

Describe the dilemma

Name

Date

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Instructions

In this module, two practice dilemmas are presented on tiered instruction. [Video 7.1](#) is focused on a teacher trying to address children's social emotional development. [Video 7.2](#) is focused on a teacher working to improve children's academic learning. Depending on how you use this module, you can watch and evaluate both videos, or focus on just one particular content area.

Watch the clip, [Video 7.1: The teacher's viewpoint- Social emotional development](#). Then in your own words, describe the dilemma – the particular challenges Emily, a preschool teacher, faces.

Watch the clip, [Video 7.2: The teacher's viewpoint- Academic learning](#). Then in your own words, describe the dilemma – the particular challenges Michelle, a preschool teacher, faces.

[Hints](#)

Apply the research to practice

Name

Date

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Instructions

Read [Handout 7.1: Research Summary on Response to Intervention](#). Be prepared to discuss the written responses to the following questions.

1. What does the research say about the effectiveness of RTI for school-aged children? What does it say for children prior to kindergarten?

2. How relevant are the research findings to the context portrayed in the dilemma(s)?

[Hints](#)

Identify ways to build positive relationships

Name

Date

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Instructions

Watch [Video 7.7: Christopher's Story](#).

1. What are two things that the adults in Christopher's life do to build positive relationships with him and each other?

2. How do you think the positive relationships that the teacher, therapists, and family members have with one another impact Christopher?

[Hints](#)

Describe how the environment helps children feel connected and safe

Name

Date

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Instructions

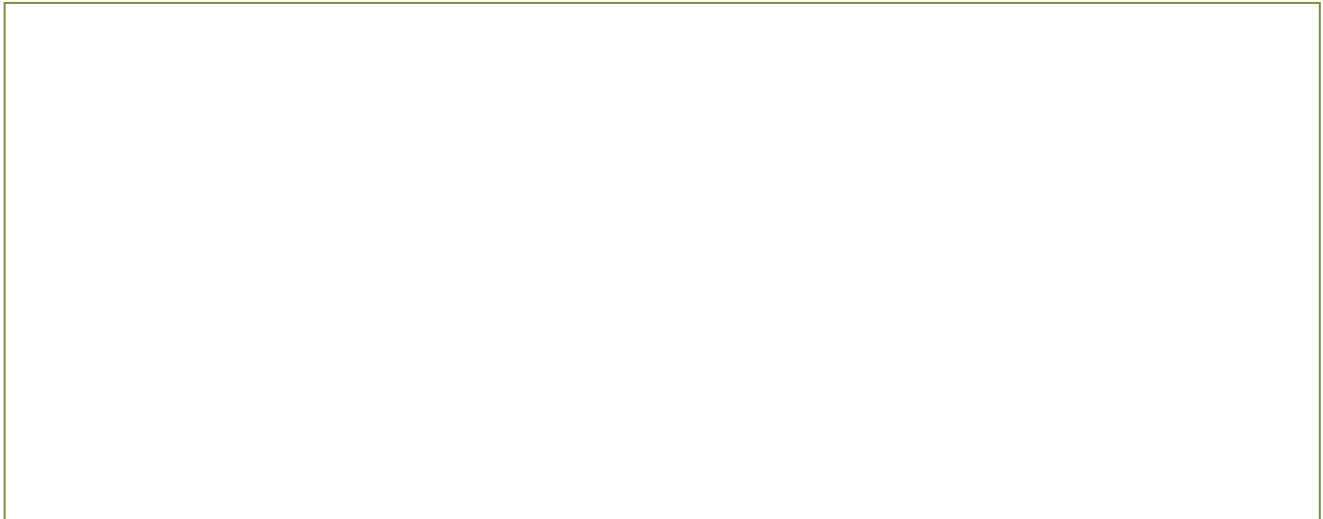
Watch [Video 7.8: Promoting opportunities to connect to others](#) and/or [Video 7.9: Creating an environment](#).

1. In the video clip(s), what are two things you notice about the classroom environment(s) that may give children the opportunity to play together and relate positively to each other and to adults?

