

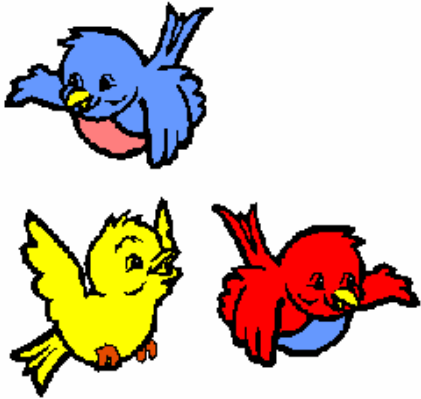
Meeting the Broad Range of Needs



in

Transitional Kindergarten

Away Up in the Sky



Away up in the sky,
The little birdies fly.
Way down in the nest,
The little birdies rest.



With a wing on the left
And a wing on the right,
We'll let the little birdies
Sleep all through the night.

Shhh, they're sleeping!

The bright sun comes up.
The dew falls away.
"Good morning, good morning,"
The little birds say.

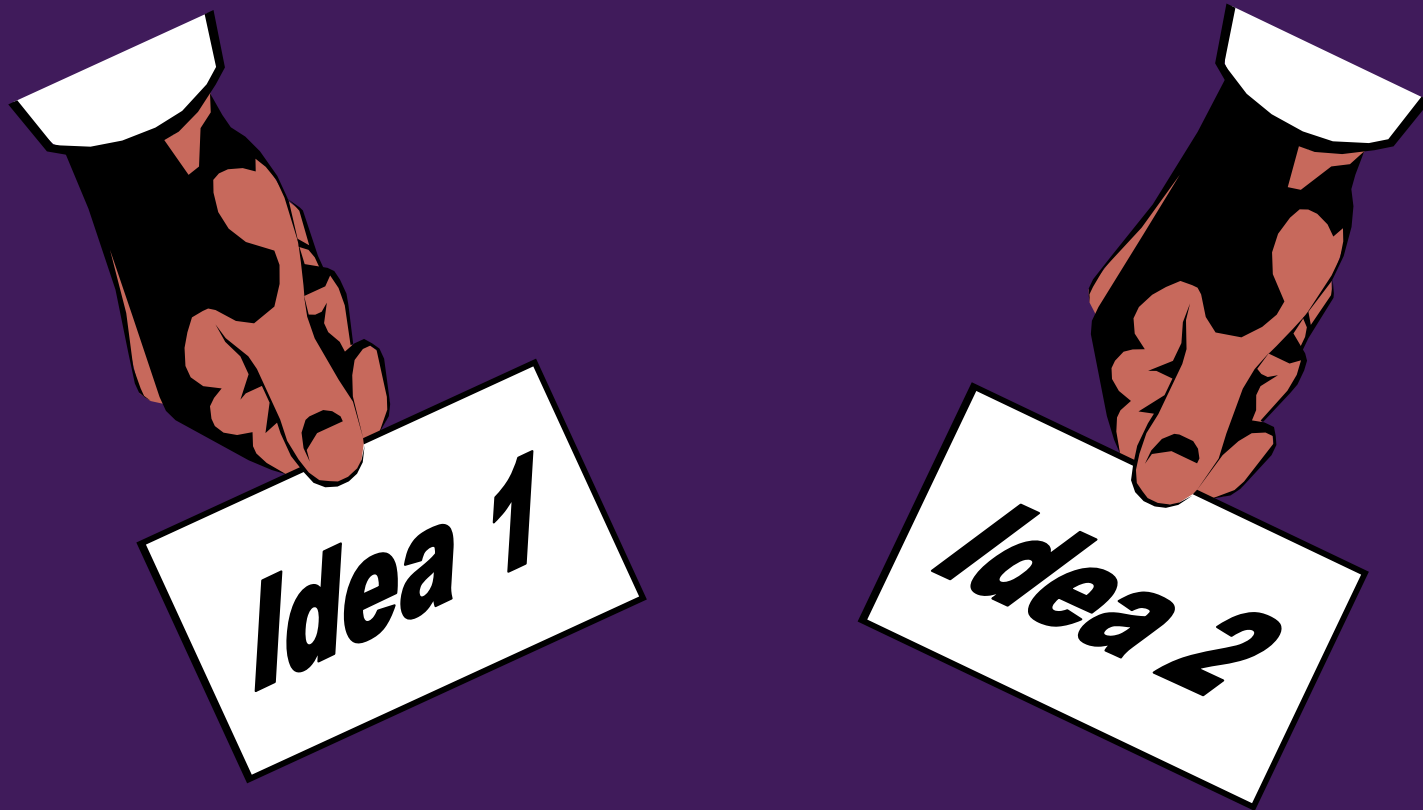


Early childhood educators
must support one another



Together We're Better

In order to meet the diverse needs of children you must hold on to two different ideas at the same time.



Idea 1:

Children are more
alike than different



Idea 2:

All children have unique and individual needs.



