

The Response Component Across Tiers 1, 2, and 3

Contexts for Teaching and Learning	Description and Role of Teacher		
	Tier 1	Tier 2	Tier 3
Environments (e.g., interest centers, materials, equipment, room arrangement)	<p>Description: Environment is organized to promote development and learning through accessible areas, rich environmental displays, and a variety of interest centers and materials that promote curriculum goals.</p> <p>Role: Teachers monitor and encourage all children's use of space and materials. Teachers guide and redirect children as needed to ensure active participation in a variety of centers and use of different materials and equipment.</p>	<p>Description: Environment is intentionally <i>enriched</i> and <i>modified</i> to support specific skills taught through explicit small-group instruction.</p> <p>Role: Teachers encourage and support some children (who also receive explicit small-group instruction) to use space, materials, and equipment to promote specific skills.</p>	<p>Description: Environment is <i>further enriched</i> and <i>modified</i> to promote the development of specific skills.</p> <p>Role: Teachers individualize their support for a few children who require additional scaffolding to achieve specific skills.</p>
Small-Group Activities	<p>Description: Small groups can be flexible, created naturally by the children (e.g., during center time), or can be planned by the teacher to address curriculum themes and concepts (e.g., forming letters at the writing center). Grouping tends to be largely determined by the nature and goal of the activity.</p> <p>Role: Teachers offer daily opportunities for all children to participate in flexible and planned small-group activities. Teachers encourage, guide, and redirect children as needed to ensure active participation in various small-group activities.</p>	<p>Description: Small groups are <i>structured</i> and grouping is based on universal screening results. Instruction follows an <i>evidence-based</i> intervention that is <i>explicitly</i> implemented through daily, sequenced lessons to target specific skills.</p> <p>Role: Teachers direct daily structured lessons for some children to teach specific skills in targeted areas.</p>	<p>Description: No additional small groups occur at Tier 3. Tier 1 and 2 small-group activities are adapted to promote the development of specific skills.</p> <p>Role: Teachers adapt explicit group instruction for a few children by incorporating scaffolding strategies to support specific skills.</p>

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Whole-Group Activities	<p>Description: Whole-group activities are planned to promote development and learning and tend to be guided by curriculum themes, goals and children's interests. Whole-group activities can include circle time, story time, and indoor or outdoor gross-motor activities.</p> <p>Role: Teachers offer daily opportunities for all children to participate in whole-group activities. Teachers encourage, guide and redirect children as needed to ensure active engagement and individual participation.</p>	<p>Description: Whole-group activities are <i>enriched</i> and <i>adapted</i> to promote specific skills.</p> <p>Role: Teachers encourage and support some children (who also receive explicit small-group instruction) to actively participate and practice specific skills in whole-group contexts.</p>	<p>Description: Whole-group activities are <i>further enriched</i> and <i>adapted</i> to promote the development of specific skills.</p> <p>Role: Teachers individualize their support for a few children by incorporating scaffolding strategies to support specific skills.</p>
Child-initiated Activities and Interest Centers	<p>Description: Child initiated activities and interest centers are organized to promote curriculum themes, goals and children's interests. Centers include designated areas and a variety of materials to promote different curriculum domains.</p> <p>Role: Teachers offer daily opportunities for all children to participate in learning centers of their choice. Teachers encourage, guide and redirect children as needed to ensure active participation in a variety of learning centers.</p>	<p>Description: Child initiated activities and interest centers are <i>enriched</i> and <i>adapted</i> to promote specific skills.</p> <p>Role: Teachers encourage and support some children (who also receive explicit small-group instruction) to apply specific skills in various free-choice activities and centers.</p>	<p>Description: Child initiated activities and interest centers are <i>further enriched</i> and <i>adapted</i> to promote the development of specific skills.</p> <p>Role: Teachers individualize their support for a few children by incorporating scaffolding strategies to support specific skills.</p>

