



# CONNECT

The Center to Mobilize Early Childhood Knowledge

## Tiered Instruction: Social Emotional Development and Academic Learning

**Chih-Ing Lim**

CONNECT, FPG Child Development Institute  
NC B-K Consortium Meeting  
October 26, 2012

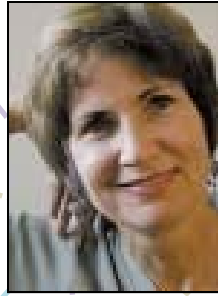


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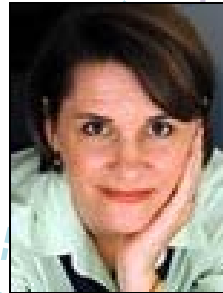
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# The CONNECT Team



Pam Winton  
University of  
North Carolina at  
Chapel Hill



Virginia Buysse  
University of  
North Carolina  
at Chapel Hill

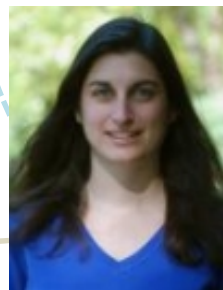


Beth Rous  
University of  
Kentucky

Dawn Ellis,  
Project Officer



Chih-Ing Lim  
University of  
North Carolina at  
Chapel Hill



Dale Epstein  
University of  
North Carolina  
at Chapel Hill



Cici Sidor  
University of  
North Carolina  
at Chapel Hill



Patti Singleton  
University of  
Kentucky

# Focus on clinical practice

- NCATE, 2010



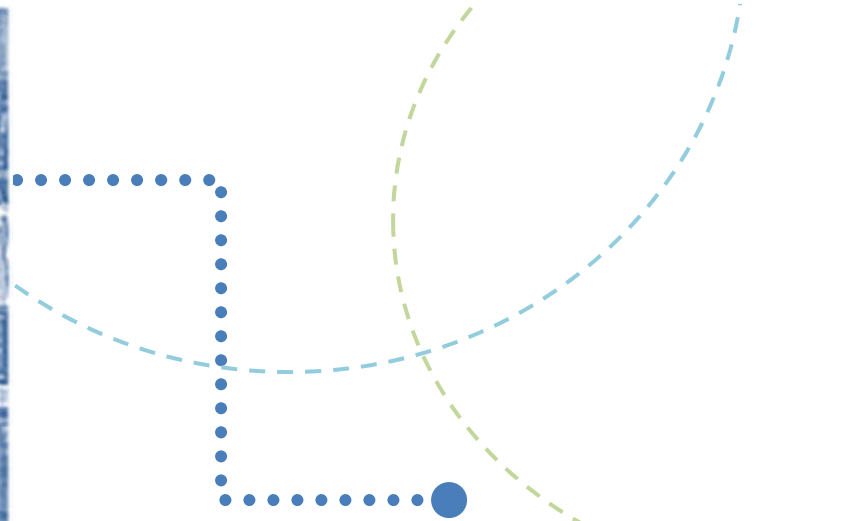


# Context: Increased focus on evidence-based practice



Practitioners  
are expected  
to use  
evidence-  
based practice





PD providers  
are expected to  
incorporate EBP  
into PD.



