaning up toys and say "Clean up toys")	picture cards	Oct 8

When would you observe? _____

What supports might you give? _____

What data would you record? _____

NCEDTL

34

1 2

Focused Observation Notes			
Activity	Action Steps	Ms. Alice	Sam
Arrival/tables to circle	<input checked="" type="checkbox"/> Verbal reminder	"Sam, go to your circle spot"	
	<input checked="" type="checkbox"/> On Sam's level/eye contact/has Sam's attention	Bent down to face Sam and made certain he was looking at her	Continued working on paper
	<input type="checkbox"/> Picture cue if needed	Went to help other child. Came back with picture cue. Again made eye contact and said "Sam, go to your circle spot" while showing picture of Sam sitting on circle spot	Sam went to circle spot
Circle to centers	<input checked="" type="checkbox"/> Verbal reminder	"Sam, you chose art center. Go to the art center."	
	<input checked="" type="checkbox"/> On Sam's level/eye contact/has Sam's attention	Waited for Sam to look before giving verbal reminder	Sam went to the art center
	<input type="checkbox"/> Picture cue if needed		
Centers to small groups	<input checked="" type="checkbox"/> Verbal reminder	"Sam, art is over. Clean up and go to your table."	Sam continued art activity
	<input checked="" type="checkbox"/> On Sam's level/eye contact/has Sam's attention	In the art center helping another child who had spilled paint	Sam continued art activity.
	<input type="checkbox"/> Picture cue if needed		Started crying when co-teacher and other kids began cleaning up the art materials Sam was working with.

35

Reflection and Feedback



- Reflect on observation and progress.
- Give and receive feedback.
- Problem-solve.
- Use coaching strategies.

NCEDTL

36

Reflection



What would happen if...?
 How did this support [child]?
 How did this compare with...?
 What do you think went well?
 What would you do differently?

© ECDTL

37

1 3

Types of feedback

Supportive Feedback



Constructive Feedback

Feedback is grounded in data

© ECDTL

38

Focused Observation Notes			
Activity	Action Steps	Ms. Alice	Sam
Arrival/tables to circle	<input checked="" type="checkbox"/> Verbal reminder	"Sam, go to your circle spot"	
	<input checked="" type="checkbox"/> On Sam's level/eye contact/has Sam's attention	Bent down to face Sam and made certain he was looking at her	Continued working on paper
	<input checked="" type="checkbox"/> Picture cue if needed	Went to help other child. Came back with picture cue. Again made eye contact and said "Sam, go to your circle spot" while showing picture of Sam sitting on circle spot	Sam went to circle spot
Circle to centers	<input checked="" type="checkbox"/> Verbal reminder	"Sam, you chose art center. Go to the art center."	
	<input checked="" type="checkbox"/> On Sam's level/eye contact/has Sam's attention	Waited for Sam to look before giving verbal reminder	Sam went to the art center
	<input type="checkbox"/> Picture cue if needed		
Centers to small groups	<input checked="" type="checkbox"/> Verbal reminder	"Sam, art is over. Clean up and go to your table."	Sam continued art activity
	<input checked="" type="checkbox"/> On Sam's level/eye contact/has Sam's attention	In the art center helping another child who had spilled paint	Sam continued art activity.
	<input type="checkbox"/> Picture cue if needed		Started crying when co-teacher and other kids began cleaning up the art materials Sam was working with.

39

PBC to Support Recommended Practices

NECDTL

40

1 4

Performance Standards: Coaching

1302.92 (c) A program must implement a **research-based**, coordinated coaching strategy for education staff

NECDTL

41

Coaching for Individualization or Inclusion

- Coordination of coaching
 - Coaching for individualization/inclusion could:
 - Be embedded in the intensive coaching plan for the program
 - Be provided on an as needed basis focused on individual children

NECDTL

42

 **Program-Level Guiding Questions**

- 1) How will coaching for individualization/inclusion fit into your overall PD/Coaching plan?
- 2) How will you determine individualization/inclusion practices to focus on through coaching?
- 3) Who do you need to connect with to determine how this fits into your overall coordinated coaching strategy/professional development strategy?
- 4) How will you coordinate with the LEA?
- 5) If there are multiple coaches, how will you coordinate coaching efforts?



43

1 5

THANK YOU



Please complete your session evaluations! We value your feedback.



44