

Blended Practices for Supporting ALL Children in Inclusive Early Childhood Settings

Presented at the 17th National Early Childhood Inclusion Institute by

Jennifer Grisham-Brown, Ed.D. | University of Kentucky

Need:

To meet the **diverse** needs of young children



Teachers are thinking

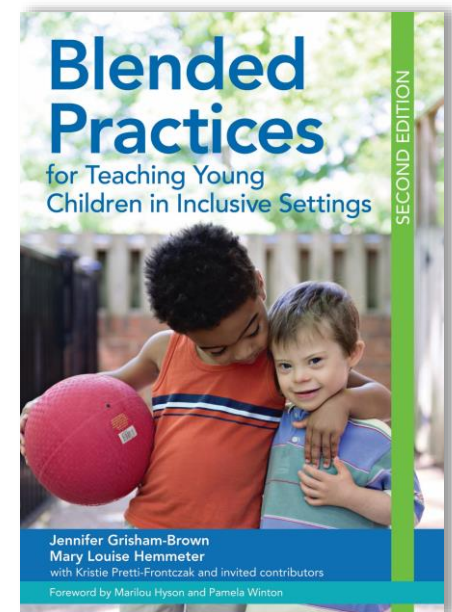


“How can I hold
30 (or 40)
hands when I
only have 2 or
4?”



(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



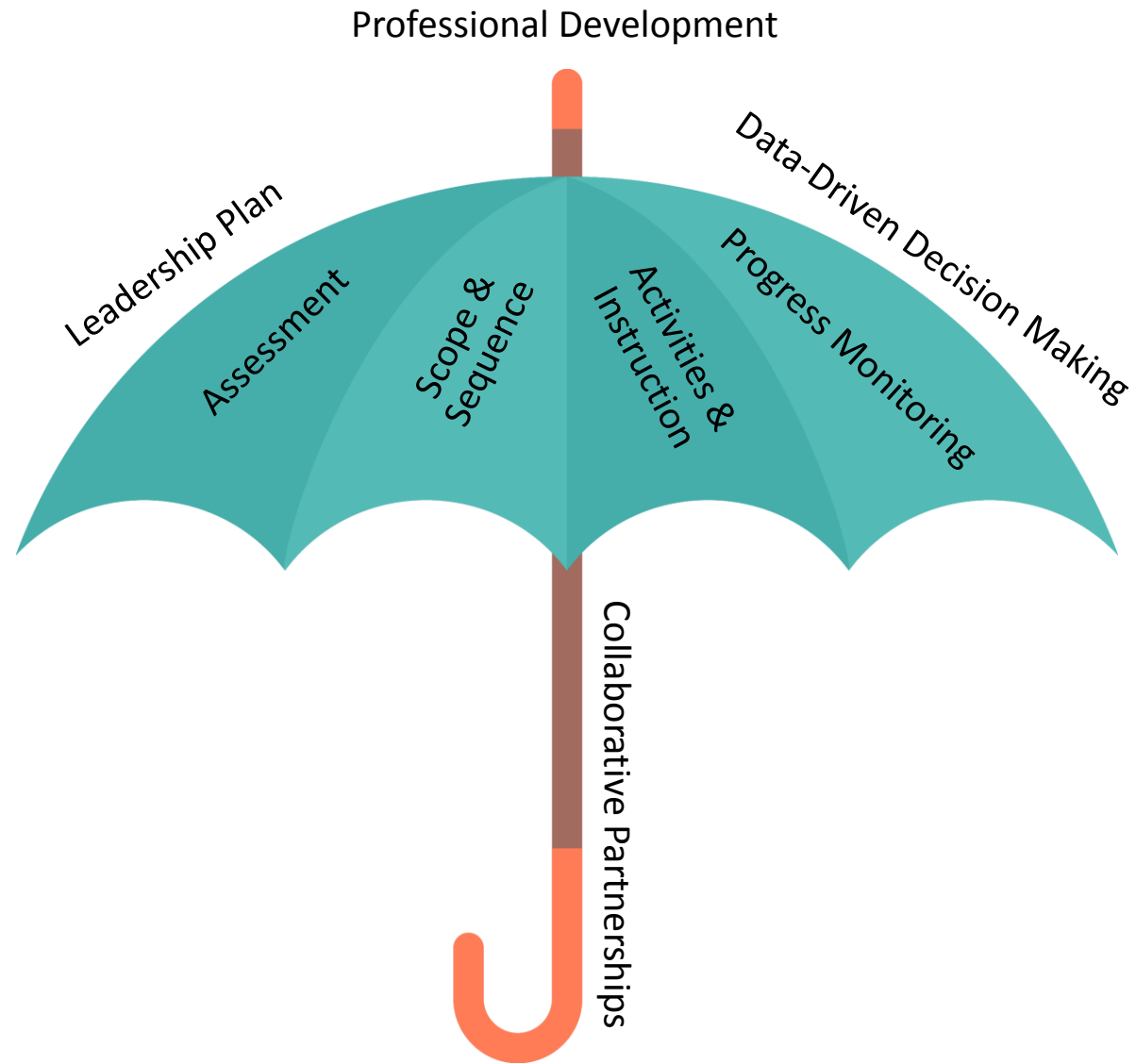
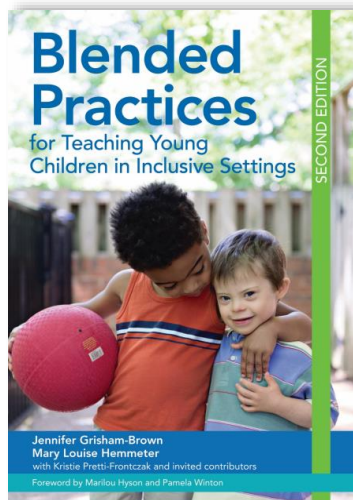
**What can help me implement
*Blended Practices?***

