



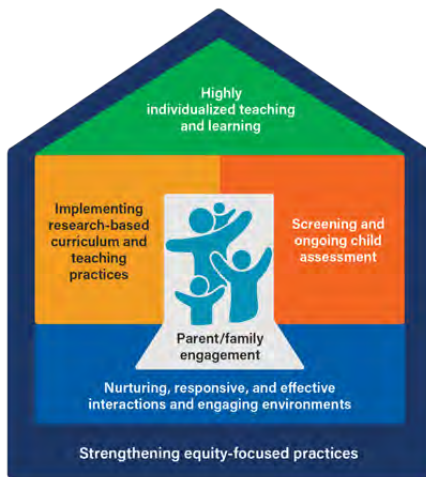
01/17/2024

## Coaching to Support Highly Individualized Practices

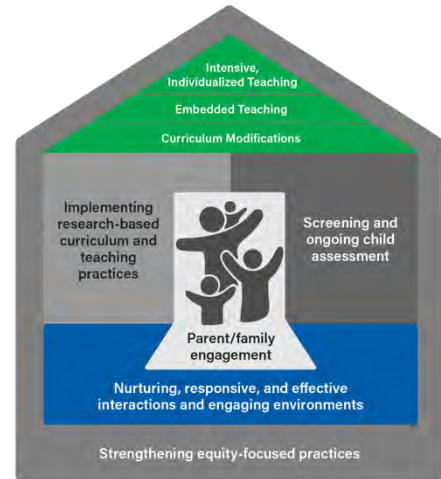
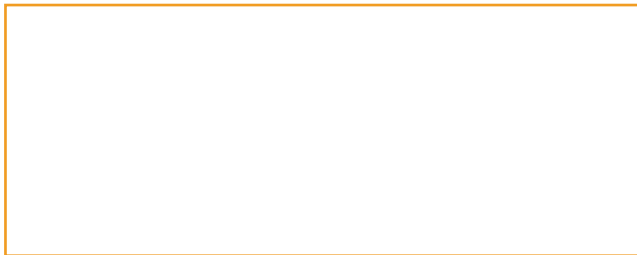
### Viewer's Guide

This viewer's guide gives you ideas, steps, and possible strategies you can use as you guide coachees to use highly individualized practices. The reflection questions and activities will help you think about ways to support each coachee's learning about these practices and strategies. There are also opportunities for you to reflect on your own practice as a coach. Helpful resources can be found in the Resources section of this guide.

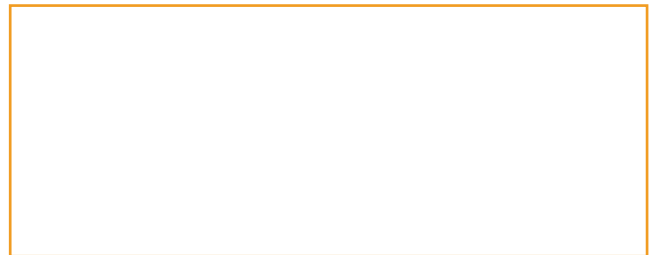
### Framework for Effective Practice



Framework for Effective Practices

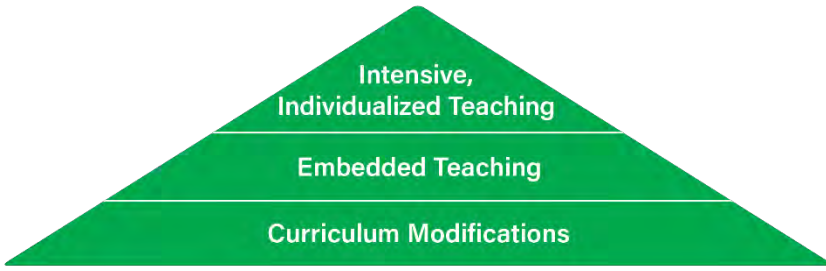


Tiered Instruction



National Center on  
Early Childhood Development, Teaching, and Learning

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Highly Individualized Practices



## Mindful Moment

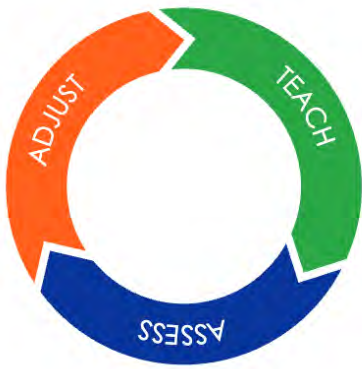
### Interview with Dr. Jennifer Fung, UW and NCECDTL

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Where should a coach start when supporting a coachee to use highly individualized practices?

Are there any prerequisite skills/practices a coach should observe before moving to highly individualized practices?

