

Putting the Puzzle Pieces Together:

Planning for, and Implementing, a
Multi-tiered System of Supports
in Pre-K Settings

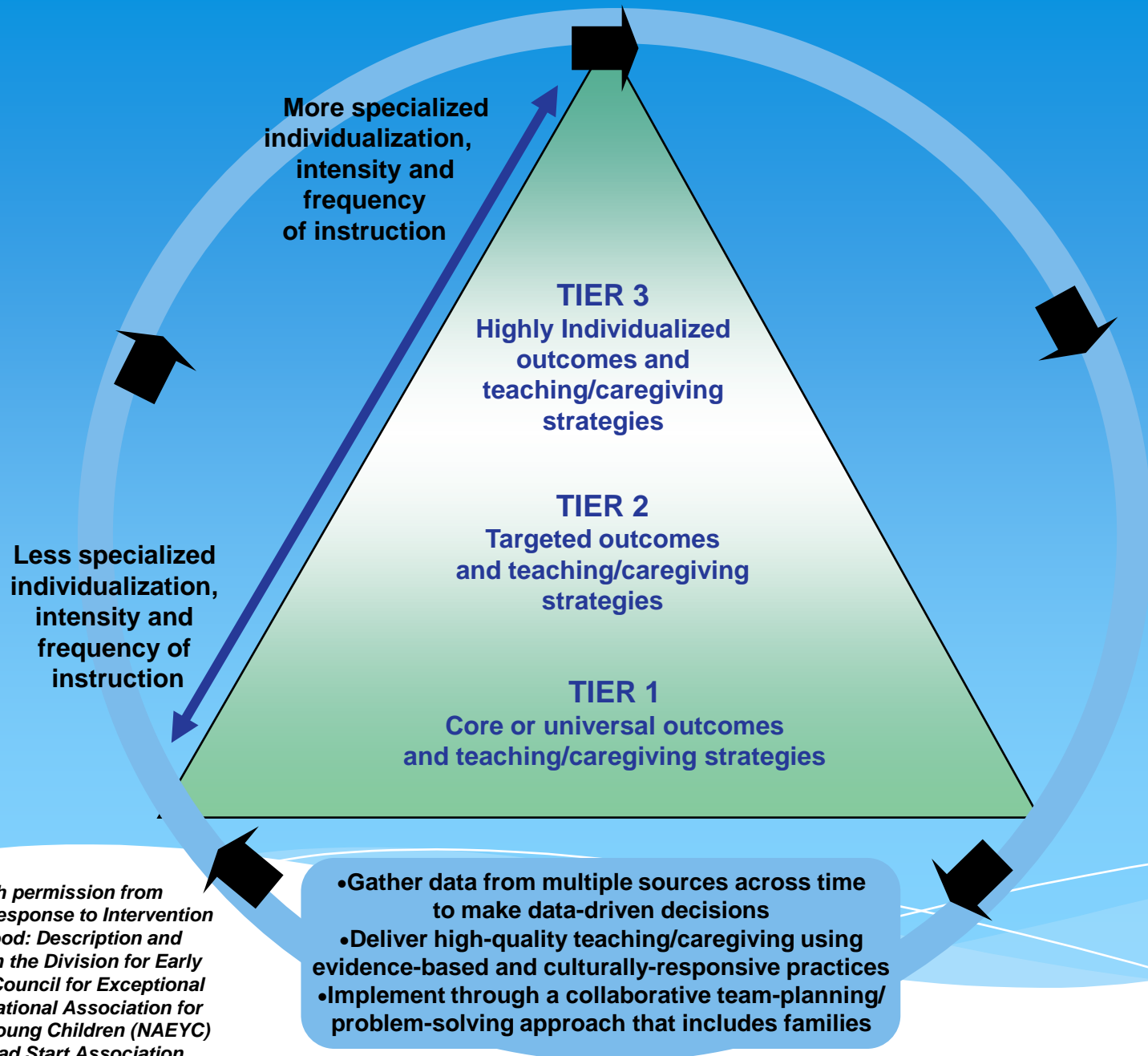


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Statewide Coordinator

WI RtI Summit

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“Frameworks for Response to Intervention
in Early Childhood: Description and
Implications” from the Division for Early
Childhood of the Council for Exceptional
Children (DEC), National Association for
the Education of Young Children (NAEYC)
and National Head Start Association
(NHSA) with modifications

Rtl in Early Childhood Settings

- * Limited research
- * No legislation requiring Rtl prior to 5K
- * **Standards-based, evidence-based and developmentally appropriate practices** as the foundation
- * Provide additional supports and challenges
- * Focus on the whole child



Do you agree?