CURRICULUM FRAMEWORK

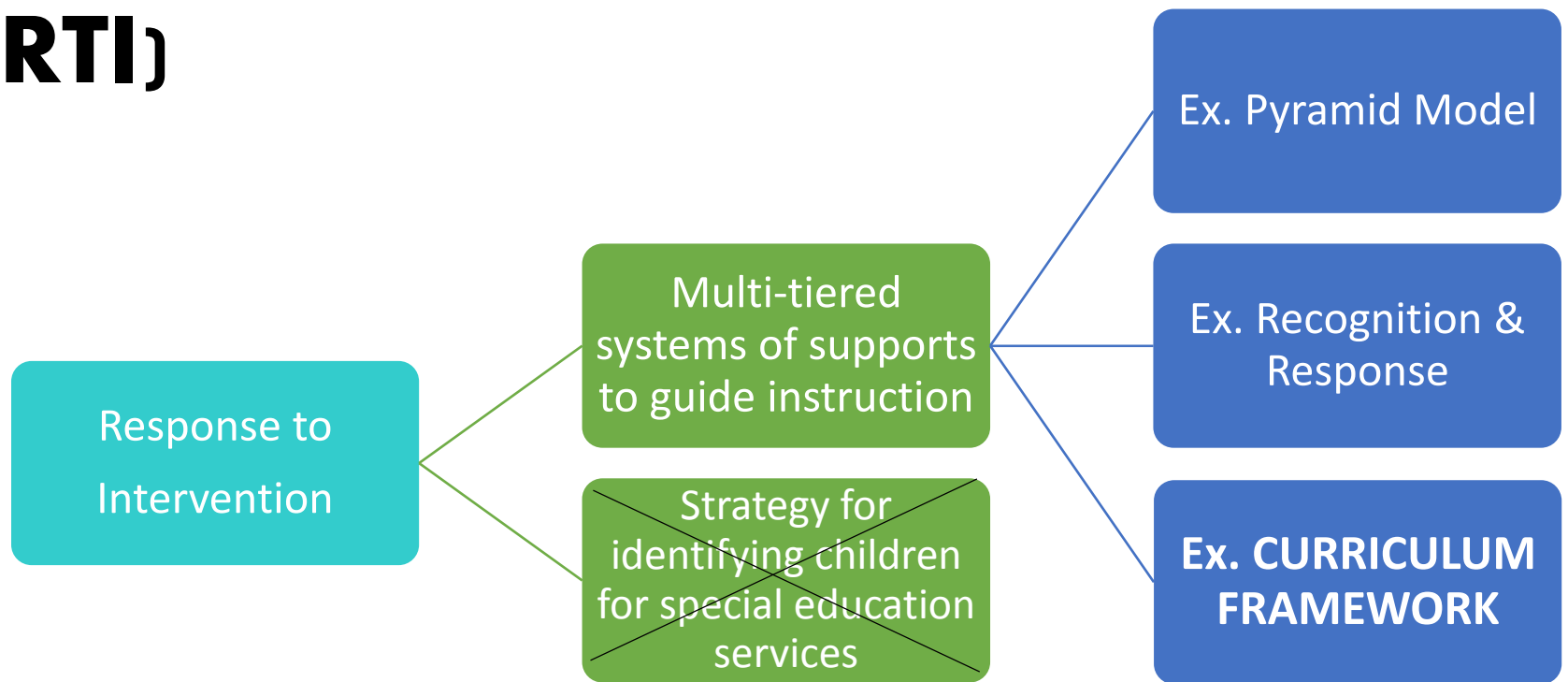


A Curriculum Framework—

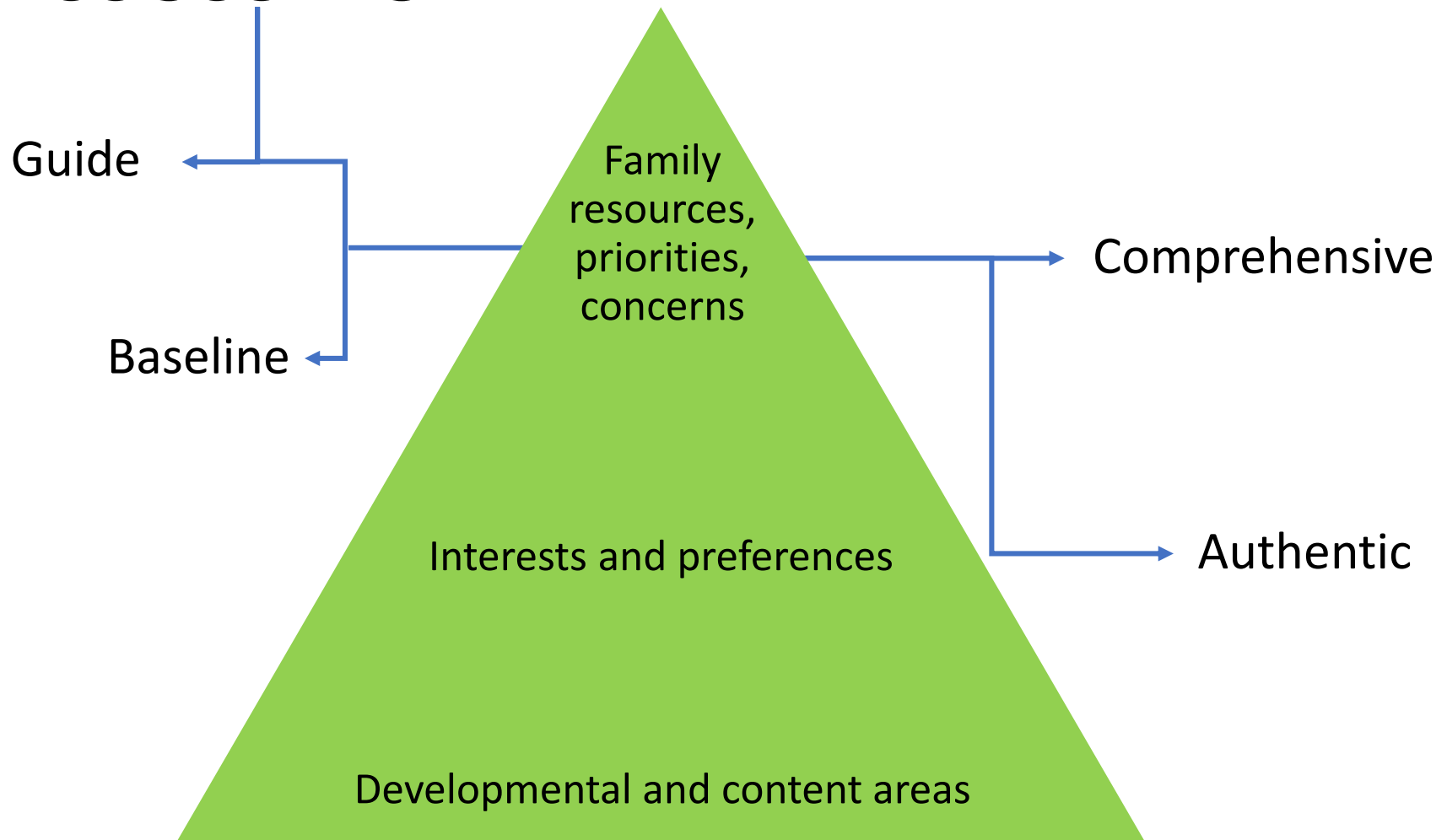
Linking assessment
and intervention



Relationship between Curriculum Framework & Response to Intervention (RTI)



