



## **PBC Teaching Aspects**



## What aspect of teaching will be your focus?

Collecting and using	Instructional Interactions	Foundation-Social and
information		Emotional Support
Anecdotal records Checklists Video and photos Work samples  Strengthening program practices Administrative support Sharing data with community Sharing data with families Sharing data with staff Preparing for Assessment Authentic data collection Child with disability	Analysis and reasoning Brainstorming Connections to the real world Corrective feedback Encouraging Feedback loops Frequent conversations Integration Materials match learning objectives Modeling or demonstrating Novel Words Open-ended questions	□ Allow freedom of movement □ Child leadership and choices □ Friendship skills □ Positive adult-child relationships □ Positive affect □ Promotes self-regulation □ Appropriate number of learning centers □ Clear behavior expectations □ Clear behavior rules □ Clear boundaries for
Children with disabilities Correct, consistent, and complete  Interpreting Information Adjust teaching Data collection matrix Using charts and graphs	<ul> <li>□ Prompting thought processes</li> <li>□ Providing information</li> <li>□ Repetition and extension</li> <li>□ Scaffolding</li> <li>□ Self and parallel talk</li> <li>□ Shared reading</li> <li>□ Support effort</li> </ul>	learning centers  Consistent and predictable routines  Culturally appropriate materials  Display of children's work
Curriculum Modifications	Well Organized Learning Environment	<ul><li>☐ Giving directions</li><li>☐ Maximize learning time</li></ul>
□ Adult support □ Child preferences □ Environmental Support □ Invisible support □ Materials adaption □ Promoting positive peer interactions  Respect child's ideas and interest □ Responding to child communication □ Sensitive to individual needs  Planning □ Activity matrix □ Clarify individual objectives □ Breaking objectives to smaller steps	Activity simplification Appropriate classroom space Peer support Special equipment Embedded Teaching and Learning Opportunities Distributed teaching Embedded teaching loop Sufficient trials or opportunities	<ul> <li>Observing all children</li> <li>Outdoor opportunity</li> <li>Peer support and interaction</li> <li>Preparation of materials</li> <li>Proactive prevention strategies</li> <li>Promoting children's engagement</li> <li>Recognizing positive behaviors</li> <li>Redirecting misbehavior</li> <li>Routine transition time</li> <li>Smooth transitions</li> <li>Variety of modalities and materials</li> </ul>