

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 to summarize the best available research on tiered instruction (RTI).
 - b. List the major points from Handout 7.4 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:
 - 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. DEC Recommended Practices – Several DEC Recommended Practices in the topic areas of assessment and instruction align with practices used in tiered instruction.
 - d. 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.
 - b. Policies- see Handout 7.4. 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.

Facilitation Tips

- Break into groups to discuss and respond.

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

- No alternate versions of this activity.

Credits

The CONNECT Content Team