Blended Practices for Supporting ALL Children in Inclusive Early Childhood Settings

Presented at the 17th National Early Childhood Inclusion Institute by

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Need:

To meet the diverse needs of young children
Teachers are thinking

“How can I hold 30 (or 40) hands when I only have 2 or 4?”
(one) Answer...

Blended Practices
Blending is the act of combining beliefs, values, traditions, practices and even funds from multiple disciplines, sources, and perspectives to maximize our efforts in serving all young children.

—Pretti-Frontczak, Grisham-Brown, & Sullivan (2014)

YEC Monograph 16: Blending Practices for All Children
Principles of *Blended Practices*

1. Ensure all children, regardless of label, funding, or ability, have the opportunities and supports needed to thrive

2. Variability of instruction needs to match the variability of early development

3. Authentic assessment is the heart of designing and delivering early education
What can help me implement Blended Practices?

CURRICULUM FRAMEWORK
A Curriculum Framework—
Linking assessment and intervention
Relationship between Curriculum Framework & Response to Intervention (RTI)

Response to Intervention

- Multi-tiered systems of supports to guide instruction
  - Ex. Pyramid Model
  - Ex. Recognition & Response
  - Ex. CURRICULUM FRAMEWORK

Strategy for identifying children for special education services
Assessment

Developmental and content areas

Baseline

Guide

Interests and preferences

Family resources, priorities, concerns

Comprehensive

Authentic
Issues: Assessment

• Many purposes for assessment—emphasis should be on program planning assessment

• Recommended practices

• Authentic assessment practices
  • Interview
  • Observation
  • Use of work samples

• Importance of using high quality CBA that is appropriate for use in blended classrooms
Administer the following recommended practices

1. **Acceptability**—Social worth & detection
2. **Authenticity**—Natural methods & contexts
3. **Collaboration**—Parent-professional teamwork
4. **Evidence**—Disability design/evidence-based
5. **Multi-factors**—Synthesis of ecological data
6. **Sensitivity**—Fine content/measurement gradations
7. **Universality**—Equitable design/special accommodations
8. **Utility**—Usefulness for instruction

*(Bagnato, Neisworth, & Pretti-Frontczak, 2010)*
Characteristics of High Quality Curriculum Based Assessments

• Technical adequacy
• Functional goals
• Multiple domains
• Diversity of learners (age and ability)
• Yields quantitative AND qualitative information
• Multiple methods
• Family involvement
Scope and Sequence

Bridge between assessment and instruction

All children could have tier 3 needs

All children’s needs fall across all three tiers

IFSP outcomes/IEP goals are tier 2 and 3 only

Tier 3: Individualized outcomes

Tier 2: Targeted outcomes

Tier 1: Common outcomes
Issues: Scope and Sequence

• Types of sequences
  • Developmental
  • Pedagogical
  • Logical

• Use data
  • Summarize
  • Analyze—look for patterns
  • Sort

• Understand “tiers of need”
  • Tier 1: Common (e.g., state and federal standards)
  • Tier 2: Targeted (component missing, related skills missing)
  • Tier 3: Prioritized (preventing child from accessing general education curriculum)
Tier 1 Scope

• Common outcomes
  • What is expected at a given age
    • State standards
    • Head Start Outcomes Framework
    • OSEP Standards
    • Common Core
    • Big Ideas

• Characteristics of Tier 1 Scope
  • Common—What everyone is expected to learn
  • Universal—Developmentally and culturally relevant
  • Comprehensive—Cover all aspects of development and learning

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Tier 1 Examples

• OSEP Outcomes
  • Positive social-emotional skills (including social relationships)
  • Acquisition and use of knowledge and skills (including early language/communication [and early literacy])
  • Use of appropriate behaviors to meet their needs
Tier 2 Scope

• Characteristics of Tier 2 Scope
  • Individual or small group
  • Struggling or stalled

• Examples
  • Struggling
    • Component of an outcome
    • Concurrent skill development
  • Stalled
    • Latency
    • Quality of performance
  • Generalized use
  • Adapting and adjusting
  • Increasing complexity of performance
Identifying Tier 2 Outcomes

• Patterns
  • Unexpected performance
  • Quality
  • Assistance

• Look at
  • Level of independence
  • Flexibility
  • Adaptability

• Interfering behavior
• Time

• Consistency
• Generative
Tier 2 Examples

• Difficulty with demonstrating emotional and/or physical control
  • IF a child has strong emotional reaction to having an event and has difficulty returning to a calm or neutral emotional state, THEN teach self-regulatory behaviors such as maintaining or regaining composure.

• IF a child has difficulty applying sufficient force to grasp and manipulate objects such as pencils, paintbrushes, hammers, and spoons, THEN teach how to apply sufficient force to objects.
Tier 2 Examples (cont.)

• Demonstrates a skill too quickly or not quickly enough
  • **IF** a child engages in impulsive actions or rushes to demonstrate/initiate the required/desired task with no or little time between directive or request and the child’s action, **THEN** teach executive functioning skills.

