### Step 3: Coaching Resources: Culturally Responsive Practices

The following resources will help the coach prepare for providing guidance to the teacher on culturally responsive practices and addressing equity concerns. Coaches can review these resources to deepen their understanding of the practices in preparation for their coaching conversation. In addition, the coach can identify what resources might be valuable to share with the classroom teacher during action planning to support the teacher with implementation. Prior to sharing any materials, it is important for the coach to make sure the materials are applicable to the coachee and the classroom context.

1. Do learning centers and activities include materials, songs, visuals that are aligned with the cultures and interests of children in the classroom?

2. Does the schedule include activities where children work collectively or cooperatively?

3. Does the posted schedule, expectations, and rules use the children's home language?

4. Do teachers use multiple examples, visuals, and cultural experiences to teach behavior expectations in a manner that relates to all children?

   #### Resources for coaching:

   - This in-service shows how schedules and routines help to promote children's learning.
     https://eclkc.ohs.acf.hhs.gov/video/schedules-routines

   - Managing the Classroom: Design Environments and Use Materials to Support Learning. https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/managing-the-classroom/managing-classroom-teacher-tips-dll.pdf

   - Strategies for Supporting All Dual Language Learners.
     https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll-strategies.pdf

   - Many Languages, One Teacher: Supporting Language and Literacy Development for Dual Language Learners.
     https://www.naeyc.org/resources/pubs/books/excerpt-from-spotlight-dual-language-learners

   - Reading your way to a culturally responsive classroom. Includes ideas for parents.
     http://www.naeyc.org/yc/culturally-responsive-classroom

   - What Parents Have to Teach Us About Their Dual Language Learners.
     https://www.naeyc.org/resources/pubs/yc/nov2015/what-parents-have-teach-us-about-their-dual-language-children

   - 5 min video of planning process from the "Supporting cultural and linguistic diversity in early childhood" professional development series. https://www.youtube.com/watch?v=XWg-ZrV3wPk

   - 7 min video with ideas and strategies for teachers - Supporting English Language Learners in the Preschool Classroom
     https://www.youtube.com/watch?v=09PrmLppQ1A

5. **Does the teacher guide all individual children who need extra support to complete the transition?**

   ### Resources for coaching:

   - Learn ways to help children use positive behaviors during classroom transitions.
     https://eclkc.ohs.acf.hhs.gov/video/classroom-transitions

   - Tip Sheet: Supporting Dual Language Learners With Classrooms Schedules and Transitions.
     https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-classroom-schedules-transitions.pdf

6. **Do teachers provide descriptive feedback for children's skills, behaviors, and activities to every child?**

   ### Resources for coaching

   - This in-service suite shows how to create expectations for classroom behavior that preschool children can learn.
     https://eclkc.ohs.acf.hhs.gov/video/stating-behavioral-expectations

   - This in-service suite describes five steps teachers can follow to generate meaningful classroom rules and teach them to children. https://eclkc.ohs.acf.hhs.gov/video/creating-classroom-rules

   - Tips for Teachers on how to encourage dual language learners' interactions:
     Dual Language Learners Engaging Interactions.
     https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/engaging-interactions/engaging-interactions-teach-tips-dll.pdf

7. **Do teachers have conversations, engage in play, and use questioning with all children in the classroom (e.g., including the use of the child's home language, interests, and learning preferences)?**

   ### Resources for coaching

   - Many Languages, One Teacher: Supporting Language and Literacy Development for Dual Language Learners.
     https://www.naeyc.org/resources/pubs/books/excerpt-from-spotlight-dual-language-learners

   - Engaging Interactions: Tips for Teachers of Dual Language Learners
     https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/engaging-interactions-2/engaging-interactions-teach-tips-dll.pdf

   - Responsive interactions include taking the time to observe children and families, wonder about what they are communicating with their words and behaviors, and then responding.
     https://eclkc.ohs.acf.hhs.gov/video/early-essentials-webisode-8-practice-moment-responsive-interactions

   - Learn about ways teachers can build meaningful, positive relationships with children in their classrooms. 4 min video
     https://eclkc.ohs.acf.hhs.gov/video/fostering-connections

   - Find out about teaching practices to engage children in conversations that can support learning in the classroom. 5 min video https://eclkc.ohs.acf.hhs.gov/video/engaging-children-conversations

   - 4 minute video – "Thick" conversations are the extended back-and-forth exchanges between a teacher and a child. This in-service suite describes teaching practices to engage children in "thick" conversations.
     https://eclkc.ohs.acf.hhs.gov/video/thick-thin-conversations

