Putting the Puzzle Pieces Together: Planning for, and Implementing, a Multi-tiered System of Supports in Pre-K Settings

Gaye Tylka, Early Childhood RtI Statewide Coordinator
WI RtI Summit
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(with updates June, 2016)
Gather data from multiple sources across time to make data-driven decisions
Deliver high-quality teaching/caregiving using evidence-based and culturally-responsive practices
Implement through a collaborative team-planning/problem-solving approach that includes families
RtI in Early Childhood Settings

- Limited research
- No legislation requiring RtI prior to 5K
- **Standards-based, evidence-based** and developmentally appropriate practices as the foundation
- Provide additional supports and challenges
- Focus on the whole child
“…Early childhood programs can be data-driven, standards-based, evidence-based, AND DEVELOPMENTALLY APPROPRIATE!”

Do you agree?
What is Developmentally Appropriate Practice (DAP)?

A framework for making decisions about children’s development and learning based on:

- What’s appropriate for the age
- What’s appropriate for each Individual child
- What’s culturally and linguistically appropriate

Goal of DAP: Help each child reach challenging but achievable goals

Not so high that they are frustrating

Not so low that they are boring

*Source: Lynette K. Chandler, Northern Illinois University, 2011
What are Evidence-based Practices (EBP)?

A decision-making process that integrates:

- the best available research evidence
- with family wisdom and values
- and professional wisdom and values

1. WI Model Early Learning Standards (WMELS) provide developmental expectations for children birth through kindergarten.

2. Consider Wisconsin Academic State Standards along with WMELS for curriculum development & alignment.

http://dpi.wi.gov/standards
1. Provide a comprehensive core curriculum for ALL children

* DAP + EBP = PLAYFUL LEARNING
* Universal Design for Learning (UDL) principles and practices as the foundation
* Well-designed learning environments
* Clearly defined, standards-based objectives in *all domains of child development*, plus content areas
* Positive adult-child and child-child relationships and interactions
* Meaningful role for families
* **ALL means ALL**

Sources: *The Wisconsin Model for Response to Intervention: Applications in Early Childhood Settings*. WI Dept. of Public instruction, June 2012
2. Child assessment is essential in a high-quality early childhood program

- Multiple sources/multiple measures
- Strategic assessment plan and practices
- Authentic documentation: “Snap shots” and “movies”
- Universal screening – developmental and academic
- Authentic ↔ standardized

Source: The Wisconsin Model for Response to Intervention: Applications in Early Childhood Settings. WI Dept. of Public instruction, June 2012
3. Science has established a strong link between social-emotional development and school success.

Aligned with PBIS for younger children. For more info and training options: http://www.collaboratingpartners.com/wi-pyramid-model-about.php
Research says kids need ...

* Self regulation
* Focused attention
* Persistence at tasks
* To follow directions
* To play cooperatively
* Positive attitudes toward self, peers, adults

... to be successful learners
Getting Started:

COLLABORATION ...  

- Professionals – within agencies and across agencies  
- Meaningful engagement for families  
- Focused on meeting the child’s needs  
- PLCs

Source: *The Wisconsin Model for Response to Intervention: Applications in Early Childhood Settings*. WI Dept. of Public instruction, June 2012
Summarize /Questions/Ideas
<table>
<thead>
<tr>
<th>Universal Design for Learning (UDL)</th>
<th>Differentiated Instruction</th>
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<tr>
<td>... delivering services that are usable by children with the widest possible range of capabilities ... services that provide multiple means of representation, multiple means of action or expression, and multiple means of engagement.</td>
<td>... a form of instruction that seeks to &quot;maximize each student's growth by recognizing that students have different ways of learning, different interests, and different ways of responding to instruction.&quot;</td>
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Diane Ravitch
http://www.ascd.org/research-a-topic/differentiated-instruction-resources.aspx
“Consider the needs to the broadest possible range of users from the beginning.”

