

## Describe the dilemma

### Objective(s)

Learners describe a dilemma.

### Description

In this activity, learners describe the dilemma after watching a video clip(s) that presents a dilemma about a teacher wondering about the use of tiered instruction in her classroom as a way to improve social emotional development and academic learning.

### Required Materials/Resources

Learner Materials

- [Video 7.1: The teacher's viewpoint- social emotional development.](#)
- [Video 7.2: The teacher's viewpoint- academic learning.](#)
- Format for learner responses (written activity form, guidance for discussion)

### Detailed Facilitator Instructions

1. Provide access to dilemma video or transcript. Video or transcript can be viewed as a class or independently outside of class. Depending on how you use this module, you can watch and evaluate both videos, or focus on just one particular content area.
2. Have learners describe (in writing or through discussion) the dilemmas or particular challenges the preschool teacher Emily ([Video 7.1](#)) and Michelle ([Video 7.2](#)) face.
3. Provide feedback.

### Suggested Assessment

[Emily \(Video 7.1\)](#): The teacher has some children in her classroom with special needs, and others who have difficulties following classroom routines and getting along with others. One child is occasionally aggressive and has regular meltdowns. Her program has adopted a new tiered approach, but she is not sure how this approach will work in her classroom and if it is better than what she is already doing.

[Michelle \(Video 7.2\)](#): The teacher places a large emphasis on literacy development and learning, but sees that some children in her class are learning key literacy concepts faster than others. Her program has adopted a new tiered approach to academic learning that includes formative assessment, which is unfamiliar to her. She needs more information about this tiered approach and how it will help all of her children learn.

Hint provided to learner:

Think about the various needs of the children in Emily and/or Michelle's classrooms. What is each teacher concerned about?

This activity is part of Module 7: Tiered Instruction. To view the content related to this activity, go to [Step 1: Dilemma](#).

**Instructional Method**  
[Problem Solving Session](#)

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation

15-20 minutes for learner activity

**Learner Form**  
[Activity 7.1a](#)

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## **Facilitation Tips**

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.
- Invite guest panel members to discuss the dilemma from their perspectives (via teleconference, on-site, or through an online discussion).

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## **Alternate Version(s)** (refers to different levels of difficulty)

No alternate versions of this activity.

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## **Credits**

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## Turn the dilemma into an answerable question

### Objective(s)

Learners use the PICO tool to identify an answerable question related to a dilemma about the use of tiered instruction.

### Description

In this activity, learners use a tool called PICO to turn a dilemma about the use of tiered instruction into an answerable question.

### Required Materials/Resources

#### Learner Materials

- [Video 7.1: The teacher's viewpoint- social emotional development.](#)
- [Video 7.2: The teacher's viewpoint- academic learning.](#)
- Format for learner responses (written activity form, guidance for discussion)

### Detailed Facilitator Instructions

1. Provide access to the dilemma video and/or transcript. Video or transcript can be view as a class or independently outside of class.
2. Have learners describe Emily and Michelle and the goals they heard each state.
3. Have learners turn the dilemmas into an answerable question using a tool called PICO. Remind learners that PICO requires you identify the following information:
  - P – Person (characteristics of the child or family who will participate in the intervention)
  - I – Interventions being considered
  - C – Comparison to other interventions (if there is research that compares two or more interventions)
  - O – Outcomes desired

This activity is part of Module 7: Tiered Instruction. To view the content related to this activity, go to [Step 2: Question.](#)

[Instructional Method Problem Solving Session](#)

#### Level

Intermediate

#### Estimated Time Needed

5 minutes for instructor preparation

30-40 minutes for learner activity

#### Learner Form

[Activity 7.2a](#)

Putting the details into a chart may be helpful for learners to identify the question:

PICO	P Person (child or family who will receive the intervention)	I Interventions or practice(s) being considered	C Comparison to other interventions (if there is research that compares two or more interventions)	O Outcomes desired
Possible Responses	Preschool children in early care and education programs	Tiered instruction (also known as RTI and PBS)	NA	Promoting children's development and learning

4. Have learners complete the chart to develop a PICO to create an answerable question relating to Emily and Michelle's dilemmas. Possible responses are above, but learners do not need to provide these exact responses.
5. Collect responses from learners.
6. Provide feedback.

