

# TIERED SYSTEMS OF EARLY INTERVENTION: PROMISING PRACTICES

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# Conceptualizing Tiers of Intervention

- Pros and cons of a focus on intensity of instruction
- What's sacred about three tiers?
- Vexing issues:
  - Is it realistic to expect teachers to deliver multiple tiers of instruction?
  - How should we conceptualize the last ditch effort before special education referral?
  - How should we distinguish between differentiating instruction for tiers or groups of children versus individual children?

# Intensity of Instruction

## □ Pros

- ▣ Alignment with curriculum
- ▣ Ensures more opportunities for learning

## □ Cons

- ▣ More of the same not necessarily effective
- ▣ Focus of intervention may be too diffuse
- ▣ Group size and duration is not directly related to opportunities to respond (OTR)

## □ The Child's Perspective

- ▣ Effectively teaching the proper skills with sufficient OTR

# Three Tiers??

- Lots of instructional variations can invoke lots of potential tiers
  - ▣ Changing motivational characteristics
  - ▣ Creating branch steps
  - ▣ What happens when a child is at different levels in different domains?
  - ▣ Might effective Tier 2 interventions be adopted in Tier 1?

# Tier 2 Curriculum Issues

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- Is it realistic to expect teachers to deliver multiple tiers of instruction?
- Try to align with multiple curricula
- How might one efficiently package curricular areas?

# Skill Focused Listening Center

## Activities: Tier 2

- Skill Focused Activities are designed to be independent of teacher instruction. Monitoring can be done by a paraprofessional.
- Supplemental, rather than substitute for Tier 1 curriculum in 4 major domains
  - Phonological Awareness
  - Alphabet Knowledge/Print Awareness
  - Vocabulary
  - Comprehension
- Follow a general, developmental progression based on previous evaluation of curricular skill implementation timelines.
  - For example, in the PA area, Storybook Script 1 focuses on “Recognizing rhyming words,” whereas Storybook Script 9 focuses on “Identification and production of first sounds in words.”

# Tier 1: Review of 8 Curricula

- DLM Early Childhood Express
- Scott Foresman Reading Street
- Harcourt Storytown
- SRA Imagine It
- Creative Curriculum
- Opening the World of Learning (OWL)
- Building Language for Literacy (BLL)
  - Phase 1 (BLL-1) is tailored to children ages 3 and 4.
  - Phase 2 (BLL-2) is designed for 4- and 5-year-olds and is intended as supplementary material for children who have mastered the skills in Phase 1.

# PA/AK Scope and Sequence

Week	<i>Forest Friends</i>	Skill	
1	Pablo's Prickly Problem	Recognize rhyme words	Thumb Up/Thumb Down
2	Suki's Slumber Surprize	Identification of Rhyme	Choice of Two Supported
3	Fae's Smelly Situation	Identification of Rhyme	Choice of Two
4	Fae's Nose Knows the Way	Identification/Production of Rhyme	Choice of Three
5	Snowday for Fae	Recognize Initial Sounds	Thumb Up/Thumb Down /m//p/
6	Bobby's EmBEARassing moment	Identification of Initial Sounds	Choice of Two Sounds Only /k/ /d/
7	Suki's Selfish Saturday	Identification of Initial Sounds	Choice of Two Sounds/ Supported Alphabet /f/ /n/
8	Pablo's Map Matters	Identification/Production of Initial Sound	Choice of Two Sounds/ Supported Alphabet /s/ /g/
9	Where is Bobby Bear?	Identification/Production of Initial Sound	Choice of Two Sounds/ Supported Alphabet /b/ /t/



# 2<sup>nd</sup> and 3<sup>rd</sup> Nine Weeks

<i>Jungle Friends</i>	<i>Ocean Friends</i>
10 Blending Compound Words Supported	19 Segment Onset Rime
11 Blending Compound Words	20 I-F Blend with Alphabet
12 Blending 2 syllable words/Onset Rime	21 I-F Blend with Alphabet
13 Blending Onset Rime with alphabet	22 IMF Blend with Alphabet
14 Blending Onset Rime with alphabet	23 IMF Blend with Alphabet
15 Segment Compound Words Supported	24 Segment sounds supported
16 Segment Compound Words	25 Segment sounds
17 Segment Onset Rime	26 Segment sounds
18 Segment Onset Rime	27 Count sounds

# Alphabet Knowledge

- Skills that encompass alphabet knowledge include:
  - ▣ Naming the letters of the alphabet
  - ▣ Recognizing and identifying letters in print
  - ▣ Associating the name of a letter with its shape
  - ▣ Associating letters with corresponding phonemes or sounds
  - ▣ Recognizing upper and lower case letters.
- Order of introduction varies across curricula

# How is the Tier 2 Intervention Delivered?

- Activities are designed to be administered in “listening centers” for which scripts are pre-recorded onto compact discs.
- Children listen using headphones and respond to the embedded interactive activities. Familiar characters (e.g., Sally the Sound Seal, Luke the Letter Lion) serve as the teaching “guide.”
- Pre-recorded activities contain visual and auditory cues to increase children’s ability to complete the listening center each day with minimal adult assistance.