Ron Mace, quoted in *A Parent’s Guide to UDL* by Gretchen Godfrey, PACER Center, Minneapolis, 2006
Definition ... “instruction”

In early childhood, “interactions” between children and adults - parents, teachers, and care givers – are acts of imparting knowledge, teaching, and guiding -- “instruction”
To act purposefully with a goal in mind

“directed, designed interactions between children and teachers in which teachers purposefully challenge, scaffold, and extend children’s learning”

Ability to explain what you are doing and why you are doing it

Epstein, A. The Intentional Teacher: Choosing the Best Strategies for Young Children’s Learning, NAEYC, Washington, DC., 2007 & 2013 (Rev. ed.)
Classroom Structures
Daily/Weekly Schedule

- Range of intentional teaching from “adult-directed” to “child-initiated”
- Choice Time/Learning Centers (45-60 minutes)
  - Predictable but flexible daily/weekly schedule with routines embedded
- Large group and small group activities
- Classroom rules and expectations taught/reviewed/reinforced
Classroom Structures
Assessment

- Screening/formative assessment
- Intentional teaching linked to ongoing assessment data
- Daily data/authentic assessment: observations, photos, work samples
- Teacher made tools
- Published tools

For more info:
Summarize /Questions/Ideas
Part III – Classroom Practices
“Experience is the teacher of all things.”

Julius Caesar
“So, what did you do at school today?”

“Nothin’. We just played.”
At your tables ...

- What are parent/family and administrator perceptions of “play”? Do they associate play with learning?
- When you think of “play”, what images come to mind?
- Do YOU associate play with learning?
## Comparison of Home vs. School PLAY

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<thead>
<tr>
<th>Dimension</th>
<th>Home</th>
<th>Child Care or School Setting</th>
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<tbody>
<tr>
<td>Peer Interactions</td>
<td>None or mixed-age</td>
<td>Same-age groups</td>
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<tr>
<td>Group size</td>
<td>Alone or with 1-2 others</td>
<td>Large groups; multiple children</td>
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<tr>
<td>Materials and equipment</td>
<td>Varies, but typically restricted by space, messiness, cost</td>
<td>Larger selection - Easels, musical instruments, art materials, scissors, etc.</td>
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<tr>
<td>Guidance/Supervision</td>
<td>Often “free play” with supervision for safety</td>
<td>Intentional play choices aligned with learning goals; adults provide guidance</td>
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<tr>
<td>Adult/child interactions</td>
<td>Listens to child requests; focus on safety</td>
<td>“scaffolds”/facilitates/guides play; models play; asks questions</td>
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<tr>
<td>Planning</td>
<td>Limited; “go play”</td>
<td>Intentionally planned based on child interests and learning goals</td>
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</tbody>
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Source:
A German longitudinal study comparing graduates of 50 play-based classes with graduates of 50 achievement-focused classes found that “by age 10, the children who had played excelled over the others ...”

- more advanced in oral expression, reading, and math
- better adjusted socially and emotionally
- demonstrated more creativity and intelligence

“Countries where they actually have more recess tend to have higher academic performance than countries where recess is less.”

Sergio Pellis, Researcher at the University of Lethbridge, Alberta, Canada
npr.org topics/education
Brain development and play

• Play - vital to brain development during early childhood years
• Strengthens neutral connections
• Wires brain's executive control center for regulating emotions, making plans and solving problems

“Play seems to be so important to our development and survival that the impulse to play has become a biological drive.”

*Stuart Brown, MD, Play Research Scientist

Nell, M.L. & Drew, W.F. From Play to Practice: Connecting Teacher’s Play to Children’s Learning, National Association for the Education of Young Children, Washington, DC., 2013, p. 15
Not just any play …

- Purposeful, complex play
- Dramatic play with roles/characters and “scripts”
- Extended time periods of engagement
- Learning standards intentionally incorporated into play options

“… builds self regulation, language, vocabulary, and abstract [representational] thinking … all directly linked to later academic achievement.”