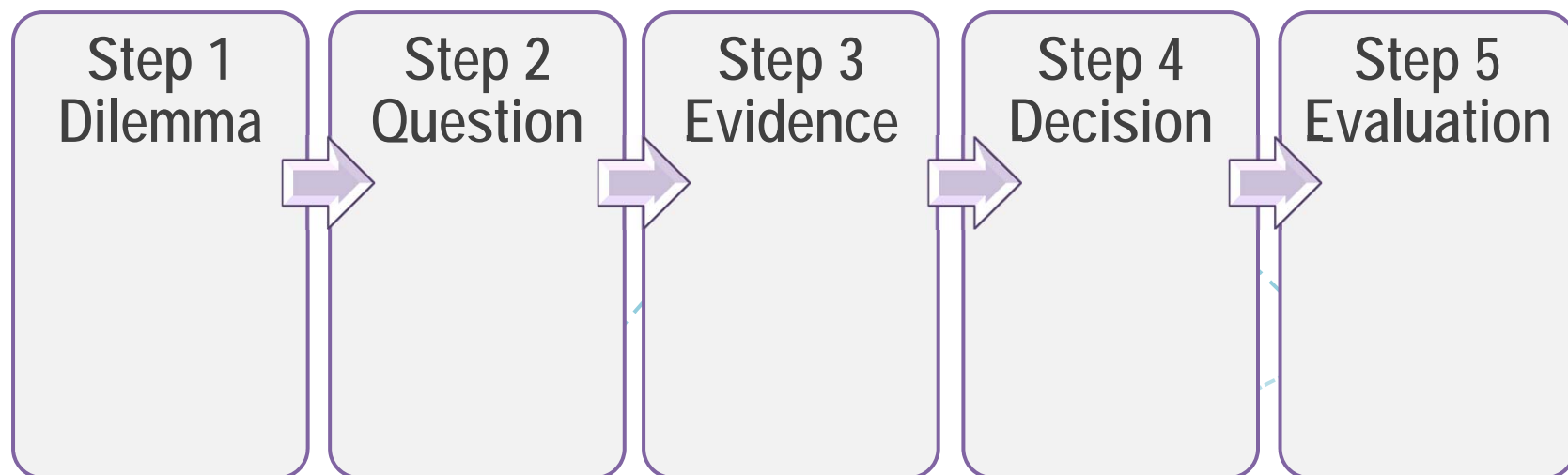
**Evidence-Based Practice is.....**

**identifying** a decision-  
**specific** making process  
**research-based** that **integrates** the  
**practices** the best available research  
evidence with family &  
professional wisdom &  
values  
that have  
been validated through  
rigorous review processes

Buyse & Wesley, 2006; Buyse, Wesley, Snyder, & Winton, 2006;  
Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005



