

Young Exceptional Children Monograph Series No. 15

Editors: Michaelene Ostroky & Susan Sandall

DEC's monograph series offers rich resources for use in coursework, training, technical assistance, and other forms of professional development. Each monograph is organized around a current theme

related to supporting young children of diverse abilities and their families. Inside each monograph are articles on evidence-based practices, individual perspectives, and exciting new perspectives, all followed by a section of high-quality, no/low-cost resources (Resources Within Reason) on the same topic.

Here are some examples of how any professional development provider, faculty, or trainer could use resources found within YEC Monograph No. 15 to support knowledge acquisition and knowledge application in a course or presentation.

"Culturally Responsive Behavioral Supports for Children with Challenging Behaviors and Their Families" by Erin E. Barton and Rashida Banerjee

- Write reflection of 100–200 words: Before reading this article, I did not know...
- Write reflection of 100–200 words: I think it is important to understand the importance of culture when working with children with behavior problems because...
- The authors describe four elements of developing a culturally responsive functional behavior assessment. What are they?
- What are the key characteristics of a culturally responsive intervention plan?

"Helping Teachers Implement the Pyramid Model Using Practice-based Coaching" by Alana G. Schnitz, Jessica K. Hardy, Kathleen Artman-Meeker, and Mary Louise Hemmeter

Discussion Question

1. **What do you think it means for coaching to be a "safe space"?**
The teacher is safe to take risks and try new practices. She or he does not feel evaluated or judged. The teacher can ask questions, make mistakes, and be honest.
2. **Have you ever had a coach or mentor? How did that individual help you grow professionally?**
Responses vary.
3. **Read the "Coaching Strategies for Focused Observation" in Table 1 of the chapter. Why do you think the authors say these should be done "with the collaboration of the teacher"? What do you think this means? What are the risks of using these strategies without engaging the teacher?**

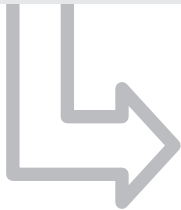
The collaboration of the teacher is important for two reasons. First, it is important to have the teacher's permission before acting in the classroom. This is part of being a respectful coach. Coaches should always discuss their roles and the potential supports they could offer a teacher in the classroom before observing. Second, it is important that the teacher is aware that a coach is modeling or acting intentionally in the classroom. If the teacher is not aware, he or she may not have the time to watch and reflect on the coach's actions. There are several risks of not engaging the teacher: The teacher could feel insulted or alienated from the coaching process or the teacher might not have the opportunity to learn from the coaching interaction.



4. Provide 3–5 examples of supportive feedback that you might give a teacher about her interactions with a child.

Responses will vary, but one suggestion could include: “You got down on Jiyoung’s eye level and commented on his art. He looked so proud.”

5. Imagine a teacher forgot to provide a warning before asking the class to transition to a new activity. What constructive feedback might you provide to the teacher? Develop 3–5 examples. *Responses will vary, but one suggestion could include: “I noticed that Amir didn’t want to leave the puzzles this morning. What do you think might have helped him transition?” or “It’s so important to prepare the children for transitions. Let’s talk about a few ways that might work in your classroom.”*



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Additional Activities

1. Explore coaching resources identified in this article. Go to the Technical Assistance Center on Social Emotional Intervention website and find a new tool that you can use in your work.
<http://challengingbehavior.fmhi.usf.edu/communities/trainers.htm>
2. Interview a preschool teacher about the behavior and social emotional development of the children in her class. What are her biggest concerns? What are her greatest successes? What supports does she think would be helpful?
3. Find out how intensive individualized interventions are developed in your school or program. Is there a behavior support planning team? Who is on it? How is the process mobilized? How is a teacher supported while implementing the plan?