“Play” is an evidence-based, research-supported strategy

CHOICE/CENTER TIME – children are developing social and self-regulatory skills while selecting centers and engaging with people, activities, and materials, linked to curriculum goals.

Adult-directed, rotating small group instruction is not an effective replacement for this type of learning.
Classroom Practices

UDL Examples

* Project Approach
* Child interest surveys for families to complete
* Add visuals/photos (directions, routines, etc.)
* Print in multiple languages – paired with visuals
* Wheelchair/walker accessible
* Tactile books/talking books/board books
* Touch screens
* Example: puzzles – inset/integrated/different themes/handles/sound/4 pieces to 100 pieces
* Higher/lower/sloped work-play surfaces
Classroom Practices
Differentiated Instruction

Examples

* Incorporate “manipulatives” for concrete exploration
* **Model or Demonstrate** desired response
* **Peer buddies** / cooperative learning options
* Substitute **adaptive tools** (short crayons, looped scissors, etc.)
* Change **sensory input** – color/ size/texture/sound
* Add **movement** ( “clap 3 times”, “Jump to the letter B”) 
* Teach a **foundational skill** first (a ‘mark’ instead of printing name) 
* Break task down into **steps**
Classroom Practices
Grouping for Instruction

* Flexible small group ‘instruction’ within the core curriculum; often is a spontaneous grouping (Example: Scaffolding in Block Center during Choice Time)

* Targeted small groups based on data (Tiered strategy during Choice Time. Teacher-led, all with same needs; keeping it playful)

* Peer Modeling/flexible small groups (Tiered strategy during Choice Time or any time. Engage peers who “get it” in group with those from targeted small group to implement peer modeling and practice)
No established definitive research base on frequency, length, duration for small group instruction in early childhood RtI

* **5-minute mini-lessons** (Pinnell & Fauntas, 2011)

* Tier 2 – small groups for **15-20 minutes daily** (Buysee & Peisner-Feinberg, 2013)

* **5–10 minutes three times a week**, in groups of 3 children or less “... using brief, reading-related, intensive, engaging, and focused activities ... games, movement, and song to increase engagement and opportunities to respond.” (Greenwood, et.al., 2011)
Classroom Practices
Embedded Learning Opportunities (ELOs)

Match the child’s learning objective(s) to “authentic” everyday learning opportunities -- during activities, routines, and transitions; practice important skills in meaningful contexts

1. Consider the “what”
   - identify learning objectives

2. Consider the “when”
   - Activity matrix
   - Identify the number of daily opportunities to practice

3. Consider the “how”
   - natural and logical
   - short teaching interaction that utilizes research-based techniques
   (example: cue – teach – child acts – feedback)

For more info on ELOs:  http://depts.washington.edu/hscenter/elo
Classroom Practices
Embedded Learning Opportunities (ELOs)

- Integral part of core curriculum (often incidental)
- Used in conjunction with targeted small-group instruction (intentional)
- RBI - Routines-based Interventions (highly individualized)
Classroom Practices
Strategies – “Universal” and “Tiered”

- Universal curriculum and specialized curriculum
- Group size
- EBP at all tiers – dialogic reading example
- Scaffolding / Zone of Proximal Development
- “Gradual Release of Responsibility”
  - I do it. (model/demonstrate)
  - We do it. (scaffolding)
  - You do it! (independence)
Summarize /Questions/Ideas
Resources

Wisconsin Early Childhood Collaborating Partners

* Universal Design for Learning (UDL) [http://www.cast.org/index.html](http://www.cast.org/index.html)

Joint Position Paper by NAEYC, CEC-DEC, and NHSA, 2012

* [http://www.youtube.com/watch?v=l-XPqvnwGt4](http://www.youtube.com/watch?v=l-XPqvnwGt4)
Implementing RtI – Prairie Children Preschool by the RtI Action Network


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Contact:
Jen Kalis, Early Childhood RtI Statewide Coordinator, jkalis@cesa4.org 608.786.4810