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.

References:


Principle 1: Teacher/Staff Support

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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)

**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