

Coaching to Success: Piloting a Framework to Establish Inclusive Model Early Childhood Classrooms Across an Entire State

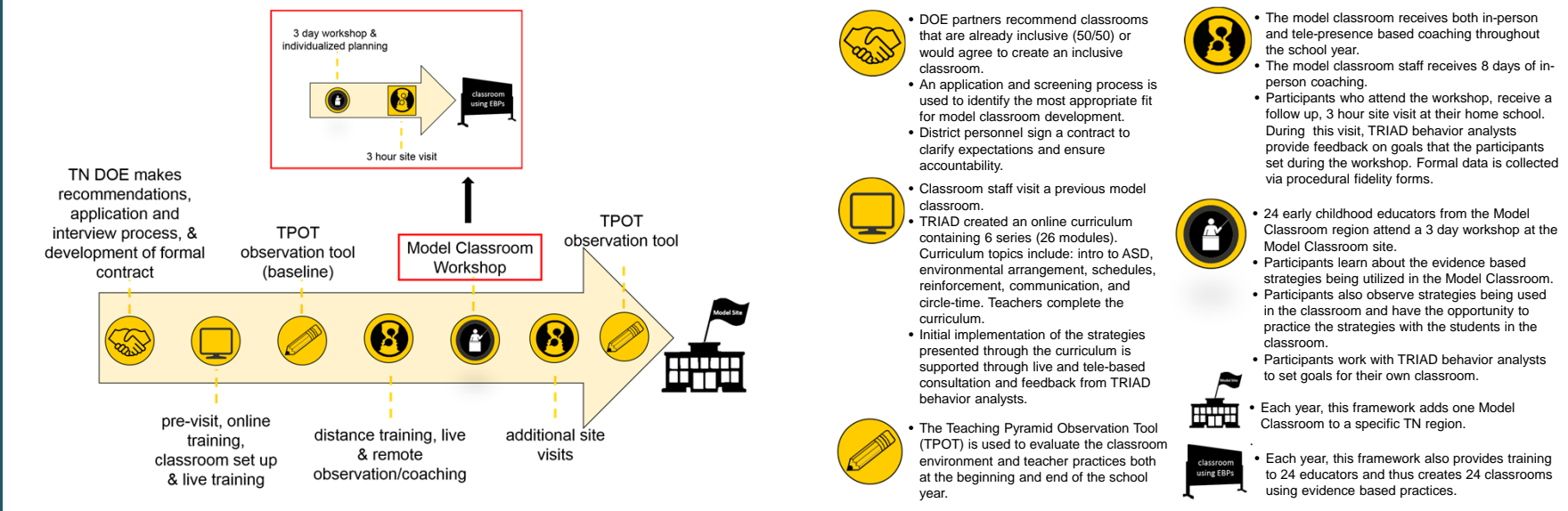
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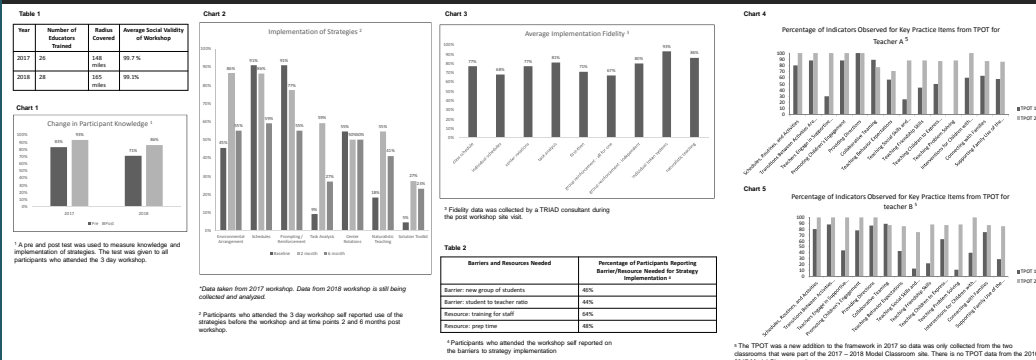
Introduction

In the United States, every child has the right to receive an education in the Least Restrictive Environment (LRE). The Individuals with Disabilities Education Act (IDEA; 2004) and federal early childhood programs encourage preschool children with disabilities be educated in general education classrooms with typically developing peers to the maximum extent appropriate. Abundant evidence reveals that high quality inclusive environments benefit both students with and without disabilities. Despite this evidence, less than half of preschool aged children with disabilities receive their education in a regular early childhood classroom. Lack of quality professional development for educators is likely one barrier to inclusive practices (Barton, 2015). Furthermore, rural schools, due to their geographic location, often have challenges recruiting qualified teachers and providing professional development rooted in evidence based practices (Arnold, et. al., 2005). The framework described below aims to alleviate some of the aforementioned issues by creating more inclusive preschool classrooms with high-quality practices across a rural state.

Service Model



Results



Discussion and Future Directions

Data was collected from both the teachers that attended the workshop and from the Model Classroom teachers.

- The data in Table 1 shows that in total 54 educators attended the workshops at the Model Classroom sites.
- The participants that attended the workshops spanned a geographic distance on average of 156.5 miles, demonstrating that these workshops pulled participants from a wide physical area.
- Social Validity collected after the workshop demonstrated that participants were extremely satisfied with the professional development they received. Furthermore, Chart 1 depicts that every participant made knowledge growth from pre to post workshop.
- Chart 2 shows how often the teachers implemented the strategies that were taught in the workshop. On some strategies, there was a drop in implementation from baseline to the 2 month follow up. It is hypothesized that this drop occurred because teachers thought they were correctly implementing the strategies at baseline; however, after the workshop, the teachers identified that they in fact were not implementing the strategies with fidelity.
- Chart 3 shows the average fidelity of strategy implementation. Fidelity for reinforcement, especially token systems, was high thus showing that teachers not only frequently used reinforcement (chart 2) but they could implement it correctly.
- Table 2 shows the two highest reported barriers to strategy implementation and the two highest reported resources needed for strategy implementation. The data suggests that early childhood classrooms not only need more staff, but they need the staff to have more training.
- The data from charts 4 and 5 represent the teachers who partnered with TRIAD for an entire year to become a Model Classroom. The TPOT data shows large growth from baseline to follow up across almost every key domain. This growth proves that ongoing live and remote coaching can drastically change teacher behavior and the practices in a classroom.

There is large evidence that this framework improves the quality of the Model Classroom site and that the site then becomes a high quality location to successfully train other educators. This framework shows that creating a model site, paired with professional development, can build the capacity of an entire region. Further directions include adding training components for classroom para-professionals and revising training elements so that more educators can participate in the training.

References and Acknowledgements

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