8.  **Does the teacher individualize social skills instruction to meet cultural and linguistic differences?**

    **Resources for coaching**

    - Teacher Time 41 min video that walks thru several social emotional teaching strategies to help children cope with "big emotions." https://eclkc.ohs.acf.hhs.gov/video/help-me-calm-down-teaching-children-how-cope-their-big-emotions
    - Teacher Time 54 min video shares problem solving strategies for teachers. https://eclkc.ohs.acf.hhs.gov/video/its-big-problem-teaching-children-problem-solving-skills
    - Teacher resources (materials and solution kit) for teaching social emoitional skills. http://challengingbehavior.cbcs.usf.edu/Implementation/Program/strategies.html

9.  **Does the teacher consistently use positive directions (i.e., telling children what to do versus what not to do) across all children?**

    **Resources for coaching**

    - This in-service suite shows how to provide feedback to children that helps children's learning and encourage effort. https://eclkc.ohs.acf.hhs.gov/video/providing-feedback
    - Parent Tip Sheet with suggested phrases for praise and encouragement: Building Relationships and Creating Supportive Environments (Spanish) http://csefel.vanderbilt.edu/modules-archive/module1/handouts/3-sp.html

10. **Are all adults in the classroom respectful to each other and aware of differing cultural backgrounds?**

11. **Are all adults working towards creating an impartial, inclusive, and positive learning environment (e.g., modeling, positive feedback, directives)?**

    **Resources for coaching**

    - 4 min video describing, zoning, an effective practice to help teachers manage staff https://eclkc.ohs.acf.hhs.gov/video/zoning-maximize-learning

12.  Are attempts to connect with families evenly distributed across all families, regardless of the extent of their involvement?

13.  Is bidirectional communication with families balanced so that all families are represented in posted photos, culturally significant items, and activities celebrating their diversity?

**Resources for coaching**

- Parent, Family, and Community Engagement Resources Catalog.
  https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-resource-catalog-2.pdf

- Multicultural Principle Learning Extension 1 – ideas for collecting information to make home/program connections.
  https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/multicultural-principles-learning-extensions-principle-01.pdf

- The influence of culture on early child development – a publication summarizing research.
  http://www.buildinitiative.org/TheIssues/DiversityEquity/Toolkit/ToolkitResourceList/ViewToolkit/tabid/224/ArticleId/93/The-Changing-Face-of-the-United-States-The-Influence-of-Culture-on-Early-Child-Development.aspx

- Building Partnerships: A guide for developing relationships with families – tools and strategies from Head Start.
  https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf

14.  Does the teacher provide parents with practical strategies for the development of social/emotional skills that are developmentally appropriate and also compatible with the child-rearing practices of parents from the different cultures represented in the classroom?

15.  When a child-rearing practice is different than or incompatible with that considered developmentally appropriate, are families provided an opportunity to discuss and understand the difference?  When possible, is there an effort to identify a mutually compatible alternative strategy

**Resources for coaching**

- Talking with Families about Problem Behavior: Dos and Don'ts
  http://challengingbehavior.cbcs.usf.edu/docs/Talking-families-about-problem-behavior-dos-donts.pdf

- Collaborating with families: Dos and Don'ts for teaming
  http://challengingbehavior.cbcs.usf.edu/docs/Collaborating_families_building_capacity.pdf

- Cultural and Linguistic Responsiveness Resource Catalog from Head Start
  https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/resource-catalogue-cultural-linguistic-responsiveness.pdf

16. Does the teacher refer and participate in the process of addressing challenging behavior similarly across all children?

17. In analyzing your observation of teacher responses to challenging behavior, are developmentally appropriate and positively stated strategies implemented as a typical response across all children (i.e., no differences that can be related to differences in gender, ethnicity, culture, disability, etc)?

18. When behavior interventions are developed, are they individualized based on family cultural practices and child interests?

### Resources for coaching:

- Young Children article: Culturally Responsive Strategies to Support Young Children with Challenging Behavior.
  https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies

- Supporting Dual Language Learners with Challenging Behavior.
  https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-challenging-behaviors

- This resource describes contextual Fit, which includes cultural relevance. Are the outcomes of the intervention valued by those who receive them? Are the strategies and procedures consistent with the personal values of those who will perform them? Are the strategies and procedures consistent with the personal values of those who will receive them?
  https://aspe.hhs.gov/report/importance-contextual-fit-when-implementing-evidence-based-interventions/what-contextual-fit

- Strategies for Teaming with Families in the Process of PBS.
  http://challengingbehavior.cbcs.usf.edu/docs/Strategies-for-Teaming-with-Families.pdf