Assessment



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

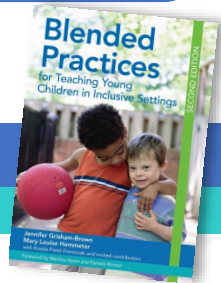
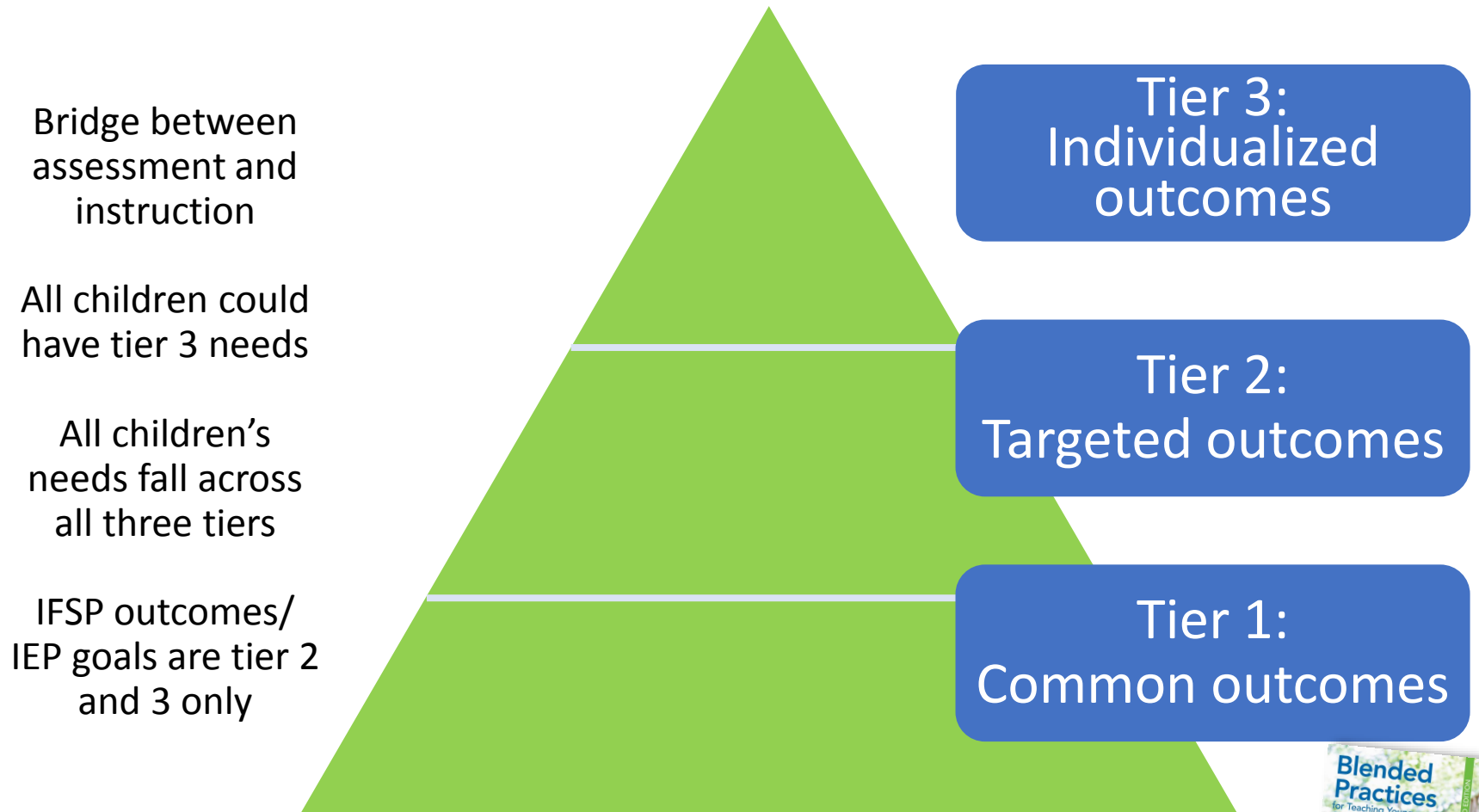
(Bagnato, Neisworth, & Pretti-Frontczak, 2010)