How would a coach know what practices from the roof to suggest a coachee use?



### An Ongoing and Parallel Process

- Planning based on a child’s needs
- Providing individualized instruction
- Collecting data on how the child responds to the plan
- Making adjustments to instruction based on data



## What if I’m supporting a coachee to individualize practices but the child isn’t making progress toward their goals?

### *Before changes are made to the plan...*

- Was the plan for instruction clear?
- Did we follow through with the plan as intended?
- Does the coachee need more support to implement the plan? Different coaching strategies?

### *Considerations about how to move forward with instruction:*

First, the team can consider:

- Can the child perform some, but not all parts, of the skill?
- Is the child missing a prerequisite skill?
- Is the skill being taught meaningful to the child’s everyday life?
- Is the child paying attention while you’re teaching?
- Is the child motivated by the activity?
- Does the teaching practice use the child’s strengths?
- Is the child motivated by the activity?
- Does the teaching practice use the child’s strengths?
- Is the child getting enough instruction?

### ***Considerations continued...***

Then, the team can decide what change to make to instruction:

Change what's being taught:

- Focus on a skill that will increase the child's engagement and participation
- Teach a missing prerequisite skill that will help the child make progress
- Teach a different skill or objective by breaking the skill down into smaller parts

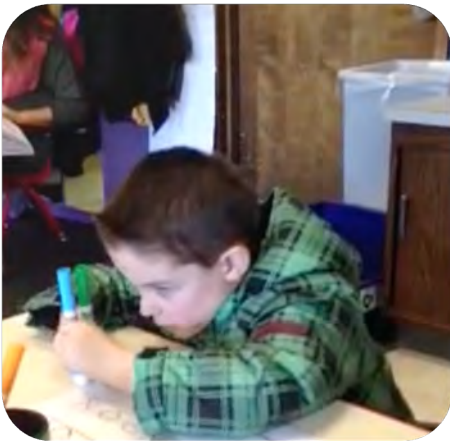
Change how it is being taught:

- Use a new modification strategy or additional modifications
- Use a practice in a different instructional tier
- Give more learning opportunities on a target skill throughout the day
- Use more intensive or specialized teaching practice

## **Coaching and Practice**

### **Meet Coach Min and Teacher Angela**

Angela is a preschool teacher and has been working with her coach Min since September of this year. Angela's current goal is focused on increasing child engagement during small group instruction. While Angela has been successful at increasing engagement of most children during this time, Min notices Landon remains unengaged. Let's watch a video that Min takes of Landon during one small group time to share with Angela.



**What do you notice about Landon's engagement?**

## Angela's Goal

<b>Goal:</b>		
<i>I will...</i> Provide individualized support to Landon to become engaged during small group time by 1) integrating his interests into the activity, 2) modifying the length of small group to 5 minutes, and 3) modifying the expectation for how Landon engages in the activity (i.e., Landon will not be expected to write his name yet, just to sit and color with his peers).		
<b>Goal Achievement Statement:</b>		
<i>I know my goal is achieved when...</i> I incorporate Landon's interests, modify the length of small group, and adjust the expectations for Landon's engagement for 4 out of 5 small group activities a week.		
<b>Action Steps</b>	<b>Resources or Materials</b>	<b>Timeline</b>
Identify Landon's favorite things	Observe Landon and refer to his interest survey completed by his parent	This week
Meet with my co-teacher Dory to share the plan for Landon	NA	Monday
Collect data on if I provide individualized instruction each day	Data sheet	Tuesday
Coach Min will collect data during the focused observation	Coach	Next Thursday
<b>Notes:</b>  Landon's goal is to participate in 3 out of 5 small groups in a week.		



**What do you notice about Angela's implementation and Landon's engagement?**

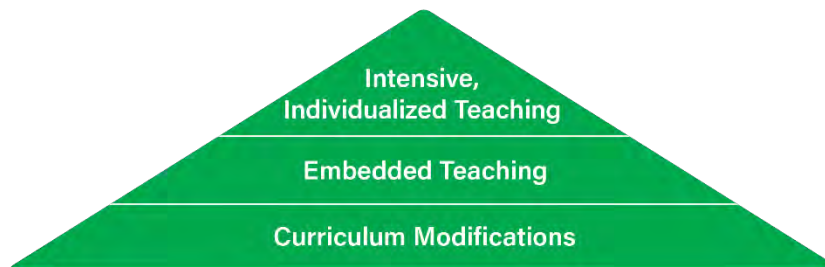
## Koko's Corner



The Head Start Coaching Companion is a video-sharing and coaching-feedback application for early care and education staff and providers. It helps coaches, coachees, and peer-coaching teams work together, even between coach visits or from a distance. Share video files, ask questions, exchange feedback, and develop individualized coaching plans that support quality teaching and positive outcomes for young children.