### Suggested Assessment

*For preschool children enrolled in early care and education programs (P), is tiered instruction (also known as Response to Intervention and Positive Behavior Support) (I) effective in promoting children's development and learning?*

### Facilitation Tips

- The suggested assessment is provided as a guide, but learners can develop their own PICO that follows this structure.
- Learners can respond in class, online or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.
- Invite guest panel members to discuss the dilemmas from their perspective (via teleconference, on-site, or through an online discussion).
- Link students to *cyber-mentors*; parents and professionals who volunteer to spend 10-15 minutes once a week in an email or online discussion board responding to a student questions and thoughts that emerge during class.

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**Alternate Version(s)** (refers to different levels of difficulty)

- [Activity Guide 7.2b](#): Piece together the question ([Game](#))

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## Piece together the question

### Objective(s)

Learners use a tool called PICO to help create a focused question that is answerable through research.

### Description

In this activity, learners use a tool called PICO to turn a dilemma about a teacher wondering about the use of tiered instruction in her classroom into an answerable question around academic and social emotional development.

### Required Materials/Resources

#### Instructor Materials

- Printable page at the end of this activity, one copy for each learner or groups of learners

#### Learner Materials

- [Video 7.1: The teacher's viewpoint- social emotional development.](#)
- [Video 7.2: The teacher's viewpoint- academic learning.](#)

This activity is part of Module 7: Tiered Instruction. To view the content related to this activity, go to [Step 2: Question.](#)

**Instructional Method**  
[Structured Exercise](#)

**Level**  
Beginner

**Estimated Time Needed**  
15 minutes for instructor preparation  
10-20 minutes for learner activity

### Detailed Facilitator Instructions

1. Make a decision about whether to implement this activity by each learner working alone or working in small groups.
2. Provide access to dilemma video and/or transcript. Video or transcript can be viewed as a class or independently outside of class.
3. Provide a worksheet (printable page at the end of this activity) for all students.
4. Have learners describe the dilemma. Find what is missing in each sample PICO and complete it.
5. Remind learners that PICO requires you identify the following information:
  - P – Person (characteristics of the child or family who will receive the intervention)
  - I – Interventions being considered
  - C – Comparison to other interventions (if there is research that compares two or more interventions)
  - O – Outcomes desired
6. Individually or in small groups, ask learners to arrange the pieces to provide an answerable question related to the dilemma. Learners should tape or paste the answer onto a new 8 ½ x 11 piece of paper.

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## Suggested Assessment

*For preschool children enrolled in early care and education programs (P), is tiered instruction (also known as Response to Intervention and Positive Behavior Support) (I) effective in promoting children's development and learning?*

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## Facilitation Tips

- Break into groups to complete activity.
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## Alternate Version(s) (refers to different levels of difficulty)

- [Activity Guide 7.2a](#): Turn the dilemma into an answerable question ([Problem Solving Session](#))
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For preschool children enrolled in early care and education programs

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is tiered instruction

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effective in promoting children's development and learning?

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For preschool children enrolled in early care and education programs

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is tiered instruction

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effective in promoting children's development and learning?

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# Describe how the environment helps children feel connected and safe

## Objective(s)

Learners consider ways to set up an environment to help children feel connected and safe.

## Description

In this activity, learners view video clips of classroom environments and see how the adults have set up the environments to help children feel connected and safe.

## Required Materials/Resources

### Learner Materials

- [Video 7.8: Promoting opportunities to connect to others](#)
- [Video 7.9: Creating an environment](#)
- Format for learner responses (written activity form, guidance for discussion)

## Detailed Facilitator Instructions

1. Provide access to video clips or transcripts. Videos or transcripts can be viewed as a class or independently outside of class.
2. Ask learners to describe how the classroom environments are set up to help children relate positively to one another. Ask learners to think of additional ways to change the environment to help children feel connected and safe.
3. Provide Feedback.

## Suggested Assessment

1. The classrooms each have a lot of open space for children to move around freely, and there are enough toys and materials for children to all be able to play. The classrooms also have a variety of activities, and centers for children to have choices about how they would like to participate in the environment.
2. Individual responses will vary.
3. Individual responses will vary.
4. Individual responses will vary.

Hint provided to learner:

Think about how the classroom environment is organized and set up, including the toys and materials, types of centers, etc.

This activity is part of Module 7: Tiered Instruction. To view the content related to this activity, go to [Step 3: Evidence](#).

**Instructional Method**  
[Structured Exercise](#)

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation

15-20 minutes for learner activity

**Learner Form**  
[Activity 7.5a](#)

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### Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.

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### Alternate Version(s) (refers to different levels of difficulty)

- No alternate versions of this activity.

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## Setting classroom rules

### Objective(s)

Learners consider classroom rules in early care and education settings.

### Description

In this activity, learners think about the classroom rules in a pre-K or early childhood classroom.