# Training Book

- Introduction to the Listening Center
- Children train to mastery criterion on:
  - Not opening book until instructed
  - Turning pages only when instructed
  - Following directions/receiving training specific to each intervention type
    - Pointing
    - Thumb up/Thumb Down
    - Lift the Flap
    - Pull the Tab
    - Turn the Wheel

# Initial Sound video example

- ..\..\Desktop\Summit Thursday  
Presentations\Goldstein RTI Summit\TIER 2-miss  
spider.wmv

# Vocabulary

- Curriculum review for the vocabulary domain consisted of lists of novel words and not so novel words introduced throughout the curricula.
- Potential Word bank with variety of norms
- Avoid words that are:
  - Too advanced
  - Too easy (Beck & McKeown's Tier 1 words)
  - Too difficult to represent concretely or to define

# Comprehension

- Comprehension involves knowing the meanings of words, forming conceptual relationships, understanding factual or literal content, and making inferences (Joseph, 2006).
- In several curricula, comprehension skills were presented under “Oral Language,” because children were required to respond orally to questions asked about stories.

# Comprehension

- Answering questions related to the story
- Levels of questions
  - Answering simple recall questions related to the story (e.g., Who was surprised in the story?)
  - Answering inferential questions related to the story (e.g., Why was Suki surprised?)
  - Answering questions that require a prediction or a connection to own life (e.g., When was a time when you felt embarrassed?)



# Vocabulary & Comprehension Content

<u>Vocabulary</u>	<u>Pablo's Prickly Problem</u>	<u>Suki's Slumber Surprise</u>	<u>Fae's Smelly Situation</u>	<u>Bobby's EmBEARassing Moment</u>
Basic Concepts	In front, behind	first, next, last	first, second, third	tall, short
Target Words	porcupine, protect	surprise, slumber	idea, inhale	embarrassed, accident
<u>Comprehension Qs</u>				
Level I				
Level II	Did Pablo look the same as the other animals?	Who was surprised in the story?	Who smelled stinky in the story?	Who was embarrassed in the story?
Level III		Why was Suki surprised in the story?	Why was Fae Fox so smelly in the story?	Why was Bobby embarrassed in the story?
Level IV	How did Pablo feel at the end of the story?			

# How do we know T2 is effective?

- Tier 2 are ~ 12 to 15 minutes and can be repeated over the course of the week.
- Two versions of books make it possible to address multiple domains each week.
- Mastery monitoring probes - designed to track progress of the skills being taught that week.
- We routinely see students become more proficient with their responses as the week progresses.

# Progress Over Time video

- ..\..\Desktop\Summit Thursday  
Presentations\Goldstein RTI Summit\JH  
time 1 and 2.wmv

# EFFECTS OF INTERACTIVE BOOKS ON PHONOLOGICAL AWARENESS SKILLS IN PRE-KINDERGARTEN CHILDREN FROM LOW-INCOME ENVIRONMENTS