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



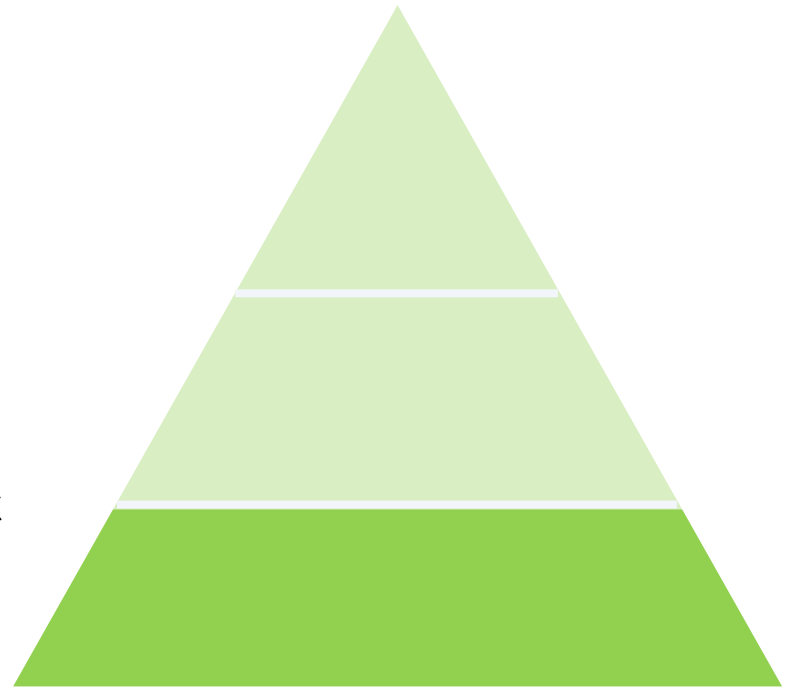
Issues: Scope and Sequence

- 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



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



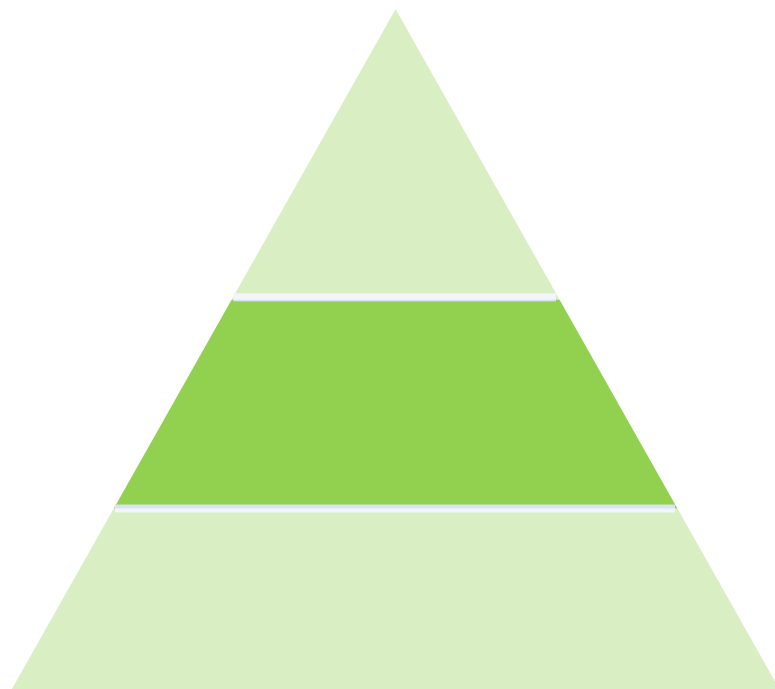
Tier 2 Scope

- Characteristics of Tier 2 Scope

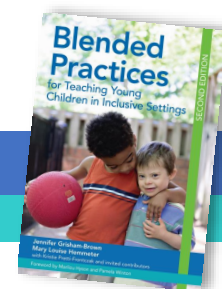
- Individual or small group
- Struggling or stalled

- 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
 - Interfering behavior
 - Time
- Look at
 - Level of independence
 - Flexibility
 - Adaptability
 - 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

Foundational Skills

- Milestones a child should have met by a given age
- 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.

Barrier Skills

- Behaviors that are in the way of a child progressing
- For example, a child may speak a language that is different from what is used in the classroom.

Prerequisite Skills

- Behaviors that are needed to develop more complex skills
- For example, a child needs joint attention before they are able to then have a communicative exchange.

Characteristics of Tier 3 Scope

- Highly individualized (unique to a given child)
- Critical to ensure access, participation, and progress
- High priority for team
- Likely required intensive instruction to acquire
- Can be IEP goal worthy

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?