### Required Materials/Resources

#### Learner Materials

- [Video 7.10: Reviewing classroom rules](#)
- Format for learner responses (written activity form, guidance for discussion)

### Detailed Facilitator Instructions

1. Provide access to video or transcript. Video can be viewed as a class or independently outside of class.
2. Have learners describe (in writing or through discussion) how the teacher reviewed the rules with the children.
3. Ask learners to consider the classroom rules where they work currently or at a preschool they have visited. Have them briefly describe the classroom rules and consider how the rules are explained and taught to the children.
4. Provide Feedback.

### Suggested Assessment

1. The teacher asked individual children to say one of the rules, and then had all the children act out or show how to do that rule, as a way to review each of the classroom rules.
2. Individual responses to all questions based on classroom visited.

Hint provided to learner:

1. Think about what the teacher did with individual children and then the whole class to review the rules.
2. Think about the types of rules that exist in your classroom or the classroom you visited (nature, number etc.). Think about how the teacher teaches and reviews the rules with the children.

### Facilitation Tips

- Break into groups to discuss and respond.

### Alternate Version(s) (refers to different levels of difficulty)

- No alternate versions of this activity.

This activity is part of Module 7: Tiered Instruction. To view the content related to this activity, go to [Step 3: Evidence](#).

**Instructional Method**  
[Structured Exercise](#)

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation

15-20 minutes for learner activity

**Learner Form**  
[Activity 7.6a](#)

**Credits**

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## Teaching emotional literacy skills

### Objective(s)

Learners identify emotions and discuss ways to help children learn to identify and understand their own and others' emotions.

### Description

In this activity, learners identify different types of emotions and generate ideas for how to foster emotional literacy in the classroom.

### Required Materials/Resources

#### Learner Materials

- [Video 7.11: How is Froggy feeling?](#)
- [Handout 7.2: Emotional Literacy Skills: Identifying and Understanding Emotions.](#)
- Format for learner responses (written activity form, guidance for discussion)

### Detailed Facilitator Instructions

1. Provide access to video or transcript. Video can be viewed as a class or independently outside of class. Have learners list three emotions that the teacher discusses with her children.
2. Provide access to handout.
3. Ask learners to identify the emotions associated with the faces and discuss the process by which they made their determinations.
4. Have learners consider ways to promote emotional literacy in the classroom and generate two specific ideas.
5. Provide Feedback.

### Suggested Assessment

1. Some emotions that the teacher discusses with her children are: happy, nervous, worried, grumpy, embarrassed, and relieved.
2. Not everyone "turns red" when they are embarrassed; in some cases a flushed face may not be clearly visible, especially for some ethnicities.
3. The emotions on Handout 7.2 are (1) happy, (2) sad, (3) embarrassed, (4) surprised, (5) nervous, (6) angry.
4. The clues for each face were: (1) smiling, eyebrows up, (2) frowning, eyebrows down, (3) looking up, and red cheeks/blushing, (4) open mouth, high eyebrows, (5) clenched teeth, sweat on forehead, arched eyebrows, (6) turned in eyebrows, scowling, closed tight lips.
5. Individual responses will differ.

This activity is part of Module 7: Tiered Instruction. To view the content related to this activity, go to [Step 3: Evidence](#).

**Instructional Method**  
[Structured Exercise](#)

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation

15-20 minutes for learner activity

**Learner Form**  
[Activity 7.7a](#)

Hints provided to learner:

Think about the times in the video when the teacher talks about how Froggy is feeling.

Think about how the teacher associates a red face with embarrassment. Is this an association that holds true for all ethnicities?

Think about the clues provided on each face (facial expressions, qualities) that may indicate specific emotions.

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### Facilitation Tips

- Break into groups to discuss and respond.

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### Alternate Version(s) (refers to different levels of difficulty)

- No alternate versions of this activity.

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## Identify ways to problem solve

### Objective(s)

Learners learn about ways a teacher can help children solve problems.

### Description

In this activity, learners view video clips of teachers helping children learn how to solve problems.

### Required Materials/Resources

#### Learner Materials

- [Video 7.12: Putting on a puppet show](#)
- [Video 7.13: Finding a resolution in the block area](#)
- Format for learner responses (written activity form, guidance for discussion)

### Detailed Facilitator Instructions

1. Provide access to video clips or transcripts. Videos or transcripts can be viewed as a class or independently outside of class.
2. Ask learners to describe how the teacher helped the children to deal with a conflict and to resolve a problem.
3. Provide Feedback.