# Innovation: An Approach for Incorporating EBP into PD



**5 Step Learning Cycle – Process for Making Evidence-Based Practice Decisions**

# CONNECT Modules: Practice-focused approach





# Our Target Audience

- 2-year and 4-year college faculty
- Other professional development providers



# Available Modules



**Module 1: Embedded Interventions**



**Module 2: Transition**



**Module 3: Communication for Collaboration**



**Module 4: Family-Professional Partnerships**



**Module 5: Assistive Technology Interventions**



**Module 6: Dialogic Reading**



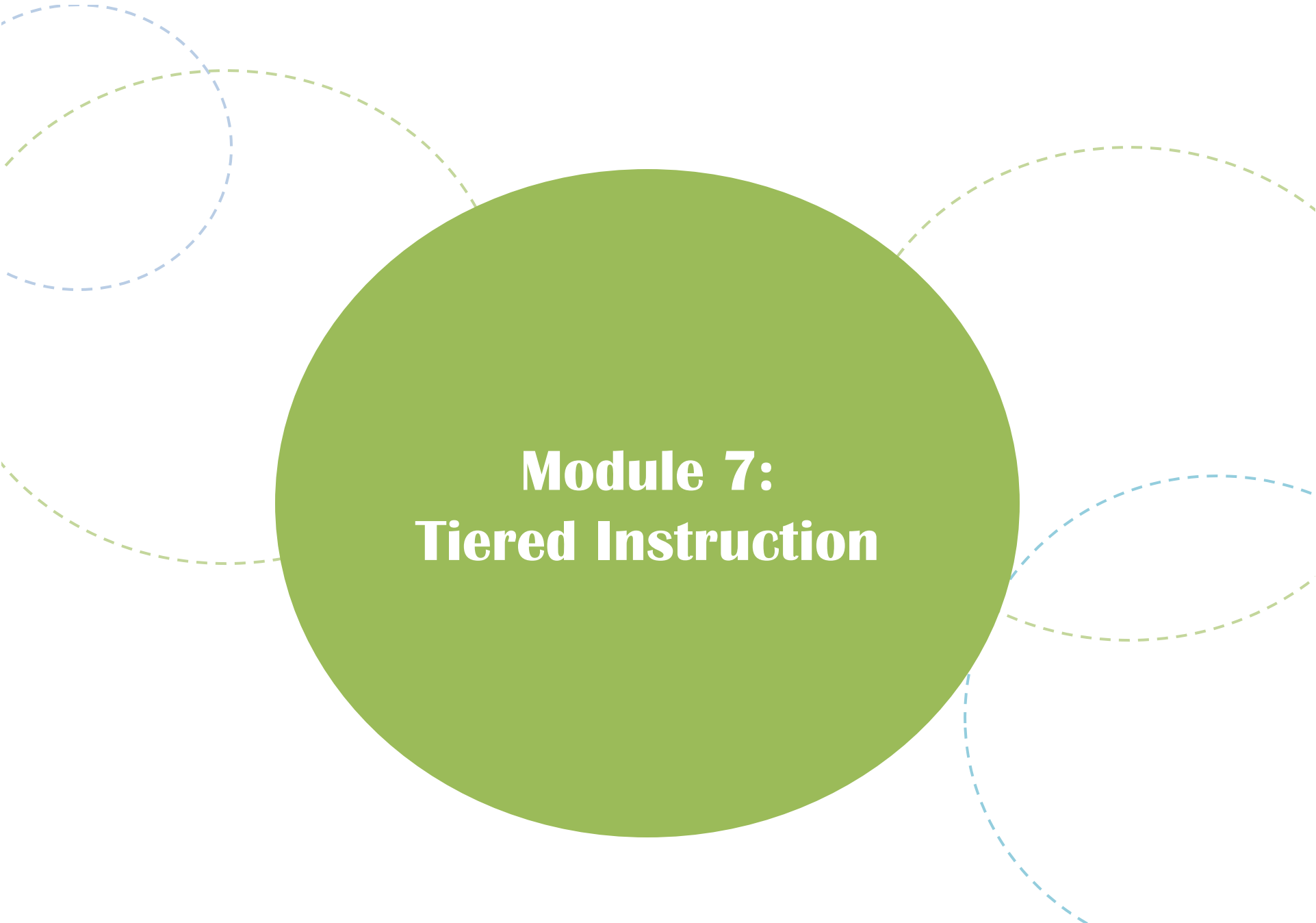
**Module 7: Tiered Instruction (Social emotional development & Academic learning)**

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# **Module 7: Tiered Instruction**

# Step 1: Dilemma



Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



Step 5:  
Evaluation



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# Step 2: Question



For preschool children enrolled in early care and education programs (P), is tiered instruction (I) effective in promoting children's development and learning (O)?

Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



Step 5:  
Evaluation



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# Step 3: Evidence

- Research
- Policies
- Experience-based knowledge

Evidence

Definition/  
Demonstration of  
Practice

Teaching  
Component

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation

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# Research

Handout 7.1



## Research Summary on Response to Intervention

There is little research available on the effectiveness of Response to Intervention (RTI) for children prior to kindergarten. However, there is a growing body of evidence on the effectiveness of RTI for school-age students, particularly for students in kindergarten through Grade 3.

This document summarizes information from several research syntheses on RTI for school-age students<sup>1</sup>. Two practice guides sponsored by the Institute of Education Sciences (IES), U.S. Department of Education, summarized the research evidence on the effects of RTI for improving reading<sup>2</sup> and math instruction<sup>3</sup> in the early primary grades. In addition, a meta-analysis of 24 studies examined the size of the effects of RTI for students and schools (Burns, Appleton, & Stehouwer, 2005). Another IES practice guide summarized the research on behavior problems and offered concrete recommendations to help teachers address the most common types of behavior problems encountered among their students<sup>4</sup>.

