The CONNECT Team

Pam Winton
University of North Carolina at Chapel Hill

Virginia Buysse
University of North Carolina at Chapel Hill

Beth Rous
University of Kentucky

Chih-Ing Lim
University of North Carolina at Chapel Hill

Dale Epstein
University of North Carolina at Chapel Hill

Cici Sidor
University of North Carolina at Chapel Hill

Patti Singleton
University of Kentucky

Dawn Ellis,
Project Officer
Focus on clinical practice
- NCATE, 2010
Context: Increased focus on evidence-based practice

Practitioners are expected to use evidence-based practice
PD providers are expected to incorporate EBP into PD.
Evidence-Based Practice is......

A decision-making process that integrates the best available research evidence with family & professional wisdom & values. 

Buysse & Wesley, 2006; Buysse, Wesley, Snyder, & Winton, 2006.

Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005.
Innovation: An Approach for Incorporating EBP into PD

5 Step Learning Cycle – Process for Making Evidence-Based Practice Decisions

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
CONNECT Modules: Practice-focused approach

Research-Based Practices
Our Target Audience

• 2-year and 4-year college faculty

• Other professional development providers
Available Modules

Module 1: Embedded Interventions
Module 2: Transition
Module 3: Communication for Collaboration
Module 4: Family-Professional Partnerships
Module 5: Assistive Technology Interventions
Module 6: Dialogic Reading
Module 7: Tiered Instruction (Social emotional development & Academic learning)
Module 7: Tiered Instruction
Step 1: Dilemma

Teacher’s perspective (social-emotional development) (Emily)

Teacher’s perspective (Academic Learning) (Michelle)
Step 2: Question

For preschool children enrolled in early care and education programs (P), is tiered instruction (I) effective in promoting children’s development and learning (O)?
Step 3: Evidence

- Research
- Policies
- Experience-based knowledge

Definition/Demonstration of Practice

Teaching Component

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
Research

Research Summary on Response to Intervention

There is little research available on the effectiveness of Response to Intervention (RTI) for children prior to kindergarten. However, there is a growing body of evidence on the effectiveness of RTI for school-age students, particularly for students in kindergarten through Grade 3.

This document summarizes information from several research syntheses on RTI for school-age students. Two practice guides sponsored by the Institute of Education Sciences (IES), U.S. Department of Education, summarized the research evidence on the effects of RTI for improving reading and math instruction in the early primary grades. In addition, a meta-analysis of 24 studies examined the size of the effects of RTI for students and schools (Burns, Appleton, & Stabwier, 2005). Another IES practice guide summarized the research on behavior problems and offered concrete recommendations to help teachers address the most common types of behavior problems encountered among their students.

How were RTI practices defined and implemented?

Across all studies, RTI practices generally consisted of instruction (foundational instruction and tiered interventions) linked to formative assessments of student performance in reading or math. Studies focused on reducing behavior problems addressed multiple levels including the individual student, the classroom environment, and the school or system as a whole. In some studies, the interventions were implemented by researchers, whereas in other studies, the interventions were implemented by classroom teachers.

What were the characteristics of the participants and settings?

Generally, the participants in the studies were students and classroom teachers in elementary and middle schools in the U.S. Most of these students were not identified as having a disability, but some were identified as having a learning difficulty in reading or math. Some of the studies on behavior problems were conducted with students with identified behavioral or emotional disabilities.

What were the key findings regarding the effectiveness of RTI for improving teaching and learning?

Overall, research findings show that RTI is effective when implemented in the early grades, that it can improve learning outcomes in reading and math, and that it can reduce the need for special education. The use of formative assessments can have a positive effect on teachers’ instructional decision-making. There is strong evidence for the effectiveness of RTI for students identified as at risk for learning difficulties.
Other resources

Policy Advisory Tiered Instruction

Specific federal policies addressing the use of tiered instructional approaches are not available at this time. However, in 2010, the Office of Special Education Programs issued informal guidance on the use of tiered instructional approaches. For school-age students in kindergarten through third grade, intervention is provided within eight principles of the Individuals with Disabilities Education Act (IDEA) and the Individuals with Disabilities in Early Childhood (IDEA-EC) for Exceptional Children (CEC). For more information about each of these principles, please visit the OSEP website (www2.ed.gov/idea). "Tiered Instruction: A multi-tiered system of support for students with disabilities."