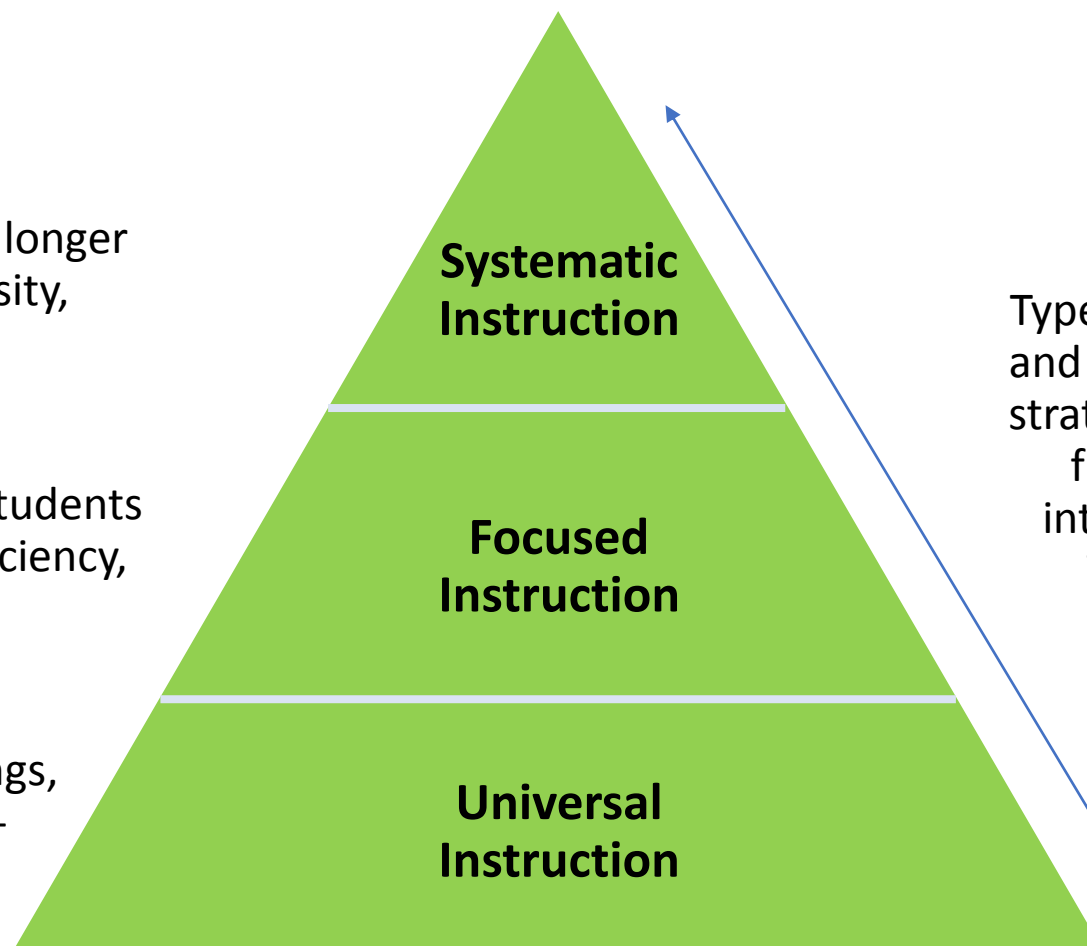
- Need
 - stems from having a disability
 - associated with the disability is having an adverse affect on the child's access, participation, and progress in daily activities
 - is developmentally/pedagogically possible to address in 1 year's time
 - requires specially designed instruction
- Note – A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

Activities and Instruction

Key words: intense, longer duration, high intensity, individualized

Key words: at-risk students (any child), high efficiency, rapid response

Key words: all settings, all students, preventive, proactive, core



Type of activities and instructional strategies vary in frequency, intensity, and intention

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
 - Multiple Means of Expression
- Organizing the learning environment
 - Learning centers and materials
 - Schedule
- Setting up social environment
 - Sense of community
 - Relationships
- Teaching strategies
 - Concept development
 - Positive descriptive feedback
 - Quality of feedback
 - Differential reinforcement
 - Instructional support (ref. CLASS)