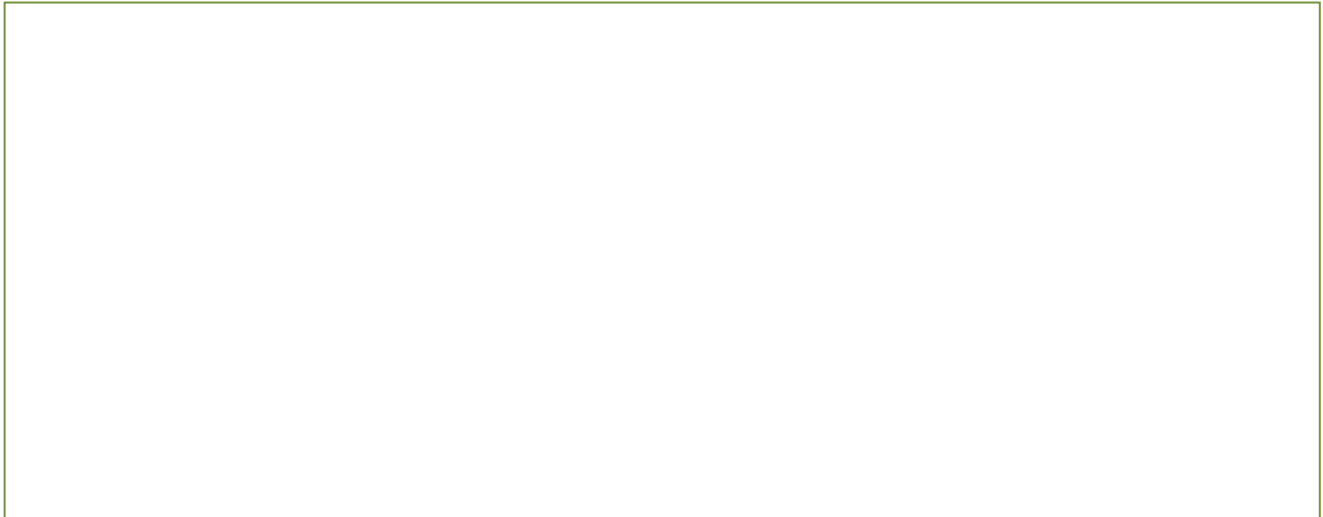
2. What is something else that the adult(s) could do to change the environment to help children interact positively with one another?

Activity 7.5a

3. (*Optional: for those currently placed or working in an early childhood setting*) Think about the early childhood setting in which you are currently. Describe two ways in which the early childhood environment **is currently** organized that helps children feel connected and safe and allows them to relate positively to others.



4. (*Optional: for those currently placed or working in an early childhood setting*) Think about the early childhood setting in which you are currently. Describe one way in which the early childhood environment could **be better** organized that would help children feel connected and safe and allow them to relate positively to others.



Hints

Setting classroom rules

Name

Date

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Instructions

Watch [Video 7.10: Reviewing classroom rules](#).

1. Describe how the teacher reviewed the rules with the children during circle time.

Next, think about the pre-K or early childhood classroom you are working in now. If you are not currently working in a classroom, visit an early childhood classroom near you.

2. How many rules does the classroom have? List some of the classroom rules.

Activity 7.6a

3. Describe how the rules are written. Are they positive or negative? Why do you think they are written that way?

4. How does the lead teacher teach the rules to the children? How often does the lead teacher discuss the rules with the children? (*Note: if you are just visiting a classroom for the first time and do not observe the teacher doing these activities, ask the teacher.*)

[Hints](#)

Teaching emotional literacy skills

Name

Date

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Instructions

Watch [Video 7.11: How is Froggy feeling?](#)

1. In [Video 7.11: How is Froggy feeling?](#), what are three emotions that the teacher discusses with her children while reading a book to them?

2. What else could the teacher have done to expand the discussion on emotions, especially related to individual differences?

Activity 7.7a

3. Identify each of the emotions associated with the faces on [Handout 7.2: Emotional Literacy Skills: Identifying and Understanding Emotions](#). List out each emotion below.

3. Next, with a partner, discuss how you understood which emotion each face had. What were the clues from each face that showed you what emotion was associated with a particular face? Again, list each emotion below and write out the clues associated with each emotion.