Contexts for Teaching and Learning	Description and Role of Teacher		
	Tier 1	Tier 2	Tier 3
Individualized Instruction	<p>Description: Individual instruction is offered naturally across various contexts of learning and teaching (e.g. whole-group activities, child-initiated free choice activities, routines).</p> <p>Role: Teachers use observations, assessment and children’s work to make individual adjustments that help all children participate and engage in various activities.</p>	<p>Description: No additional individual instruction is offered at Tier 2.</p> <p>Role: N/A</p>	<p>Description: Tier 1 and 2 activities are <i>adapted</i> to promote the development of specific skills.</p> <p>Role: Teachers use results from universal screening to enhance instruction for a few children by incorporating individualized scaffolding strategies to support the development of specific skills.</p>
Classroom Routines (e.g., arrival, departure, transitions)	<p>Description: Learning activities are incorporated into classroom routines to promote curriculum themes, goals and children’s interests.</p> <p>Role: Teachers make provisions for all children to meet routine care needs daily and incorporate learning across many different classroom routines (e.g. snack, transitions, arrival and departure).</p>	<p>Description: Classroom routines are <i>enriched</i> and <i>adapted</i> to promote specific targeted language and literacy skills.</p> <p>Role: Teachers encourage and support some children (who also receive small-group explicit instruction) to practice specific skills across various routines.</p>	<p>Description: Classroom routines are <i>further enriched</i> and <i>adapted</i> to promote the development of specific skills.</p> <p>Role: Teachers individualize their support for a few children by incorporating additional scaffolding strategies to support the development of specific skills</p>

Distinguishing Small-Groups at Tier 1 and Tier 2

Small-group instruction is a key component of a high-quality pre-k curriculum. Consistent with notions of developmentally appropriate practice in the pre-k years, children's learning across various domains is enhanced through small-group instruction that is planned and intentionally built into the classroom's daily schedule.

In the R&R model, small-group instruction is a component of both Tier 1 and Tier 2 levels of instruction. What distinguishes small-group instruction between the two tiers is a) the way groups are formed, b) the content and focus of instruction, and c) the teacher's role.

	Tier 1	Tier 2
Ways Groups Are Formed	<ul style="list-style-type: none"> Created naturally by children (e.g. during center time) Planned by the teacher to address certain concepts (e.g. small-group writing activity at the writing center) Children may be included regardless of skill level(s) 	<ul style="list-style-type: none"> Informed by assessment data gathered through universal screening Children who have difficulty in a particular domain are purposefully selected
Context and Focus of Instruction	<ul style="list-style-type: none"> Determined by the nature and goal of the activity 	<ul style="list-style-type: none"> Focused on a set of skills within a certain content area 15-20 minute daily lessons that are structured and sequenced
Teacher's Role	<ul style="list-style-type: none"> May vary from mainly supervisory to more directive, according to the activity 	<ul style="list-style-type: none"> Teacher-directed Explicitly teaches lessons from an evidence-based intervention Systematically monitors progress through evidence-based assessment measures

Reference Guide for Embedded Learning Activities

STEP 1: Identify specific language and literacy skills being taught for each of the following broad skill areas within Imagine It!:

- Phonological Awareness (PA)
- Alphabet Knowledge (AK)
- Reading and Responding (RR)

STEP 2: Determine the desired context(s) for teaching and learning (see The Response Component Across Tiers handout for more details)

- The Learning environment
- Small-group activities
- Whole-group activities
- Child-initiated free choice activities & interest centers
- Individualized Instruction
- Classroom Routines (e.g., arrival/departure, transitions, snacks/meals, etc.)

STEP 3: Design embedded activities to support targeted skills

STEP 4: Define the teacher role

- Monitor (e.g., observe and keep track of children's participation and engagement)
- Encourage (e.g., invite, guide, and redirect children as needed to promote participation and engagement)
- Facilitate
 - Join play and learning activities
 - Enlist peers to model and support learning
 - Initiate, respond to, and expand upon communication