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

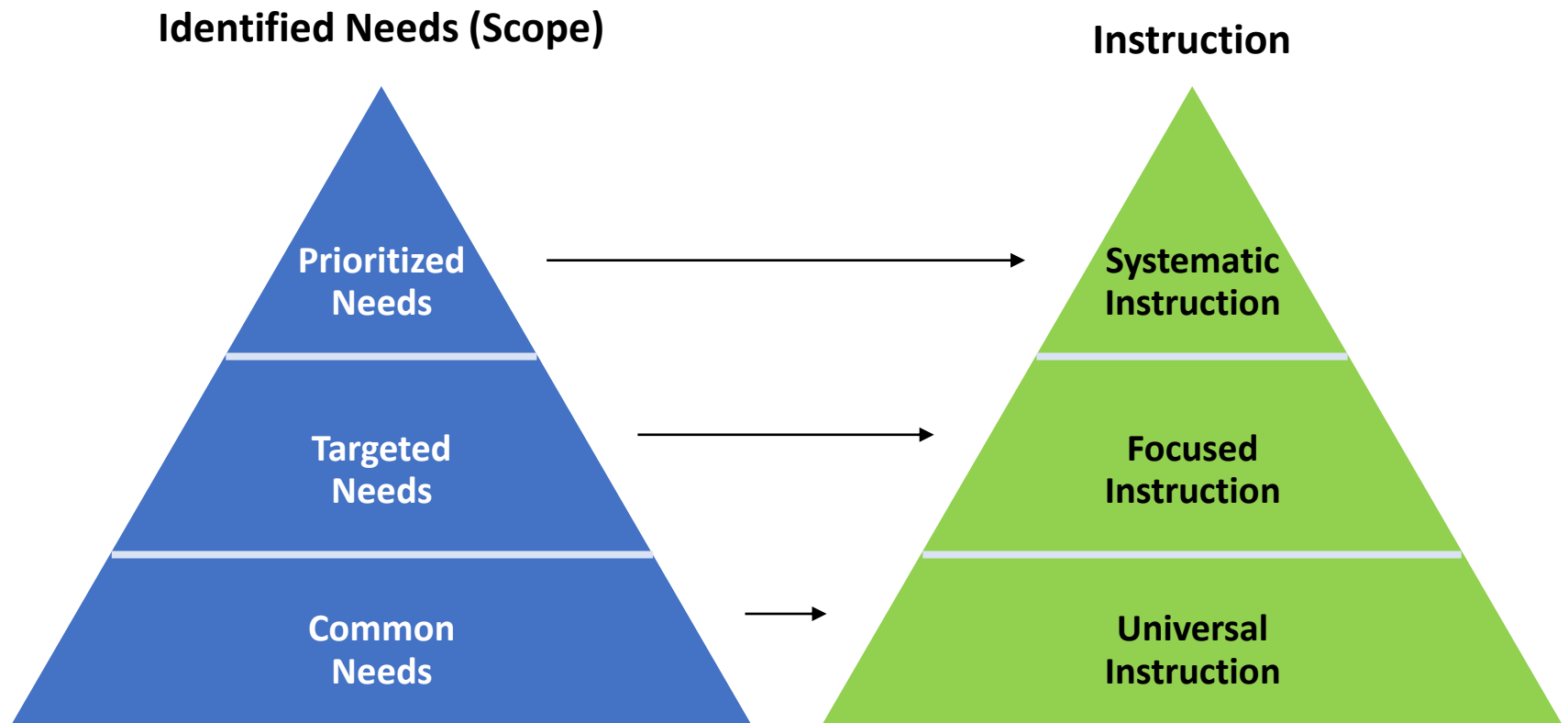


Considerations for Selecting Tiers

- Relationship to outcome
- Evidence-based practices
- Cumulative nature of tiered instruction



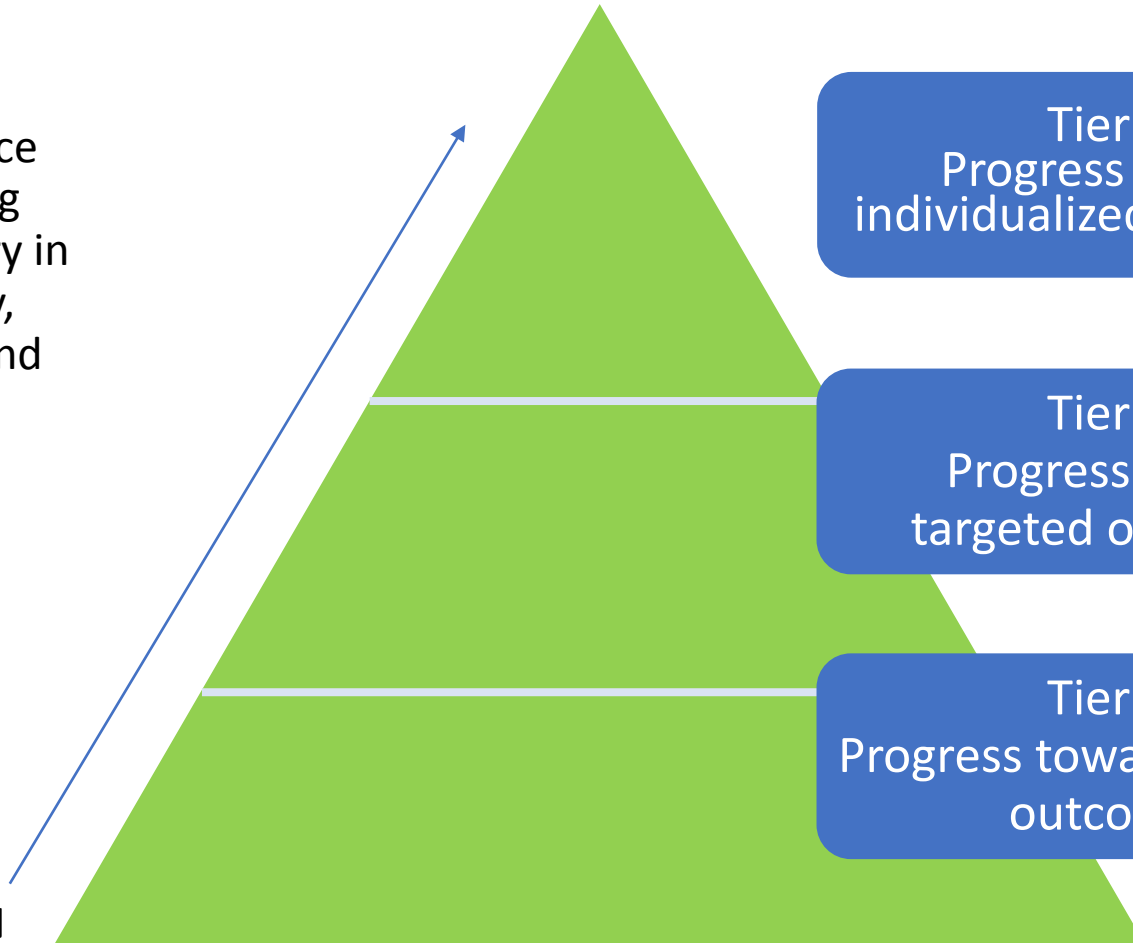
Outcomes Should General Match Instructional Intensity