*“... Early childhood programs can be
data-driven, standards-based,
evidence-based, AND
DEVELOPMENTALLY APPROPRIATE!”*



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



Copple, C. & Bredekamp, S. *Developmentally Appropriate Practice in Early Childhood Programs*, 3rd Ed., NAEYC, Washington, DC., 2009

Goal of DAP:

Help each child reach challenging but achievable goals

Not so high that
they are frustrating

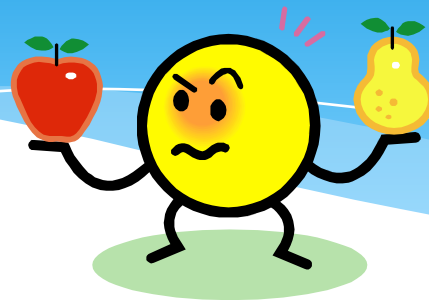


Not so low that
they are boring



*Source: Lynette K. Chandler, Northern Illinois University, 2011

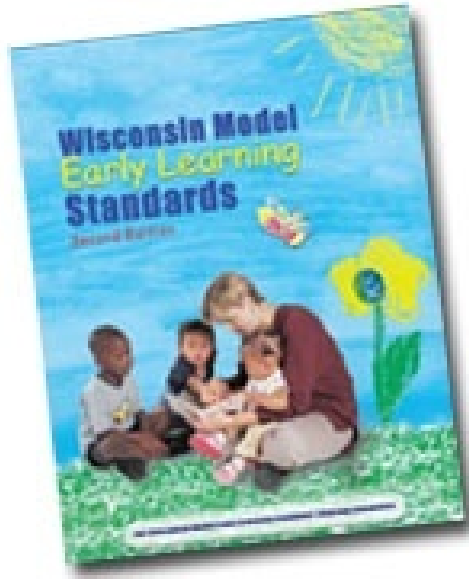
What are *Evidence-based Practices (EBP)*?



A decision-making process that integrates:

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

Source: Buysse, V., Wesley, P.W., Snyder, P., & P.J. Winton. 2006. "Evidence-Based Practice: What Does It Really Mean for the Early Childhood Field?" *Young Exceptional Children* 9 (4): 2–11.



Standards-based?

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>



Getting Started:

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***



Getting Started:

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



Getting Started:

3. Science has established a strong link between social-emotional development and school success.



Promoting Social Emotional Competence in Wisconsin's Young Children

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



Part II – ‘Classroom’ Structures





“LENSES” for Classroom Structures

Universal Design for Learning (UDL)

... 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**.

www.cast.org

Differentiated Instruction

... a form of instruction that seeks to "maximize each student's growth by recognizing that students have **different ways of learning**, **different interests**, and **different ways of responding** to instruction. ”

Diane Ravitch

[http://www.ascd.org/research-a-topic/
differentiated-instruction-resources.aspx](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

UDL Philosophy

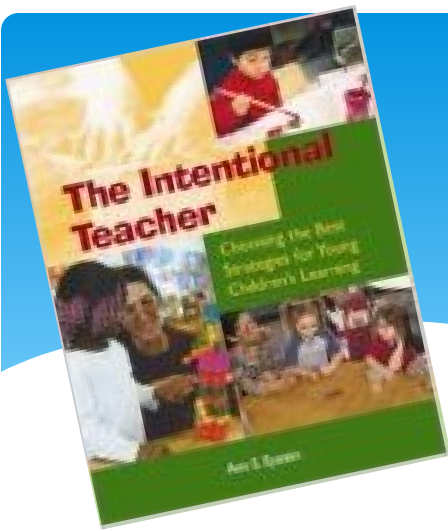
Definition ... “instruction”

In early childhood,
“interactions” between children and adults -
parents, teachers, and care givers –
are acts of imparting knowledge, teaching, and guiding --
“instruction”



Classroom Structures

“intentional teaching”



- * 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:

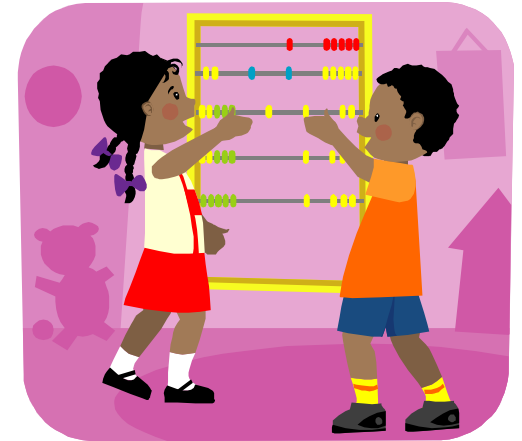
<http://www.collaboratingpartners.com/curriculum-assessment-about.php>

<http://www.wiecpdonline.com/assessment-and-screening.htm>

Summarize /Questions/Ideas



Part III – Classroom Practices



Classroom *Practices*

PLAY

***“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

Dimension	Home	Child Care or School Setting
Peer Interactions	None or mixed-age	Same-age groups
Group size	Alone or with 1-2 others	Large groups; multiple children
Materials and equipment	Varies, but typically restricted by space, messiness, cost	Larger selection - Easels, musical instruments, art materials, scissors, etc.
Guidance/Supervision	Often “free play” with supervision for safety	Intentional play choices aligned with learning goals; adults provide guidance
Adult/child interactions	Listens to child requests; focus on safety	“scaffolds”/facilitates/guides play; models play; asks questions
Planning	Limited; “go play”	Intentionally planned based on child interests and learning goals

Source:

Brewer, J.A. & Kieff, J. *Fostering Mutual Respect for Play at Home and School*, Childhood Education Journal, Association for Childhood Education International (ACEI), Winter 1996-97

International evidence ...

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



Source: Almon, J. & Miller, E. *The Crisis in Early Education: A Research-based Case for More Play and Less Pressure*. Alliance for Childhood, November 2011. www.allianceforchildhood.org

Classroom Practices

International evidence ...

“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

Classroom Practices

Brain development and play



- Play - vital to brain development during early childhood years
- Strengthens neural 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*

Classroom Practices

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.”

Classroom Practices

The Role of PLAY

- * “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
- * Wheel chair/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)

Classroom Practices

Grouping for Instruction



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/hcenter/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*)

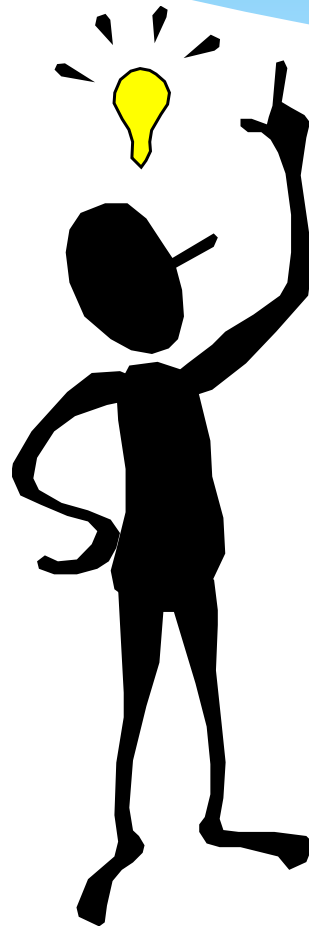


Classroom Practices Strategies – “Universal” and “Tiered”

- * 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





Contact:
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- * <http://www.collaboratingpartners.com/curriculum-assessment-rti-for-preschool.php>
Wisconsin Early Childhood Collaborating Partners
- * Universal Design for Learning (UDL) <http://www.cast.org/index.html>
- * <http://www.naeyc.org/files/naeyc/RTI%20in%20Early%20Childhood.pdf>
Joint Position Paper by NAEYC, CEC-DEC, and NHSA, 2012
- * <http://www.youtube.com/watch?v=l-XP9vnmGt4>
Implementing RtI – Prairie Children Preschool by the RtI Action Network
- * Sandall, S.R. & Schwartz, I.S. *Building Blocks*, 2nd Ed., Paul Brookes Publishing, Baltimore, MD, 2008
- * Epstein, A. *The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning*, NAEYC, Washington, DC., 2007 & 2013 (Rev. ed.)
- * Buyse, V. & Peisner-Feinberg, E.S. *Handbook of Response to Intervention in Early Childhood*, Brookes Publishing, Baltimore, MD., 2013