Tier 3 Scaffolding Strategies

Strategy	Description	Examples
<p>Modeling</p> <p>An instructional strategy in which specific skills are demonstrated .</p>	<p>There are two types of modeling:</p> <p>Verbal</p> <ul style="list-style-type: none"> Teacher uses verbal language to demonstrate how to say or do something. 	<ul style="list-style-type: none"> During a rhyming game at circle time, the teacher demonstrates an example before calling on the target child to name a rhyming word: “Log and dog rhyme. Now you name another word that rhymes with log and dog.”
	<p>Non-verbal</p> <ul style="list-style-type: none"> Teacher uses physical movements, signs, or gestures to demonstrate how to say or do something. 	<ul style="list-style-type: none"> While playing a rhyming matching game with a target child at an activity center, the teacher demonstrates finding two picture cards that show rhyming words (log and dog) and shows the pair to the child.
<p>Response Prompting</p> <p>An instructional strategy in which a teacher offers assistance to elicit a response from a child.</p>	<p>There are two types of prompting:</p> <p>Verbal</p> <ul style="list-style-type: none"> Teacher uses verbal cues and/or questions to help a child give a response. 	<ul style="list-style-type: none"> During a whole-group alphabet hunt activity, the teacher says to the target child, “I see the letter A in this word. Can you find it?”
	<p>Non-verbal</p> <ul style="list-style-type: none"> Teacher uses gestures, expectant looks, and physical assistance to help a child give a response. 	<ul style="list-style-type: none"> During the same alphabet hunt, the teacher stands near a classroom label containing the letter A and gestures for a target child to come over. She might look expectantly at the child or point at the word.

Strategy	Description	Examples
<p style="text-align: center;">Variations of modeling and prompting</p> <p>Variations of modeling and prompting include increasing or decreasing the level of assistance, adding wait time, and combining strategies</p>	<p>Examples might include:</p> <ul style="list-style-type: none"> Gradually increasing assistance to help a child perform a task 	<ul style="list-style-type: none"> During story reading, the teacher first asks the target child to retell the story events. If child gives an incorrect or no response, the teacher then increases her assistance by giving more specific prompts (e.g., “What happened first?”). If the child still gives an incorrect or no response, she then shows the illustrations depicting the story events and says, “This picture shows us what happened first in the story. What do you see happening here?”
	<ul style="list-style-type: none"> Gradually decreasing assistance to help child perform a task. 	<ul style="list-style-type: none"> During the same lesson, the teacher might begin by pointing to the pictures to demonstrate the story events (e.g. “Let’s look at this picture to help us remember what happened first.”). Then, if the child is successful, she will gradually decrease her assistance by giving a specific prompt without providing a picture cue (e.g. “Can you tell me what happened second in the story?”). Finally, if the child is successful, she can offer the least support with a general prompt such as, “Tell me what happened in the rest of the story.” When the teacher repeats a similar activity at a later time, she can start with a less supportive prompt and continue to decrease her assistance in the lessons that follow.
	<ul style="list-style-type: none"> Delaying assistance by waiting a few seconds for a child’s response, looking at child expectantly (prompt-wait-prompt). 	<ul style="list-style-type: none"> The teacher asks a target child to identify the first sound of ‘dog” and waits for a few seconds. If there is not response, the teacher might prompt by saying “Dog starts with the same letter as Dacota. Dacota’s name starts with ..?”
	<ul style="list-style-type: none"> Combining prompting, wait time, and modeling (prompt-wait-show). 	<ul style="list-style-type: none"> While playing a game clapping the syllables in names of friends, the teacher first tells a target child it’s her turn and waits. If there is no response, the teacher models clapping the syllables in the child’s name.
<p>Peer Supports</p> <p>An instructional strategy in which peers support other children in learning.</p>	<ul style="list-style-type: none"> Peers encourage other children to participate in a learning activity or demonstrate a correct response. 	<ul style="list-style-type: none"> When prompted by the teacher, a more proficient peer joins a target child in the science center and demonstrates the use of certain vocabulary words learned during a small-group lesson. A peer invites a target child to join him in playing a letter matching game in the literacy center.

Strategy	Description	Examples
<p>Tier 3 Follow-up strategies</p> <p>Instructional strategies for reinforcing correct responses and addressing incorrect responses and non-responses after using scaffolding strategies.</p>	<ul style="list-style-type: none"> For a correct response, the teacher provides positive reinforcement. For an incorrect response or non-response, the teacher either provides the correct response or prompts for the correct response. 	<ul style="list-style-type: none"> For a request to point to a picture showing a dog, the target child points correctly and the teacher says "You pointed to the dog. That's right!" For a request to point to a picture showing a dog, the target child responds incorrectly or does not respond. The teacher then points to the right picture and says, "Here is the dog."