### Suggested Assessment

1. The teacher helped the child use a technique, called the Turtle Technique, to calm down when you are angry or upset, and had the child demonstrate the technique with the puppet. Then, the teacher asked the child what the puppets can do instead of fighting.
2. The teacher used a series of picture cards on the wall that had different solutions to a problem to help the children decide how to resolve their conflict in the block area.

Hint provided to learner:

1. Think about what the teacher had the child do with the puppet to help the puppet calm down.
2. Think about what the teacher showed the children on the wall, and what it did to help the children.

### Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.

### Alternate Version(s) (refers to different levels of difficulty)

- No alternate versions of this activity.

This activity is part of Module 7: Tiered Instruction. To view the content related to this activity, go to [Step 3: Evidence](#).

**Instructional Method**  
[Structured Exercise](#)

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation

15-20 minutes for learner activity

**Learner Form**  
[Activity 7.8a](#)

**Credits**

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## Describe an example of an incentive system

### Objective(s)

Learners identify and understand the use of an incentive system as a type of targeted intervention.

### Description

In this activity, learners view a video clip and identify the elements of an incentive system used with a young child.

### Required Materials/Resources

#### Learner Materials

- [Video 7.14: Using an incentive system with Sammy.](#)
- Format for learner responses (written activity form, guidance for discussion)

### Detailed Facilitator Instructions

1. Provide access to video clip or transcript. Video or transcript can be viewed as a class or independently outside of class.
2. Ask learners to briefly describe the way the incentive system works.
3. Provide Feedback.

### Suggested Assessment

1. Sammy needs to be a good listener, keep his feet on the floor, keep his body to himself, and not be silly during meal time, circle time, and center time.
2. If Sammy demonstrates appropriate behavior, he gets the letters "H" and "A", and then once he gets "HA", he can tell a joke to the class.
3. Individual responses will vary.

### Hint provided to learner:

1. Think about the things that Sammy needs to do in order to receive a reward.
2. Think about what Sammy gets to do in front of the class if he demonstrates appropriate behavior.

### Facilitation Tips

- Break into groups to discuss and respond. This video could lead to a discussion about the notion of incentive systems moving beyond sticker incentives. Instead, you can look at aspects of the problem behavior, such as wanting to always tell jokes and clown around, and see them as way to tap into the child's interests to create a positive change.

This activity is part of Module 7: Tiered Instruction. To view the content related to this activity, go to [Step 3: Evidence](#).

**Instructional Method**  
[Structured Exercise](#)

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation

15-20 minutes for learner activity

**Learner Form**  
[Activity 7.9a](#)

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**Alternate Version(s)** (refers to different levels of difficulty)

- No alternate versions of this activity.

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# Components of a rich learning environment

## Objective(s)

Learners identify components of a rich learning environment.

## Description

In this activity, learners view a series of pictures to identify components of a rich learning environment.

## Required Materials/Resources

### Learner Materials

- [Handout 7.3: Creating a Rich Learning Environment](#)
- Format for learner responses (written activity form, guidance for discussion)

## Detailed Facilitator Instructions

1. Provide access to handout.
2. Ask learners to describe how the classroom was modified to create rich learning environments, and ask them to think about additional things they could do to enrich the environment even more.
3. Provide Feedback.

## Suggested Assessment

1. Individual responses will vary depending on pictures selected. Some examples are, having letters and numbers in all centers, on the carpet, print materials on the walls, labels in all areas of the classroom, etc.
2. Individual responses will vary.

Hint provided to learner:

1. Look at the pictures and think about literacy and math concepts such as letters and numbers, and how they are included in different parts of the classroom.

## Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.

## Alternate Version(s) (refers to different levels of difficulty)

- No alternate versions of this activity.

## Credits

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This activity is part of Module 7: Tiered Instruction. To view the content related to this activity, go to [Step 3: Evidence](#).

**Instructional Method**  
[Structured Exercise](#)

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation

15-20 minutes for learner activity

**Learner Form**  
[Activity 7.10a](#)

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# Using dialogic reading as a foundational instructional practice

## Objective(s)

Learners review the use of dialogic reading strategies as a foundational instructional practice.

## Description

In this activity, learners view a video clip of a teacher reading aloud to a group of children to see how she uses dialogic reading practices to engage the children.