### How were RTI practices defined and implemented?

Across all studies, RTI practices generally consisted of instruction (foundational instruction and tiered interventions) linked to formative assessments of student performance in reading or math. Studies focused on reducing behavior problems addressed multiple levels including the individual student, the classroom environment, and the school or system as a whole. In some studies, the interventions were implemented by researchers, whereas in other studies, the interventions were implemented by classroom teachers.

### What were the characteristics of the participants and settings?

Generally, the participants in the studies were students and classroom teachers in elementary and middle schools in the U.S. Most of these students were not identified as having a disability, but some were identified as having a learning difficulty in reading or math. Some of the studies on behavior problems were conducted with students with identified behavioral or emotional disabilities.

### What were the key findings regarding the effectiveness of RTI for improving teaching and learning?

Overall, research findings show that RTI is effective when implemented in the early grades, that it can improve learning outcomes in reading and math, and that it can reduce the need for special education. The use of formative assessments can have a positive effect on teachers' instructional decision-making. There is strong evidence for the effectiveness of tiered interventions in reading and math for students identified as at-risk for learning.

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Page 1

Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



Step 5:  
Evaluation



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# Other resources

Handout 7.4



## Policy Advisory Tiered Instruction

Specific federal policies addressing the use of tiered instructional approaches are not available at this time. However, in 2010, the Office of Special Education issued informal guidance on the use of tiered instructional approaches for Intervention or RTI. For school-age students in kindergarten through Grade 5, the guidance addresses the use of tiered instructional approaches within eight provisions of the *Individuals with Education Act (IDEA)* and for Exceptional Children (CEC). For more information about each of the

### OSEP Informal Guidance on Use of RTI for Three-to-Five Year-Olds

The OSEP guidance addressed several issues regarding the use of tiered instructional approaches. The guidance addressed how to determine whether children are eligible for services, along with parental rights in this regard. The guidance is available at: <http://www2.ed.gov/policy/special/guid/idea/memosdcitrs/osep>

### Council for Exceptional Children (CEC) Position Statement on RTI

In 2008, CEC released a position statement on RTI. The statement provides general guidelines for classroom implementation and provides general guidelines for classroom implementation. The CEC position statement is available here: <http://www.cec.sped.org/AM/Template.cfm?Section=Content&ContentID=11116>

### Provisions Addressing RTI for School-Age Children

## National Professional Development Center on Inclusion

Helping states achieve an integrated professional development system that supports high quality inclusion



## Response to Intervention (RTI) in Early Childhood Building Consensus on the Defining Features

### Background and Purpose

Response to Intervention (RTI) is an approach that is gaining acceptance in kindergarten-Grade 12 in many schools throughout the U.S. RTI has a dual focus – improving the quality of instructional practices for all students, and as providing additional instructional and behavioral supports for some students to ensure that every student succeeds in school. Although there is not a single definition or agreed-upon way of implementing RTI, the key features of this approach generally involve using students' skills to help teachers plan and organize instruction.

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation



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# Definition of Tiered Instruction

Tiered instruction is a framework for linking assessment with instructional and behavioral supports that are matched to children's learning needs.

The key components of tiered instruction are:

- formative assessment
- instruction and targeted interventions

Source: CONNECT Module 7: Tiered Instruction



Targeted Interventions and Supports (social-emotional development and academic practice)

Foundational Practices (social-emotional development and academic practice)

Source: CONNECT Module 7



# Demonstrations of Tiered Instruction

**Social Emotional Development**

**Academic Learning**

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation

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# Demonstrations of Tiered Instruction

## Social Emotional Development

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
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Step 5:  
Evaluation

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# Social Emotional Development: Foundational Practices

- Building positive relationships
- Creating an environment that helps children feel connected and safe
- Setting classroom rules
- Teaching emotional literacy
- Encouraging appropriate behavior
- Managing challenging behavior



# Setting classroom rules

Teachers create classroom rules together with children, and talk about them to make sure that there are clear expectations on how to behave and get along with others. Consistent schedules, predictable routines, and clear expectations for behavior all contribute to a positive learning environment.