Amy Hempstead



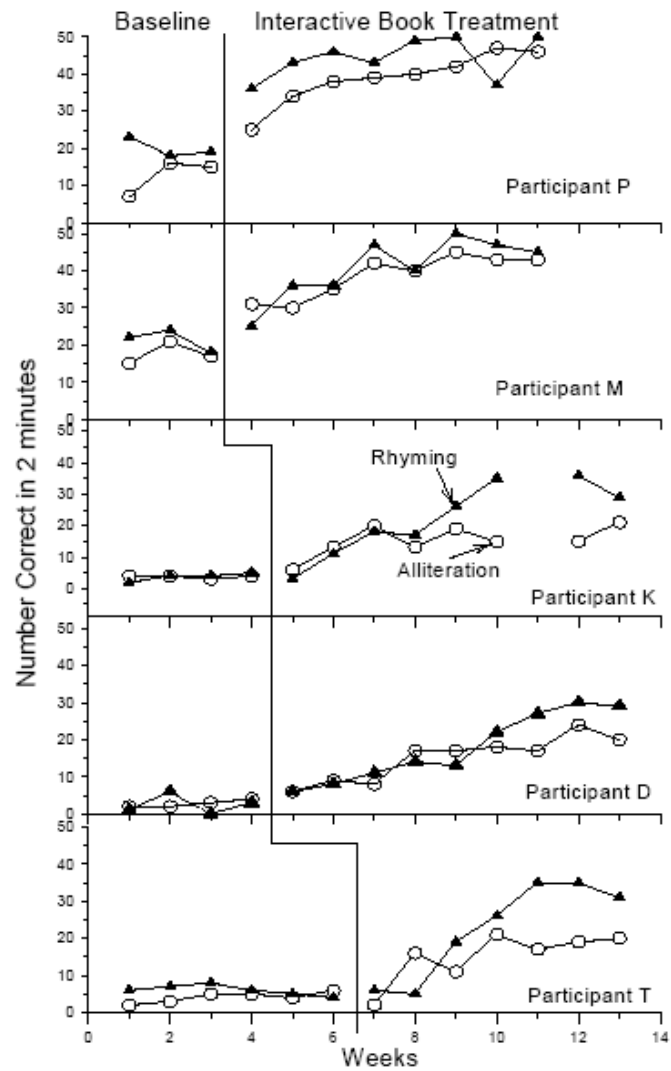
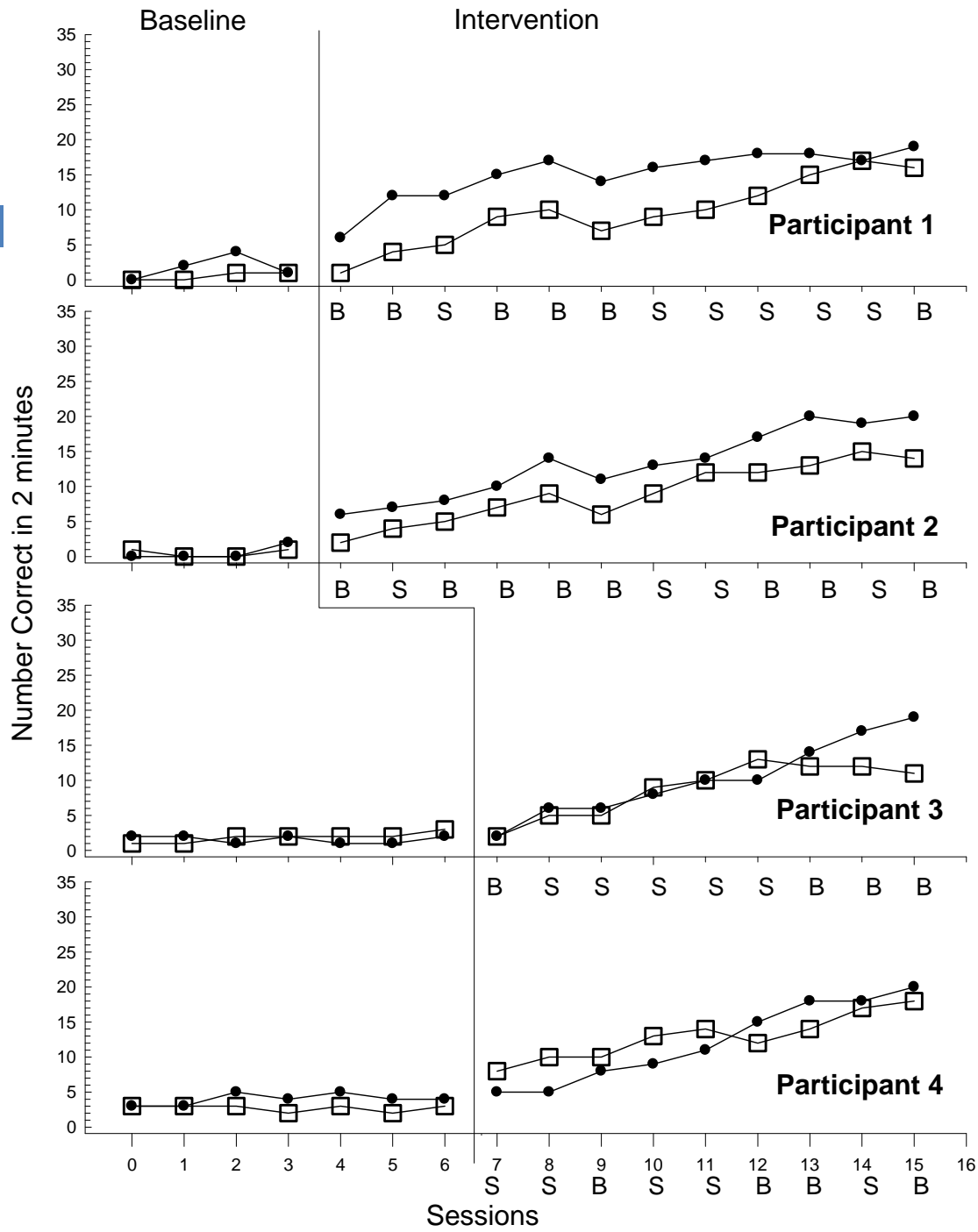


Figure 1. Weekly test performance of participants on IGDI Alliteration and Rhyming.



Circles =  
blending

Squares =  
segmenting



# How is learning maximized?

- Scripts require active participation and responding by modeling answers, asking questions, and providing time for spoken, pointing, and manipulative responses.
- Feedback is provided within context of the recorded scripts so children can monitor whether they are responding correctly
- Multiple embedded opportunities to respond
  - Each script has 5-6 activities, including initial instruction, 3-4 interruptions, and review; ~ 40 embedded opportunities to respond
  - Script is repeated 3X per week
- Demands on teachers' instructional time are minimized and treatment fidelity is high

# Conclusions

- Is this intervention a candidate for Tier 1? maybe
- Is this intervention a candidate for Tier 3? no
  - ▣ For a better plan, talk to Ruth Kaminski and her colleagues
- Expect further development over the next few years as children help us refine timing, density of instruction, word choices, teaching techniques, the language of instruction, etc.