## Required Materials/Resources

### Learner Materials

- [Video 7.15: Reading the book-Carrot Soup](#)
- Format for learner responses (written activity form, guidance for discussion)

## Detailed Facilitator Instructions

1. Provide access to video clip or transcript. Video or transcript can be viewed as a class or independently outside of class.
2. Ask learners to briefly describe the implementation of dialogic reading strategies and the value of using this as an instructional practice. For more information on using dialogic reading with young children, go to [Module 6: Dialogic Reading Practices](#).
3. Provide Feedback.

## Suggested Assessment

1. The teacher asked the children a series of questions and prompts using a specific format to engage the children in the story.
2. Some of the questions/prompts the teacher asked were: Rabbit's favorite food is....; What is your favorite food?; Why is Rabbit waiting?; What do you see?; Which food does Duck say he likes better?; Have you ever felt disappointed?
3. It is important to ask children questions while reading a book to keep them engaged, and it is also a way to enhance their language and literacy skills.

Hint provided to learner:

1. Think about what the teacher did to engage the children in the story.
2. Think about the questions/prompts the teacher used while reading the story.
3. Think about why it might be good to ask children questions during a read aloud.

This activity is part of Module 7: Tiered Instruction. To view the content related to this activity, go to [Step 3: Evidence](#).

**Instructional Method**  
[Structured Exercise](#)

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation

15-20 minutes for learner activity

**Learner Form**  
[Activity 7.11a](#)

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### Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.

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### Alternate Version(s) (refers to different levels of difficulty)

- No alternate versions of this activity. However, for more in-depth information about dialogic reading practices, go to: [Module 6: Dialogic Reading Practices](#).

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### Credits

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## Small group instruction

### Objective(s)

Learners will understand the use of small group instruction as a targeted instructional strategy.

### Description

In this activity, learners view a video clip of small group instruction and think about the rationale for using this instructional format.

### Required Materials/Resources

#### Learner Materials

- [Video 7.16: Rolling a ball rhyming activity](#)
- Format for learner responses (written activity form, guidance for discussion)

### Detailed Facilitator Instructions

1. Provide access to video clip or transcript. Video or transcript can be viewed as a class or independently outside of class.
2. Ask learners to briefly describe the skills the teacher focused on in the small group and consider the utility of the activity with the whole class versus a small group of children.
3. Provide Feedback.

### Suggested Assessment

1. The teacher was working on words that rhyme with the children. The teacher was playing a game where she would say a word and then roll the ball to a child who would need to think up a word that rhymed with the teacher's word.
2. The reason for doing this activity with a small group of children is that these children needed additional support and reinforcement on a particular practice or set of practices. These concepts had already been introduced to the entire class, but this particular group of children needed additional support.
3. Some other things the teacher could have done to reinforce the concept of rhyming would be to first model the activity for the children, to start with an easier or better known word, or to pair the word(s) with visual cues to help the children.

Hint provided to learner:

1. Think about the skill the teacher was helping the children work on in the small group, and how she was using a game to teach that skill.

This activity is part of Module 7: Tiered Instruction. To view the content related to this activity, go to [Step 3: Evidence](#).

**Instructional Method**  
[Structured Exercise](#)

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation

15-20 minutes for learner activity

**Learner Form**  
[Activity 7.12a](#)

2. Think about why it might be helpful to do this activity with just a small group of children. What might these children need more of that other children in the class may not need?
3. Think about other things the teacher could have done to make it easier for the children to understand the activity and how she could show them how words rhyme.

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### Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.

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### Alternate Version(s) (refers to different levels of difficulty)

- No alternate versions of this activity.

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## Embedding learning into everyday activities

### Objective(s)

Learners watch a video to see how a teacher embeds a learning activity during center time.

### Description

In this activity, learners view a video clip and identify an embedded learning activity a teacher uses with a smaller group of children during center time.

### Required Materials/Resources

#### Learner Materials

- [Video 7.17: Letters on an alphabet tree](#)
- Format for learner responses (written activity form, guidance for discussion)

### Detailed Facilitator Instructions

1. Provide access to video clip or transcript. Video or transcript can be viewed as a class or independently outside of class.
2. Ask learners to briefly describe the way the teacher embeds learning into her transition and the skills/concepts reviewed during this activity.
3. Provide Feedback.

### Suggested Assessment

1. The teacher is reading a book that goes through the alphabet to some children during center time. Each child has a handful of letters and when the teacher reads a letter from the book, the child that has that letter sticks the letter onto the alphabet tree in the center of the table.
2. The teacher is teaching the children letter recognition and identification.
3. Individual responses will vary.

Hints provided to learner:

1. Think about what children are doing after the teacher reads a part of the book to them.
2. Think about the skill the teacher is helping the children learn through this activity.

### Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.