Source: CONNECT Module 7: Tiered Instruction

# Demonstration of setting classroom rules



Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



Step 5:  
Evaluation



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# Teaching emotional literacy

Emotional literacy involves helping children recognize, label and understand emotions such as mad, sad, and happy in themselves and others. Once children have learned these basic emotions, teachers can introduce more complex emotions such as frustrated, worried, proud, and excited. After children learn to recognize these emotions, the next step is helping them learn new ways to think about and respond to these feelings.

Source: CONNECT Module 7: Tiered Instruction



# Demonstration of teaching emotional literacy



Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



Step 5:  
Evaluation



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# **Social Emotional Development: Targeted Interventions and Supports**

- Using a Peer Buddy Approach
- Using an Incentive System for Individual Children
- Developing a Behavior Support Plan

# Using an incentive system for individual children

One targeted support involves designing an incentive system for a particular child, for example, a child who has difficulty keeping his hands to himself during snack time or circle time. In this example, a teacher would create a system in which the child would earn a smiley face each time he succeeded in keeping his hands to himself, and after receiving 3 smiley faces that day, the child is allowed to help the teacher during circle time.

Source: CONNECT Module 7: Tiered Instruction

# Using an Incentive System for Individual Children





# Demonstrations of Tiered Instruction

## Academic Learning

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation

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# Academic Learning: Foundational Practices

- Using an effective core curriculum and intentional teaching
- Creating a rich learning environment
- Dialogic reading

# Academic Learning: Targeted Interventions and Supports

- Small-group instruction
- Embedded interventions
- Listening centers
- Individualized scaffolding strategies

# Small-group instruction

To enhance learning, teachers provide targeted instruction on specific skills to small groups of children (generally three to six) who require additional supports to learn based on formative assessments. For example, small-group instruction using a supplemental curriculum on language and literacy would focus on skills such as vocabulary development, phonological awareness, sound awareness and alphabet knowledge.

Source: CONNECT Module 7: Tiered Instruction



# Demonstration of small-group instruction



# Step 4: Decision

Unique Perspectives & Contexts  
of the Dilemma

## Evidence

- Research
- Policies
- Experience-based knowledge

Integrate

Decision

Identify, review  
and select  
strategies

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation

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# Review the practices

Handout 7.5



## Foundational and Targeted Practices within Tiered Instruction

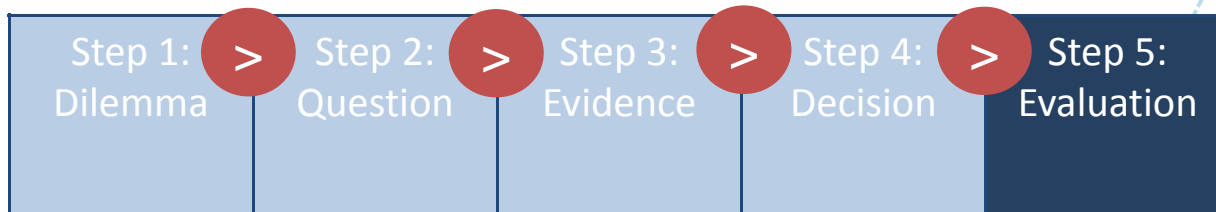
### Tiered Instruction Related to Social Emotional Development

#### Foundational Social Emotional Practices

List the practice	Describe the practice	Do you feel you have enough information to implement this practice?	Where can you go for additional information?

# Step 5: Evaluation

- ❑ Formative assessment is a key component of tiered instruction, so evaluation is already built into this practice
- ❑ Examples of specific formative assessment tools:
  - ❑ Early Screening Project (ESP)
  - ❑ C-PALLS
  - ❑ IGDI
  - ❑ TPOT







# Pair-Share

- How would you use this module?
- Where do you see this fit in?