To login or join the Head Start Coaching Companion click here: <https://eclkc.ohs.acf.hhs.gov/professional-development/head-start-coaching-companion/head-start-coaching-companion>

For more information, contact [coachingcompanion@eclkc.info](mailto:coachingcompanion@eclkc.info)



Did you know that the Head Start Coaching Companion has videos of practices from the roof of the house? You can use these videos with a coachee as examples of what it looks like to use highly individualized practice. You can also use these videos to support your own learning as a coach! [insert link to mypeers where video is shared]

Check out this video on MyPeers about how to find videos from the roof of the house framework!

## Helpful Resources

### Online Resources

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#### Practice-Based Coaching Resources

The Practice-Based Coaching Coach Competencies

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-coach-competencies.pdf>

Practice-Based Coaching to Support Inclusion (webinar)

<https://eclkc.ohs.acf.hhs.gov/video/practice-based-coaching-support-inclusion>

Practice-Based Coaching for Inclusion: FAQs

<https://eclkc.ohs.acf.hhs.gov/publication/practice-based-coaching-inclusion-faqs>

## Effective Teaching Practices

Framework for Effective Practice

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/framework-effective-practice>

Highly Individualized Teaching and Learning

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/highly-individualized-teaching-learning>

Curriculum Modifications

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/curriculum-modifications/mod-intro-teacher-tips.pdf>

Embedded Learning Opportunities

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/embedded-learning-opportunities>

Practices to Support Infants and Toddlers with Disabilities or Suspected Delays Through Embedded Learning Opportunities

<https://eclkc.ohs.acf.hhs.gov/video/practices-support-infants-toddlers-disabilities-or-suspected-delays-through-embedded-learning>

Individualized Instructional Strategies

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/individualized-instructional-strategies>

Supporting Children with Disabilities or Suspected Delays

<https://eclkc.ohs.acf.hhs.gov/publication/supporting-children-disabilities-or-suspected-delays>

BabyTalks – Supporting Infants and Toddlers with Disabilities or Suspected Delays

<https://eclkc.ohs.acf.hhs.gov/video/supporting-infants-toddlers-disabilities-or-suspected-delays>

Teacher Time Series: Inclusion and Belonging, Birth to Five

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/inclusion-belonging-birth-5>

## Children with Disabilities

Head Start Policy and Regulations – Inclusion of Children with Disabilities

45 CFR §§1302 Subpart F - Additional Services for Children with Disabilities

<https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-f-additional-services-children-disabilities>

Infographic: Young Children with Disabilities

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/publication/infographic-young-children-disabilities>

Children with Disabilities

<https://eclkc.ohs.acf.hhs.gov/children-disabilities>

Training Suites on Infants and Toddlers with Disabilities

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/training-suites-infants-toddlers-disabilities/training-suites-infants-toddlers-disabilities>

Disability Services Coordinator Orientation Guide

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/disability-services-coordinator-orientation-guide/disability-services-coordinator-orientation-guide>

- Disability Services Coordinator Orientation Guide: Improving Disability Services  
<https://eclkc.ohs.acf.hhs.gov/children-disabilities/disability-services-coordinator-orientation-guide/improving-disability-services>

Disability Service Coordinator Foundations iPD course

<https://eclkc.ohs.acf.hhs.gov/professional-development/individualized-professional-development-ipd-portfolio/recommended-courses-professional-development-goals>

Dignity & Disability: Inclusive Conversations (Barton Lab)

[https://cdn.vanderbilt.edu/vu-web/lab-wpcontent/sites/96/2020/06/22130958/DD\\_Inclusive-Conversations.pdf](https://cdn.vanderbilt.edu/vu-web/lab-wpcontent/sites/96/2020/06/22130958/DD_Inclusive-Conversations.pdf)

Office of Head Start Email Updates – Subscribe to “Disability Services” to receive a monthly Disability Services Newsletter with strategies and resources to support children with disabilities and their families.

<https://eclkc.ohs.acf.hhs.gov/subscribe>

## Mobile Apps

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Inclusion Lab App

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/inclusion-lab-app>

ELOF2GO Mobile App (English and Spanish)

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>

ELOF@Home

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/mobile-tools-home-visitors>

Text4Teachers (English and Spanish)

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers>

Text4HomeVisitors (English and Spanish)

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/mobile-tools-home-visitors>

Ready DLL Mobile App

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/ready-dll-mobile-app>



## Online Communities

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MyPeers: Practice-Based Coaching and Disabilities and Inclusion Network

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>