This activity is part of Module 7: Tiered Instruction. To view the content related to this activity, go to [Step 3: Evidence](#).

**Instructional Method**  
[Structured Exercise](#)

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation

15-20 minutes for learner activity

**Learner Form**  
[Activity 7.13a](#)

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**Alternate Version(s)** (refers to different levels of difficulty)

- No alternate versions of this activity.

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# Individualized scaffolding strategies

## Objective(s)

Learners identify how teachers use supports to scaffold instruction.

## Description

In this activity, learners view video clips and identify strategies and supports teachers use to scaffold children's learning.

## Required Materials/Resources

### Learner Materials

- [Video 7.18: Washing clothes](#)
- [Video 7.19: Peer supports in Bingo](#)
- Format for learner responses (written activity form, guidance for discussion)

## Detailed Facilitator Instructions

1. Provide access to video clips or transcripts. Videos or transcripts can be viewed as a class or independently outside of class.
2. Ask learners to briefly describe the teacher's use of strategies and supports in scaffolding the children's learning.
3. Provide Feedback.

## Suggested Assessment

1. The teacher uses a series of pictures which describe each step of how to "wash clothes", by pointing to the pictures and then showing Chloe how to do each step.
2. The teacher uses supports such as visual cues, verbal prompting, gesturing, pointing and modeling to help Chloe learn the sequence of washing clothes.
3. When the child points to the correct picture on the other child's Bingo card, the teacher gives positive feedback and encourages the children to help one another.

### Hints provided to learner:

1. Think about what tool or resource the teacher uses to show Chloe the steps to "wash clothes".
2. Consider the specific types of things (actions, words) the teacher does to help Chloe learn the sequence of washing clothes.
3. Think about the response of the teacher when the child points to the correct picture on the other child's Bingo card.

## Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.

This activity is part of Module 7: Tiered Instruction. To view the content related to this activity, go to [Step 3: Evidence](#).

**Instructional Method**  
[Structured Exercise](#)

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation

15-20 minutes for learner activity

**Learner Form**  
[Activity 7.14a](#)

- Break into groups to discuss and respond.

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**Alternate Version(s)** (refers to different levels of difficulty)

- No alternate versions of this activity.

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## Consider experience-based knowledge

### Objective(s)

Learners listen to administrators and a researcher about important considerations for tiered instruction (or RTI) in early childhood and identify take-away messages.

### Description

In this activity, learners watch and listen to video and audio clips with administrators and a researcher, and identify important considerations about tiered instruction (or RTI).

### Required Materials/Resources

#### Learner Materials

- [Video 7.20: Lydia Carlis](#)
- [Video 7.21: Jim Lesko](#)
- [Audio 7.1: Doré LaForett](#)
- Format for learner responses (written activity form, guidance for discussion)

### Detailed Facilitator Instructions

1. Provide access to video and audio clips or transcripts. Learners can listen to or watch audio and video clips as a class or independently outside of class.
2. Ask learners to listen to each audio or video clip and consider important considerations from each person.
3. Provide feedback.

### Suggested Assessment

1. RTI is important and needed in early childhood because many children come to school unprepared and need intervening services. Also, although children develop different skills at different rates, there are developmental guidelines for what all children should be able to do in early childhood, and right now African American students and children who are English Language Learners are disproportionately represented in special education and not getting the services they need early on and RTI can support this.
2. Two key differences between RTI in early childhood and K-12 are 1) funding- there are more resources available in K-12 for RTI than in early childhood; and 2) settings- there are many types of settings in early childhood (preschool, child care, day care, family child care), whereas in K-12 there are school buildings and classrooms.
3. Two adaptations you can make when implementing RTI for young dual language learners are: 1) making adaptations to formative assessment using both English and the child's home language; and 2) bridging- using both English and the home language strategically during instruction.

This activity is part of Module 7: Tiered Instruction. To view the content related to this activity, go to [Step 3: Evidence](#).

**Instructional Method**  
[Problem Solving Session](#)

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation

15-20 minutes for learner activity

**Learner Form**  
[Activity 7.15a](#)

Hints provided to learner:

Note each administrator and researcher's thoughts about RTI or tiered instruction.

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### **Facilitation Tips**

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed or submitted online.
- Break into groups to discuss and respond.

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### **Alternate Version(s)** (refers to different levels of difficulty)

No alternates available for this activity.

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## Consider the unique contexts

### Objective(s)

Learners describe the dilemma from multiple perspectives.

### Description

In this activity, learners listen to or read Emily's and/or Michelle's perspectives and consider the unique context of the dilemma from each teachers' perspective.