• **IF** a child has a significant delay from the time a directive is given or initiation is determined until the child takes action, **THEN** teach how to respond more quickly.
## Tier 3 Scope

<table>
<thead>
<tr>
<th>Foundational Skills</th>
<th>Barrier Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Milestones a child should have met by a given age</td>
<td></td>
</tr>
<tr>
<td>• For example, at 4 a child should be using sentences to express wants and needs and the child may be using gestures and one sounds only.</td>
<td></td>
</tr>
<tr>
<td>• Behaviors that are in the way of a child progressing</td>
<td></td>
</tr>
<tr>
<td>• For example, a child may speak a language that is different from what is used in the classroom.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisite Skills</th>
<th>Characteristics of Tier 3 Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Behaviors that are needed to develop more complex skills</td>
<td></td>
</tr>
<tr>
<td>• For example, a child needs joint attention before they are able to then have a communicative exchange.</td>
<td></td>
</tr>
<tr>
<td>• Highly individualized (unique to a given child)</td>
<td></td>
</tr>
<tr>
<td>• Critical to ensure access, participation, and progress</td>
<td></td>
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<tr>
<td>• High priority for team</td>
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<tr>
<td>• Likely required intensive instruction to acquire</td>
<td></td>
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<tr>
<td>• Can be IEP goal worthy</td>
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</tbody>
</table>
Tier 3 Examples

• Joint attention
  • Engages in reciprocal interaction
  • Shares attention
  • Shares emotion
  • Shares intentions to regulate the behavior of others

• Manipulates objects with both hands
  • Follows social routines
  • Uses single word utterances
  • Gets basic wants and needs met
What Makes Something IEP Goal Worthy?

• Need
  • stems from having a disability
  • associated with the disability is having an adverse affect on the child’s access, participation, and progress in daily activities
  • is developmentally/pedagogically possible to address in 1 year’s time
  • requires specially designed instruction

• Note – A tier 2 outcome may be IEP goal worthy
• Any IEP goal must be meaningful to the family
• All IEP needs must align to the PLAFF and Goals
Type of activities and instructional strategies vary in frequency, intensity, and intention.

**Key words:**
- **Systematic Instruction:** intense, longer duration, high intensity, individualized
- **Focused Instruction:** at-risk students (any child), high efficiency, rapid response
- **Universal Instruction:** all settings, all students, preventive, proactive, core
Issues: Activities and Instruction

• **Similarities** across tiers
  • Use of prompts
  • Complete teaching sequence
  • Intentionality
  • Data-driven decision making

• **Differences** across tiers
  • Teacher’s role changes as move up tiers
  • Greater precision and consistency as move up tiers
  • Greater intensity and frequency as move up tiers
Tier 1: Universal Instruction

- Principles of Universal Design for Learning
  - Multiple Means of Representation
- Organizing the learning environment
  - Learning centers and materials
- Setting up social environment
  - Sense of community
- Teaching strategies
  - Concept development
  - Quality of feedback
  - Instructional support (ref. CLASS)
- Multiple Means of Expression
- Schedule
- Relationships
- Positive descriptive feedback
- Differential reinforcement
Tier 2: Focused Instruction

• Embedded Learning Opportunities (ELOs)
• Environmental adaptations
• Intentional small-group activities
• Peer models
• Scaffolding
Tier 3: Systematic Instruction

- Enhanced Milieu Teaching
  - Responsive interaction techniques
  - Environmental arrangement strategies
  - Prompting strategies

- Response Prompting Procedures
  - Graduated guidance
  - System of least prompts
  - Most to least prompts
  - Time delay
Considerations for Selecting Tiers

- Relationship to outcome
- Evidence-based practices
- Cumulative nature of tiered instruction
Outcomes Should Match Instructional Intensity

Identified Needs (Scope)

Prioritized Needs

Targeted Needs

Common Needs

Instruction

Systematic Instruction

Focused Instruction

Universal Instruction
Performance Monitoring

Performance monitoring practices vary in frequency, intensity, and intent.

Tier 1: Progress toward common outcomes

Tier 2: Progress toward targeted outcomes

Tier 3: Progress toward individualized outcomes
Issues: Performance Monitoring

• Match between instruction tier and performance tier

• Amount of data collected is different depending on tier

• Methods differ for each tier
Practices vary frequency, intensity, and intent matched to the tier of instruction

Tier 3:
Individualized, intense, and intentional instruction

Tier 2:
Targeted and temporary instruction

Tier 1:
Universal instruction

Tier 3:
Progress toward individualized outcomes

Tier 2:
Progress toward targeted outcomes

Tier 1:
Progress toward common outcomes
## Performance Monitoring

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
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| • Annually  
  • Semi-Annually  
  • Quarterly | • Repeated  
  • Weekly  
  • Monthly | • Minute-by-minute  
  • Hourly  
  • Daily  
  • Weekly |

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Within Tiers

• Tier 1: Re-administration of authentic and comprehensive assessment originally conducted to obtain baseline

• Tier 2: Repeated administration of targeted probes that emerge from the more comprehensive assessment

• Tier 3: Counts and tallies, written narratives, and/or permanent products related to individualized skills/concepts
“Anyone who has ever been able to sustain good work has had at least one person—and often many—who have believed in him or her. We just don’t get to be competent human beings without a lot of different investments from others.”

—Fred Rogers
Blended Practices for Teaching Young Children in Inclusive Settings, 2e

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