

Example of Tiered Instruction

Teaching Common Outcomes					Teaching Individualized Outcomes			
What to Teach Common Outcome <u>Write letters</u>	When to Teach (time of day)	Where to Teach (location)	What to Teach With (materials, objects, toys)	How to Teach/Extend Learning		How to Teach Antecedents (A) Specific Strategies <i>NOTE: The When, Where, With What are the same as when teaching the common outcome</i>	What to Teach Response (R) Individualized Outcome <u>Initiate and/or maintain back and forth with familiar adult using non-verbal communication for two or more consecutive exchanges</u>	How to Extend Learning Consequences (C)
				Universal Strategies	Feedback			
Curriculum based assessment items and state early learning standards • Copies or writes strings of letters, including letters of first name • Writes some letters correctly, unconventional order ok • Begins to separate groups of letters • May copy environmental print	Arrival	Entry to Classroom	Name cards and markers	Environmental arrangement: Materials available to write with and copy from Adults and peers model how to “sign” in for the day	Positive descriptive acknowledgement plus (PDA+) linking the Kendall’s behavior to positive outcomes. For example, saying, “Kendall, you wrote your name and that let’s me know you have checked in for the day.”	A familiar adult sits next to the Kendall A familiar adult waves to Kendall Familiar adult is nearby	(+) Kendall looks at the adult, the adult smiles, and Kendall smiles back. (+) Kendall looks at the adult, the adult waves again, and Kendall continues to look at the adult. (+) Kendall reaches for the adult, the adult holds out their arms, Kendall looks at the adult, the adult takes Kendall by the hand.	(+) Adult’s smile (+) Adult’s attention (+) Adult’s attention and safety, satisfaction, and/or connection need met
	Center Time	Dramatic Play Center	Shaving cream, magnet letters, popsicle sticks, and cookie sheets	Environmental arrangement: Materials available to write with and copy from	PDA: “Wow Kendall, you are copying all the letters you see on the magnets.”		(-) Kendall doesn’t seem to notice the adult’s behavior or proximity and does not respond (e.g., pause, look at/toward) or initiate social exchange.	(-) Adult provides a follow-up bid by inviting curiosity to self without objects or demands.
	Snack	Snack Center	Menus, scratch paper, markers, and crayons	Brainstorming all the things from the menu the children think will be options for snack and writing them down	PDA: “Kendall, you wrote the letters “C” and “A”. Do you think there will be crackers and apples for lunch?”		(-) Kendall initiates or maintains but only for a single back and forth vs. two or more exchanges.	(-) Adult stays in proximity for the next time Kendall makes a bid and waits longer, or reduces distractions in order to support multiple exchanges.

Teaching Targeted Outcomes

What to Teach Targeted outcomes <u>Self-regulation</u> <u>(ability to stop, think, act)</u>	Additional times	Additional locations	Additional materials	How to Teach Focused Strategies	How to Extend Learning
<ul style="list-style-type: none"> • Making plans before taking action • Delaying gratification • Moving and acting deliberately 	Arrival Morning Meeting Center Time Snack Outdoor Play Time	Bus to classroom Large circle area Centers Snack Center Playground	Visuals (actual pictures) of the “thinking” before “taking action” “Sun diagram” visual support where options with what Kendall can do when feeling frustrated	Peer-mediated intervention <ul style="list-style-type: none"> • Peer plays next to the Kendall and models self-regulation skills. For example, peer says, “I really want to play outside, but I know we have to wait until after snack.” Peer checks a visual chart with pictures of how to ask for a toy that others are playing with and then follows the steps. Peer carefully moves around others who are building with blocks and loose parts as he reaches for another toy. • Peer prompts Kendall to demonstrate self-regulation skills. For example, peer says, “Let’s sign in before we start playing.” • Peer initiates (e.g., requests, asks question, or uses instruction) a specific activity or type of activity with the target child. For example, peers asks, “Do you want to wait with me?” “Can you walk behind instead?” <p>Provide visual supports (see additional materials column)</p>	When Kendall demonstrates self-regulation skills, adult and/or peer provides: <ul style="list-style-type: none"> • positive reinforcement (e.g., verbal praise, descriptive praise, physical gesture to affirm such as a ‘high five’) • PDA and PDA+ When Kendall struggles and needs more external support to self-regulate, adult and/or peer provides: <ul style="list-style-type: none"> • Longer wait times • Asks open-ended questions vs. directing and correcting