### Required Materials/Resources

#### Learner Materials

- [Audio 7.2: Emily's perspective](#)
- [Audio 7.3: Michelle's perspective](#)
- Format for learner responses (written activity form, guidance for discussion)

### Detailed Facilitator Instructions

1. Provide access to audio clips or transcripts. Learners can listen to the audio clips or read transcripts as a class or independently outside of class.
2. Ask learners to briefly describe the program contexts, particular concerns Emily and Michelle have, and their perspective on each situation.
3. Provide feedback.

### Suggested Assessment

1. Program context

Emily:

- Pre-K classroom in a blended Head Start-public program [details from Step 1: Dilemma]
- Children in her classroom have a range of abilities and have difficulties following classroom routines, and getting along with other children, including one child who has regular meltdowns and is occasionally aggressive.

Michelle:

- Classroom in a child care center [details from Step 1: Dilemma]
- Classroom is literacy rich, but some children are learning key literacy concepts faster than others.

#### Teacher's attitudes and beliefs

Emily: wants to make sure all the children in her class get her attention and is curious about learning a new way to help her organize the learning environment to promote children's social emotional development.

This activity is part of Module 7: Tiered Instruction. To view the content related to this activity, go to [Step 4: Decision](#).

**Instructional Method**  
[Problem Solving Session](#)

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation

15-20 minutes for learner activity

**Learner Form**  
[Activity 7.16a](#)

Michelle: believes that all children benefit from language and literacy activities, and wants more information about using a tiered approach and doing formative assessments.

2. Particular concerns of Emily and Michelle

Emily: Not sure how a tiered approach will work and whether it is better than what she is already doing.

Michelle: This new tiered approach seems complicated and wants to make sure it will help all children learn, but needs more information.

3. Personal reflection

Hints provided to learner:

1. Describe Emily and Michelle's programs and the children in their classrooms. Your response should also mention what each teacher wants to learn and do to help her students.
2. Describe how Emily and Michelle feel about using tiered instruction in each of their classrooms.
3. Have you had experience using tiered instruction? Describe your views.

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### Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed or submitted online.
- Break into groups to discuss and respond.

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### Alternate Version(s) (refers to different levels of difficulty)

There are no alternate versions of this activity.

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# Use evidence-based practice decision-making

## Objective(s)

- Learners summarize the dilemma and content presented in Module 7.
- Learners make a recommendation using an evidence-based practice decision-making process.

## Description

In this activity, learners are introduced to an evidence-based practice decision-making framework they can use to make a recommendation about use of tiered instruction.

## Required Materials/Resources

### Learner Materials

- [Handout 7.1: Research Summary on Response to Intervention](#)
- [Handout 7.4: Policy Advisory: Tiered Instruction](#)
- Format for learner responses (written activity form, guidance for discussion)

## Detailed Facilitator Instructions

1. Provide access to the evidence-based practice decision-making tool.
2. Ask learners to complete the tasks below:
  - 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 (RTI).
    - b. List the major points from [Handout 7.4: Policy Advisory: Tiered Instruction](#) reflecting the field's views on tiered instruction for social emotional development and academic learning.
    - c. List the major points noted by administrators and a researcher on RTI from Step 3. [D: Experience-Based Knowledge](#).
  - 2) Consider the context
    - a. Summarize your answers from [Activity 7.16a: Consider the unique contexts](#).
  - 3) Integrate the evidence and context to make a decision
    - a. Recall the answerable question: *For preschool children enrolled in early care and education programs (P), is tiered instruction (also known as Response to Intervention and Positive Behavioral Supports) (I) effective in promoting children's development and learning (O)?*
    - b. Weigh the evidence in light of the context to come to a decision. What is your recommendation? Be prepared to discuss.
3. Provide Feedback

This activity is part of Module 7: Tiered Instruction. To view the content related to this activity, go to [Step 4: Decision](#).

**Instructional Method**  
[Structured Exercise](#)

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation

15-20 minutes for learner activity

**Learner Form**  
[Activity 7.17a](#)

## Suggested Assessment

1. Summarize the general evidence including:

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<http://community.fpg.unc.edu/connect-modules>

- a. Research – (1) The research found that for school-aged children, RTI can improve learning outcomes and reduce the need for special education, as well as address behavior problems using specific classroom practices. However, there is little research available for children prior to kindergarten.
- b. Policy Guidelines – There are not specific federal policies available for children prior to kindergarten; however there is informal guidance from OSEP about how to determine whether young children are eligible for and make referrals for special education services. For school-aged children, there are specific policies and a consensus statement that address the use of tiered instruction.
- c. Experience-Based Knowledge – Administrators and researchers explain that RTI can be used to support all children, that you can make adaptations for young dual language learners when implementing RTI such as doing formative assessments in both English and the child’s home language, and that there are key differences between RTI in early childhood and K-12 such as funding and types of settings available.