4. It is important as a teacher to help children learn to identify and understand their own and others' emotions. What can you do as a teacher to foster emotional literacy in the classroom? With a partner, list 2 activities you could do to help foster emotional literacy in the classroom (e.g, a song, art project, book, etc.)



Hints

Adapted from CSEFEL WWB Training Kit #21. Fostering Emotional Literacy in Young Children: Labeling Emotions

Identify ways to problem solve

Name

Date

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Instructions

Watch [Video 7.12: Putting on a puppet show](#), and Video [7.13: Finding a resolution in the block area](#).

1. In [Video 7.12: Putting on a puppet show](#), when the puppets started fighting, what did the teacher suggest the child do?

2. In [Video 7.13: Finding a resolution in the block area](#), how did the teacher help the children come to a resolution about playing with the blocks?

[Hints](#)

Describe an example of an incentive system

Name

Date

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Instructions


Watch [Video 7.14: Using an incentive system with Sammy](#).

1. What does Sammy need to do throughout the day in order to receive his incentive?

2. What is the reward or incentive that Sammy gets if he demonstrates appropriate behavior?

Activity 7.9a

3. Think about a child you know that could benefit from an incentive system. What replacement behavior would you want to reinforce? What would be rewarding for that child?



Hints

Components of a rich learning environment

Name

Date

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Instructions

Look at the pictures of early childhood classrooms in [Handout 7.3: Creating a Rich Learning Environment](#). Then answer the questions below.

1. Select four of the pictures from Handout 7.3 and describe how each of those classrooms were modified to create rich learning environments.

2. If you had (or have) your own classroom, name two things you could do to create a richer learning environment for the children in your class.

[Hints](#)

Using dialogic reading as a foundational instructional practice

Name

Date

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Instructions

Dialogic reading involves asking children specific types of questions (e.g., *What happened when Jose went back to school? Did you ever not want to do something your mom wanted you to do?*) using a set of strategies when reading a storybook. Watch [Video 7.15: Reading the book-Carrot Soup](#) to see how a teacher uses dialogic reading practices with a group of children.

1. What did the teacher do to engage the children in storybook reading?

2. Write down three of the questions the teacher asked the children while she was reading the book.

3. Why do you think it is important to ask children questions while reading a book?

[Hints](#)

Small group instruction

Name

Date

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Instructions

Watch [Video 7.16: Rolling a ball rhyming activity](#). Then answer the questions below.

1. In this video, you watched a teacher work with a small group of children. What skill was the teacher working on with the children? What game was the teacher playing while teaching the children?

2. Why not do this activity with all children in the class? What do you think the reason is for having a small group?

3. Were there some missed opportunities or other ways the teacher could have done more to help the children understand the concept of rhyming?



[Hints](#)

Embedding learning into everyday activities

Name

Date

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Instructions

Watch [Video 7.17: Letters on an alphabet tree](#) and answer the questions below.

1. Describe the activity the teacher is doing with a few children during center time.

2. What skills or concepts is the teacher reviewing by doing this activity?

3. What is another activity you can think of to do with a small group of children to promote letter identification?



[Hints](#)

Individualized scaffolding strategies

Name

Date

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Instructions

Watch [Video 7.18: Washing clothes](#). Then answer the questions below.

1. How does the teacher teach Chloe how to “wash clothes” in the dramatic play area?

2. What kinds of supports did you see the teacher using in the video?

Activity 7.14a

Watch [Video 7.19: Peer supports in Bingo](#). Then answer the question below.

3. What did the teacher do to encourage the children to help each other (known as peer support) during the game of Bingo?

[Hints](#)

Consider experience-based knowledge

Name

Date

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Instructions

Watch and listen to the following video and audio clips with experienced administrators and a researcher on the topic tiered instruction (or RTI) in early childhood.

1. Watch [Video 7.20: Lydia Carlis](#). Why does she say that RTI is important and needed in early childhood?

2. Watch [Video 7.21: Jim Lesko](#). What are two of the key differences between RTI in early childhood and in K-12 programs that Jim mentions?

Activity 7.15a

3. Listen to [Audio 7.1: Doré LaForett](#). What are two adaptations you can make when implementing RTI for young dual language learners?