Performance Monitoring

Performance monitoring practices vary in frequency, intensity, and intent

**REVISE
INSTRUCTION**



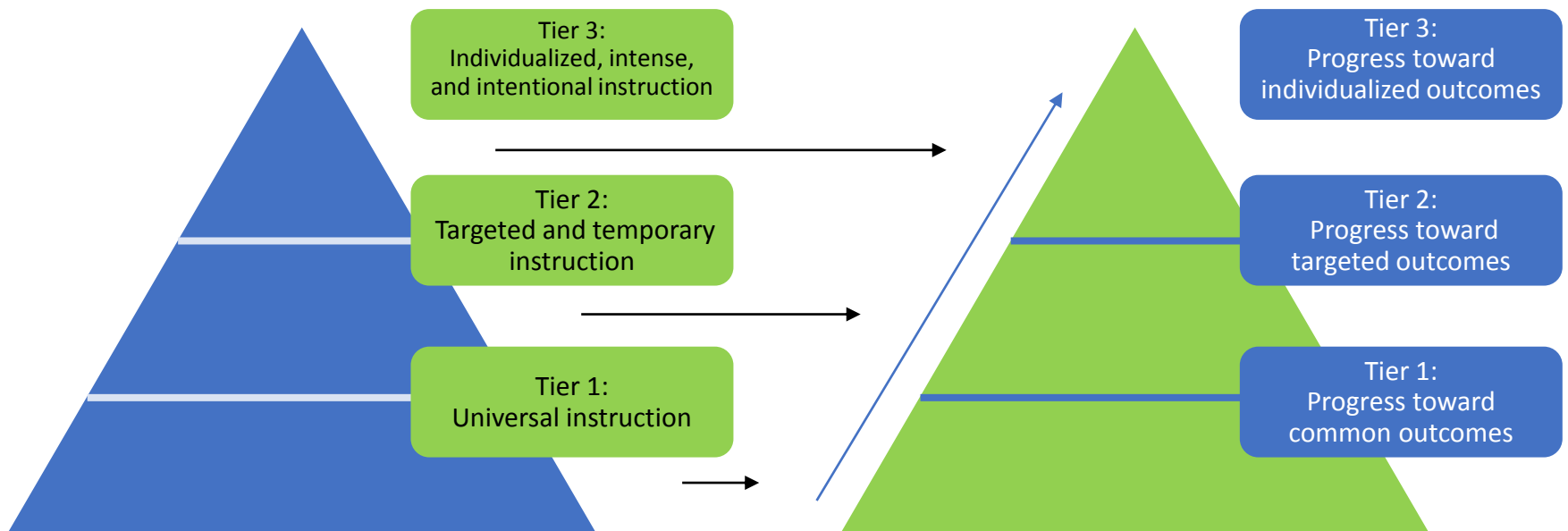
Issues: Performance Monitoring

- Match between instruction tier and performance tier
- Amount of data collected is different depending on tier
- Methods differ for each tier



Performance Monitoring

Practices vary frequency, intensity, and intent matched to the tier of instruction



Performance Monitoring

Tier 1

- Annually
- Semi-Annually
- Quarterly

Tier 2

- Repeated
- Weekly
- Monthly

Tier 3

- Minute-by-minute
- Hourly
- Daily
- Weekly

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

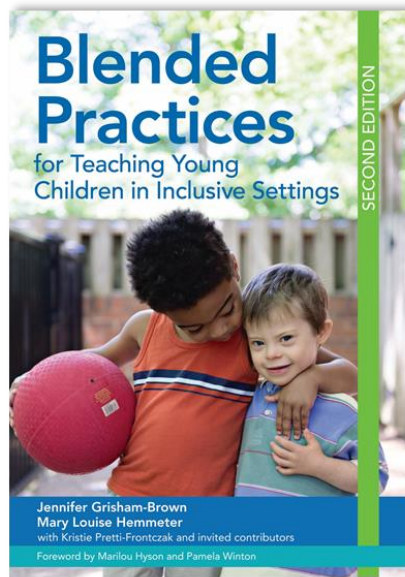
Life's Journey According to Mister Rogers: Things to Remember Along the Way



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



Jennifer Grisham-Brown, Ed.D.

Mary Louise Hemmeter, Ph.D.

To order, visit brookespublishing.com