

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.

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 alternates available for this activity.

Credits

The CONNECT Content Team