Council for Exceptional Children (CEC) Position Statement

In 2008, CEC released a position statement on RTI. The statement provides general guidelines for classroom implementation. The CEC position statement is available here: http://www.coe.org/RTI/PositionStatement.html

Response to Intervention (RTI) in Early Childhood
Building Consensus on the Defining Features

Background and Purpose

Response to Intervention (RTI) is an approach that is gaining acceptance in kindergarten-grade 2 in many schools throughout the U.S. RTI has a dual focus – improving the quality of instructional practices for all students, and as providing additional instructional and behavioral supports for some students to ensure that every student succeeds in school. Although there is not a single definition of or agreed-upon way of implementing RTI, the key features of this approach generally involve: (1) tiered or flexible services; (2) the development of a clear, measurable, and relevant district or schoolwide goal; (3) the identification of students who are not responding to instruction; (4) the provision of tiered interventions; (5) the monitoring of student progress; and (6) the evaluation of intervention effectiveness.

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
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Definition of Tiered Instruction

Tiered instruction is a framework for linking assessment with instructional and behavioral supports that are matched to children’s learning needs.

The key components of tiered instruction are:
- formative assessment
- instruction and targeted interventions

Source: CONNECT Module 7: Tiered Instruction
Targeted Interventions and Supports (social-emotional development and academic practice)

Foundational Practices (social-emotional development and academic practice)

Source: CONNECT Module 7
Demonstrations of Tiered Instruction

Social Emotional Development

Academic Learning

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
Demonstrations of Tiered Instruction

Social Emotional Development

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
Social Emotional Development: Foundational 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
Setting classroom rules

Teachers create classroom rules together with children, and talk about them to make sure that there are clear expectations on how to behave and get along with others. Consistent schedules, predictable routines, and clear expectations for behavior all contribute to a positive learning environment.

Source: CONNECT Module 7: Tiered Instruction
Demonstration of setting classroom rules

Step 1: Dilemma
Step 2: Question
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Step 5: Evaluation
Teaching emotional literacy

Emotional literacy involves helping children recognize, label and understand emotions such as mad, sad, and happy in themselves and others. Once children have learned these basic emotions, teachers can introduce more complex emotions such as frustrated, worried, proud, and excited. After children learn to recognize these emotions, the next step is helping them learn new ways to think about and respond to these feelings.

Source: CONNECT Module 7: Tiered Instruction
Demonstration of teaching emotional literacy

Step 1: Dilemma
Step 2: Question
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Step 5: Evaluation
Social Emotional Development: Targeted Interventions and Supports

- Using a Peer Buddy Approach
- Using an Incentive System for Individual Children
- Developing a Behavior Support Plan
Using an incentive system for individual children

One targeted support involves designing an incentive system for a particular child, for example, a child who has difficulty keeping his hands to himself during snack time or circle time. In this example, a teacher would create a system in which the child would earn a smiley face each time he succeeded in keeping his hands to himself, and after receiving 3 smiley faces that day, the child is allowed to help the teacher during circle time.

Source: CONNECT Module 7: Tiered Instruction
Using an Incentive System for Individual Children
Demonstrations of Tiered Instruction

1. Dilemma
2. Question
3. Evidence
4. Decision
5. Evaluation

Academic Learning
Academic Learning: Foundational Practices

- Using an effective core curriculum and intentional teaching
- Creating a rich learning environment
- Dialogic reading
Academic Learning: Targeted Interventions and Supports

- Small-group instruction
- Embedded interventions
- Listening centers
- Individualized scaffolding strategies
Small-group instruction

To enhance learning, teachers provide targeted instruction on specific skills to small groups of children (generally three to six) who require additional supports to learn based on formative assessments. For example, small-group instruction using a supplemental curriculum on language and literacy would focus on skills such as vocabulary development, phonological awareness, sound awareness and alphabet knowledge.

Source: CONNECT Module 7: Tiered Instruction
Demonstration of small-group instruction
Step 4: Decision

Evidence
- Research
- Policies
- Experience-based knowledge

Unique Perspectives & Contexts of the Dilemma

Integrate

Decision

Identify, review and select strategies

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Review the practices

Handout 7.5

**Foundational and Targeted Practices within Tiered Instruction**

**Tiered Instruction Related to Social Emotional Development**

<table>
<thead>
<tr>
<th>Foundational Social Emotional Practices</th>
<th>Do you feel you have enough information to implement this practice?</th>
<th>Where can you go for additional information?</th>
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<tbody>
<tr>
<td>List the practice</td>
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<td>Describe the practice</td>
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Step 5: Evaluation

- Formative assessment is a key component of tiered instruction, so evaluation is already built into this practice
- Examples of specific formative assessment tools:
  - Early Screening Project (ESP)
  - C-PALLS
  - IGDI
  - TPOT
Pair-Share

- How would you use this module?
- Where do you see this fit in?
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Questions