

Translating Research for Practice



Coaching Teachers to Promote Social Interactions with Toddlers

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Overview

What is the purpose?

Training teachers to promote and facilitate social interactions (SIs) on the playground

Who received instruction?

Seven toddlers (12–18 months old) in one classroom



Where did the learning take place?

On the playground @ a university-based inclusive early learning program



Key Findings

When teachers received a training and feedback via email they prompted social interactions between children more often.



Teachers continued to prompt social interactions after feedback ended.



Take Aways

Sessions were embedded in outdoor play when teachers were already supervising children on the playground.

STRATEGIES FOR COACHES AND TEACHERS

- Providing teachers with feedback via email may be a less time-intensive way to provide feedback (versus in-person)
- Consider when and how to use both general and specific feedback to support teacher use of practices
- Consider how you might use prompting to promote peer social interactions across existing social routines like meal times, outdoor play, and center time

Citation

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