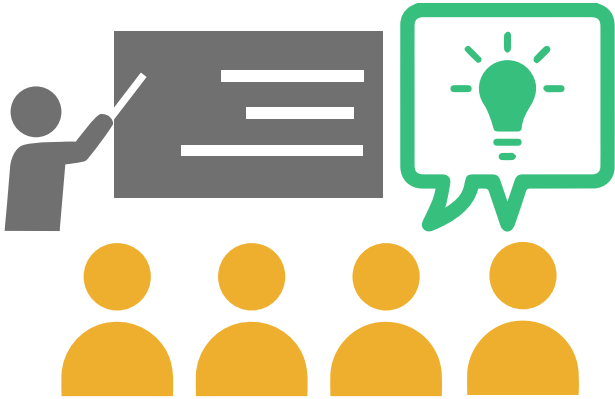




Teacher/Staff Support DEFINITION



 Providing support for teachers/staff in terms of mentoring, coaching, consultation, and training

 One of the most common elements studied and reported in the literature

This principle is one of the 10 evidence-based principles, identified in a scoping review, that can guide the organization and delivery of services for students with disabilities in integrated classrooms.

 UNIVERSITÉ DE
SHERBROOKE



CENTRE DE
RECHERCHE



McGill



Centre de recherche
interdisciplinaire
en réadaptation
du Montréal métropolitain



Group for Optimizing
Leadership in
Delivering Services



project
GOLDs

References:

- 1 Barnett, B., Corkum, P., & Elik, N. (2012). A web-based intervention for elementary school teachers of students with attention-deficit/hyperactivity disorder (ADHD). *Psychological Services, 9*(2), 227-230. doi:10.1037/a0026001
- 2 Dreiling, D. S., & Bundy, A. C. (2003). A comparison of consultative model and direct-indirect intervention with preschoolers. *The American Journal Of Occupational Therapy: Official Publication Of The American Occupational Therapy Association, 57*(5), 566-569.
- 3 Han, S. S., Catron, T., Weiss, B., & Marciel, K. K. (2005). A Teacher-Consultation Approach to Social Skills Training for Pre-Kindergarten Children: Treatment Model and Short-Term Outcome Effects. *Journal of Abnormal Child Psychology, 33*(6), 681-693. doi:10.1007/s10802-005-7647-1
- 4 Holmes, C., Levy, M., Smith, A., Pinne, S., & Neese, P. (2015). A Model for Creating a Supportive Trauma-Informed Culture for Children in Preschool Settings. *Journal Of Child And Family Studies, 24*(6), 1650-1659.
- 5 Hui, C., Snider, L., & Couture, M. (2016). Self-regulation workshop and Occupational Performance Coaching with teachers: A pilot study. *Canadian Journal of Occupational Therapy, 83*(2), 115-125.
- 6 Li-Grining, C. P., Raver, C. C., Jones-Lewis, D., Madison-Boyd, S., & Lennon, J. (2014). Targeting Classrooms' Emotional Climate and Preschoolers' Socioemotional Adjustment: Implementation of the Chicago School Readiness Project. *Journal of Prevention & Intervention in the Community, 42*(4), 264-281. doi:10.1080/10852352.2014.943639
- 7 Strain, P. S., Wilson, K., & Dunlap, G. (2011). Prevent-Teach-Reinforce: Addressing Problem Behaviors of Students with Autism in General Education Classrooms. *Behavioral Disorders, 36*(3), 160-171.

Principle 1: Teacher/Staff Support

Dana Anaby, Chantal Camden
and the GOLDs/OR Group

dana.anaby@mcgill.ca
chantal.camden@usherbrooke.ca

EXAMPLES

Training on classroom management and stress-reduction workshops for teachers working in disadvantaged schools (Li-Grining et al., 2014)

Training for design of inclusive classrooms and knowledge on ASD and ADHD for staff working with students with disabilities; using manuals, videos and web-based presentations (Strain et al., 2011 and Barnett et al., 2012)

Coaching and mentoring sessions with an occupational therapist on managing children with disruptive behaviours in elementary school (Hui et al., 2016)

Providing training for other school staff (bus drivers, cafeteria staff, administrators, etc.) on behaviour management for preschool students with emotional trauma (Holmes et al., 2015)

Training on safe transfers for students with specific motor difficulties (PABs, educators, teachers, bus drivers), for example, for a student with Osteogenesis Imperfecta in a wheelchair



Evidence & OUTCOME

In combination with other principles, providing teacher support:

- Improves teachers' knowledge on students' health conditions (Barnett et al., 2012)
- Improves teachers' classroom management and self-efficacy (Hui et al., 2016)
- Results in positive outcomes in students' motor skills, behaviour and academic achievements (Dreiling & Bundy, 2003; Han et al., 2005; Strain et al., 2011; Li-Grining et al., 2004)

Application IDEAS

- Providing support through instructional workshops
- Offering ongoing coaching sessions for teachers
- Using web-based platforms for exchanging information
- Providing on-line video training for school staff
- Providing resources such as written material, manuals, flow charts, and fact sheets (monthly capsules) for teachers and other professionals