[Hints](#)

Consider the unique contexts

Name

Date

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Instructions

Listen to or read the perspective of Emily's and/or Michelle's situations: [Audio 7.2: Emily's perspective](#) and [Audio 7.3: Michelle's perspective](#). You can also refer back to [Video 7.1: The teacher's viewpoint \(social emotional development\)](#) and [Video 7.2: The teacher's viewpoint \(academic learning\)](#) for more information on their situations.

1. Program context – What are the characteristics of the pre-K program? What are the attitudes and beliefs of Emily and/or Michelle?

2. What are some particular concerns Emily and/or Michelle has about her classroom and the children?

3. What is your perspective on Emily and/or Michelle's situation?

[Hints](#)

Use evidence-based practice decision-making

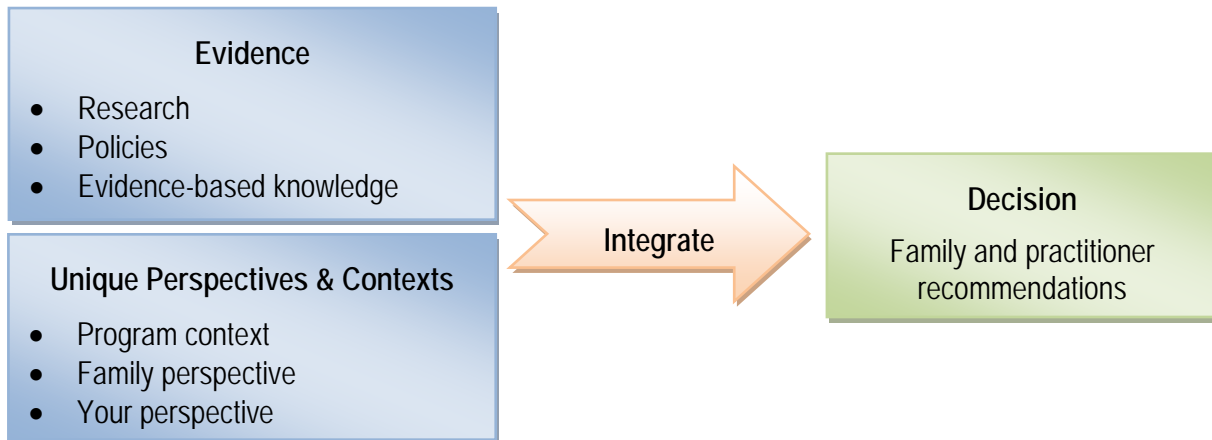
Name

Date

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Instructions

To decide whether to recommend using tiered instruction related to social emotional development or academic learning in the classroom, you will need to integrate general sources of evidence, different perspectives and the unique context in this dilemma to make a recommendation for the answerable question you posed in Step 2.



1. Summarize [Step 3: Evidence](#)

- a. List the major points from [Handout 7.1: Research Summary on Response to Intervention](#) to summarize the best available research on tiered instruction.

Activity 7.17a

- b. List the major points from [Handout 7.5: Policy Advisory: Tiered Instruction](#).

- c. List the major points from the administrators and researchers on RTI in [D: Experience-Based Knowledge](#).

2. Consider the context

Summarize your answers from [Activity 7.16a: Consider the unique contexts](#).

Activity 7.17a

3. Integrate the evidence and context to make a decision.

Recall the answerable question: For preschool children enrolled in early care and education programs (P), is tiered instruction (also known as Response to Intervention) (I) effective in promoting children's development and learning (O)?

Weigh the evidence in light of the context to come to a decision. What is your recommendation? Should Emily and/or Michelle use tiered instruction in their classrooms? What considerations should they keep in mind given the characteristics of her children and the environment? Be prepared to discuss.

[Hints](#)

Review the components of tiered instruction

Name

Date

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Instructions

1. List and describe the two main components of tiered instruction in early childhood.

Component 1:

Component 2:

2. Next, complete [Handout 7.5: Foundational and Targeted Practices within Tiered Instruction](#) to review the specific instruction and intervention practices that can be used in early childhood settings.

[Hints](#)