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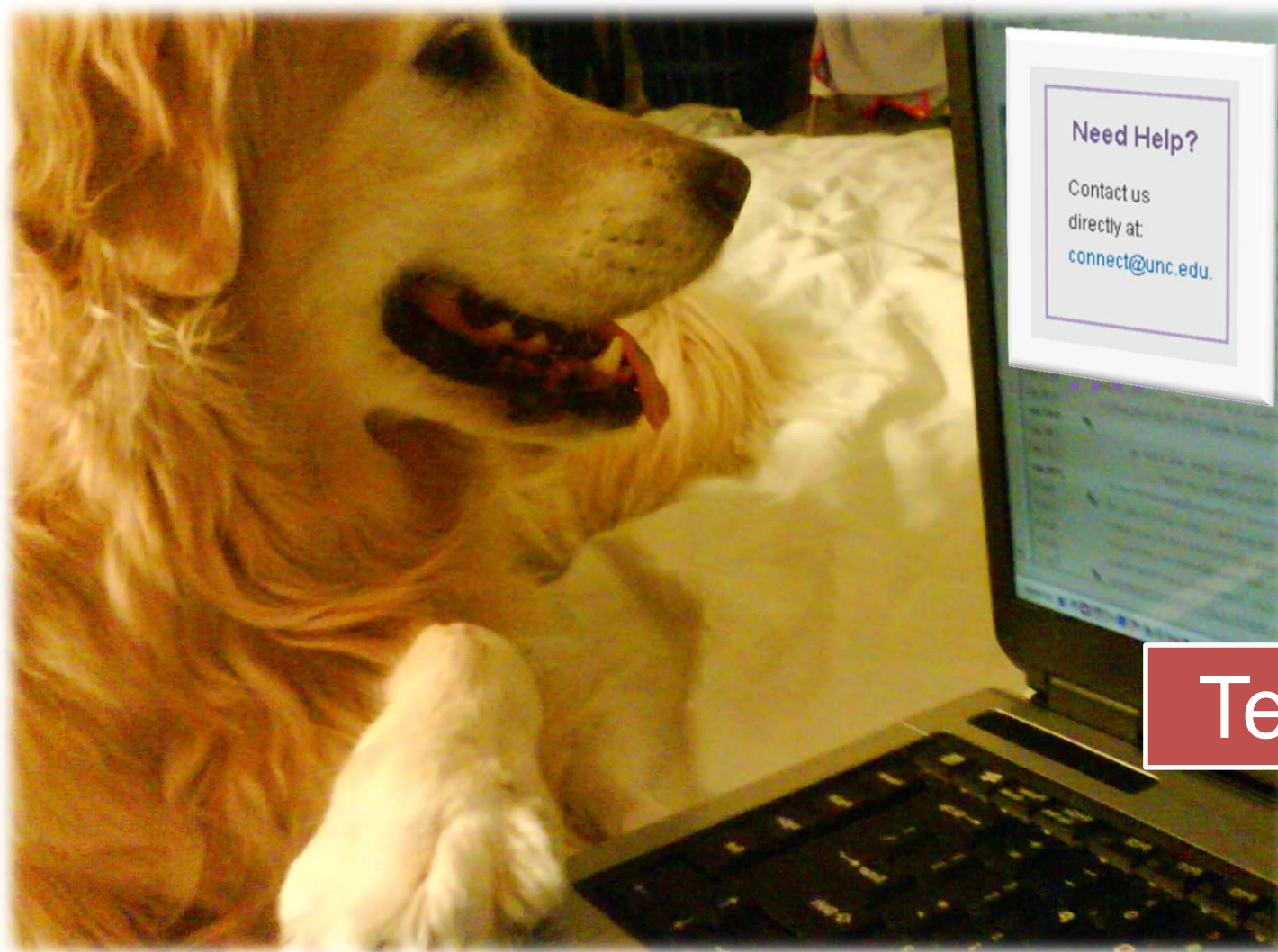
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# Questions