2. Consider the unique context

Emily works in a blended Head Start-public preschool program and her children have a range of abilities, including some who have difficulties following classroom routines and getting along with other children, and one child who is occasionally aggressive and has regular meltdowns. Emily wants to make sure all the children in her class get her attention and is curious about learning a new way to help her organize the learning environment to promote children’s social emotional development.

Michelle works in a child care program, and she has a literacy rich classroom and believes that all children benefit from language and literacy activities. She has noticed that some children in her class are learning key literacy concepts faster than others and wants to learn more about using a tiered approach and doing formative assessments to help all of her children.

3. Integrate the evidence and context

The research suggests that RTI can improve learning outcomes and address behavior issues with school-aged children. Policy guidelines for school-aged children address the use of tiered instruction, and there is informal guidance for young children about eligibility and referrals for special education. Administrators and researchers say RTI can be used to support all children, and can be adapted for use with dual language learners. Emily wants to learn more about how to organize the learning environment to promote children’s social emotional development. Michelle wants to learn more about helping all children in her class learn key literacy concepts through using a tiered approach and doing formative assessments.

**Recommendation:** Given the context and the evidence, Emily and Michelle should seek more information about using tiered instruction in their classrooms to promote children’s development and learning.

However, both Emily and Michelle should be mindful of their children’s range of abilities and think about possible adaptations for children who are dual language learners or have special needs.

Hints provided to learner:

1. Summarize the general evidence including:
  - a. Research – see ‘key findings’ and ‘bottom line’ sections on [Handout 7.1: Research Summary on Response to Intervention](http://community.fpg.unc.edu/connect-modules).

- b. Policies- see [Handout 7.4: Policy Advisory: Tiered Instruction](#). Consider the policy recommendations on tiered instruction.
  - c. Experience-Based Knowledge – see Step 3. [D: Experience-Based Knowledge](#) and your responses to questions on Activity 7.15a: Consider experience-based knowledge.
2. Consider the unique context  
See your responses to questions in Activity 7.16a: Consider the unique contexts.
  3. Integrate the evidence and context  
Using the information above, make a decision about whether Michelle and Emily should use tiered instruction in their classrooms.

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### Facilitation Tips

- Break into groups to discuss and respond.

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### Alternate Version(s) (refers to different levels of difficulty)

- No alternate versions of this activity.

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## Review the components of tiered instruction

### Objective(s)

Learners identify components of tiered instruction including foundational and targeted practices.

### Description

In this activity, learners review and describe the two main components of tiered instruction and list the foundational and targeted practices related to social emotional development and academic learning.

### Required Materials/Resources

#### Learner Materials

- [Handout 7.5: Foundational and Targeted Practices within Tiered Instruction](#)
- Format for learner responses (written activity form, guidance for discussion)

### Detailed Facilitator Instructions

1. Provide access to handout.
2. Ask learners to briefly describe the three main components of tiered instruction and the foundational and targeted practices.
3. Provide Feedback.

### Suggested Assessment

1. Main components of tiered instruction- 1) Formative Assessment, 2) Instruction and targeted interventions
2. Foundational and Targeted Practices:
  - [Foundational Social Emotional 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.
  - [Targeted Social Emotional Practices](#)- Using a peer buddy system, using an incentive system for individual children, developing a behavior support plan.
  - [Foundational Academic Learning Practices](#)- Using an effective core curriculum and intentional teaching, creating a rich learning environment, dialogic reading.
  - [Targeted Academic Learning Practices](#)- Small-group instruction, embedded interventions, listening centers, individualized scaffolding strategies.

Hints provided to learner:

1. Recall the two main components of tiered instruction.
2. Think about the foundational and targeted practices for social emotional development and academic learning, and whether you need additional information about a specific practice.

This activity is part of Module 7: Tiered Instruction. To view the content related to this activity, go to [Step 4: Decision](#).

**Instructional Method**  
[Structured Exercise](#)

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation

15-20 minutes for learner activity

**Learner Form**  
[Activity 7.18a](#)

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### Facilitation Tips

- Break into groups to discuss and respond.

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### Alternate Version(s) (refers to different levels of difficulty)

- No alternate versions of this activity.

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