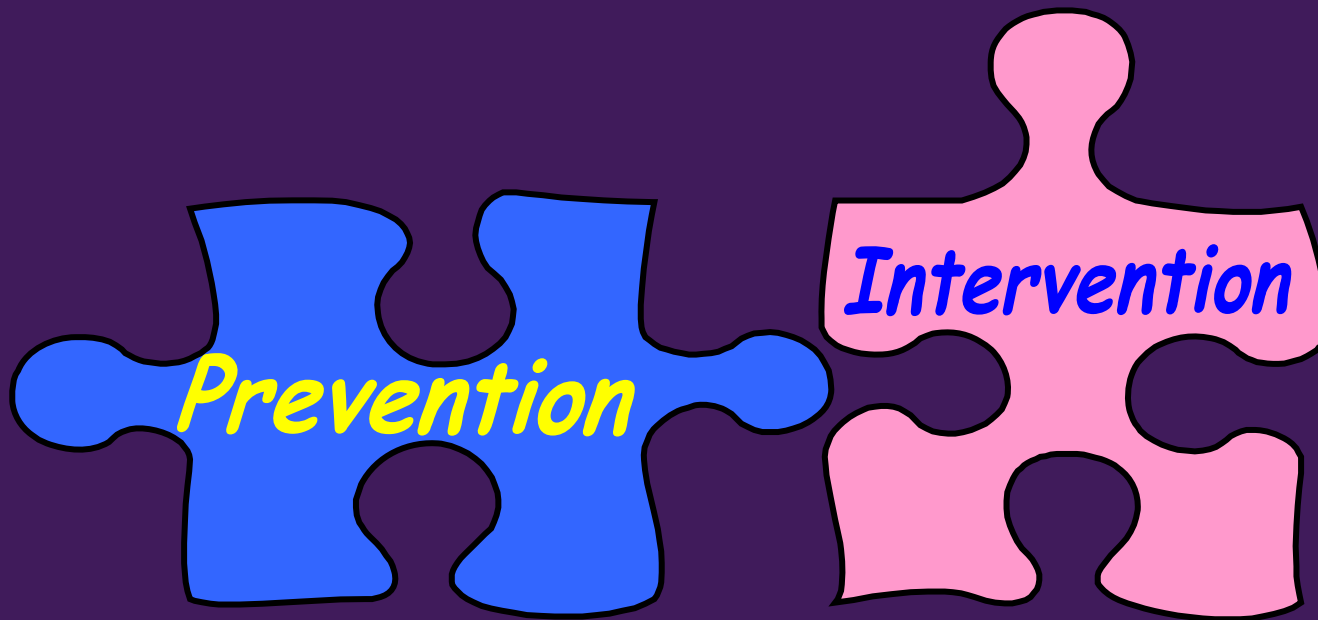


**More alike
than different**

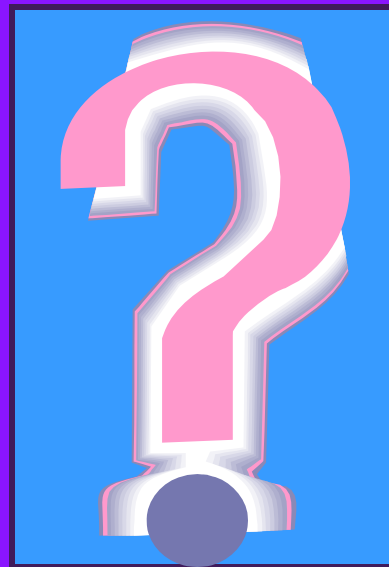


**Individual
Needs**

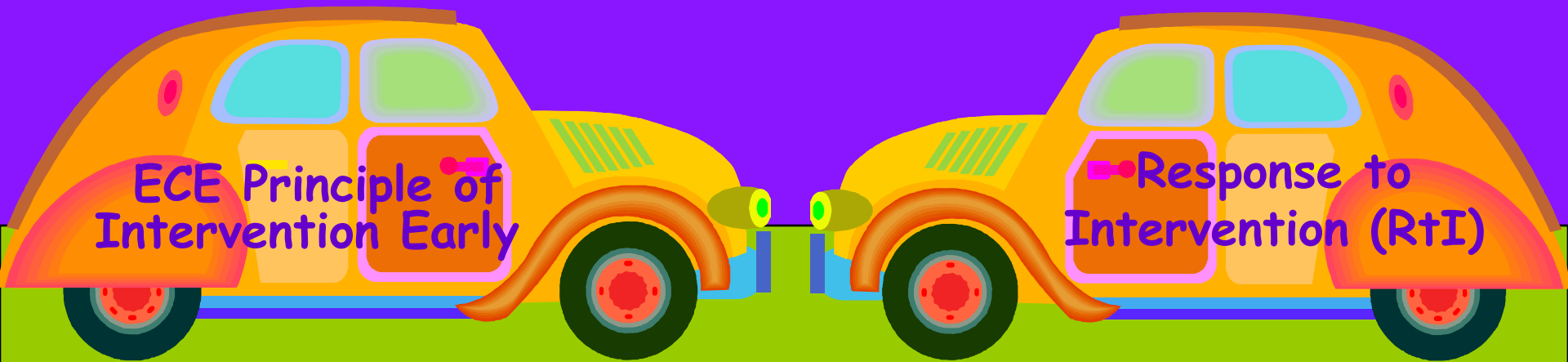
**In order to be responsive to
what is both “alike” and “different”
in young children,
we need to create
systems that integrate**



Can Response to Intervention
help us bring the pieces
together?



A feared collision.....



ECE Principle of
Intervention Early

Response to
Intervention (RtI)

...how can the **concepts** underlying the Response to Intervention (RtI) approach be used in Early Childhood Education?

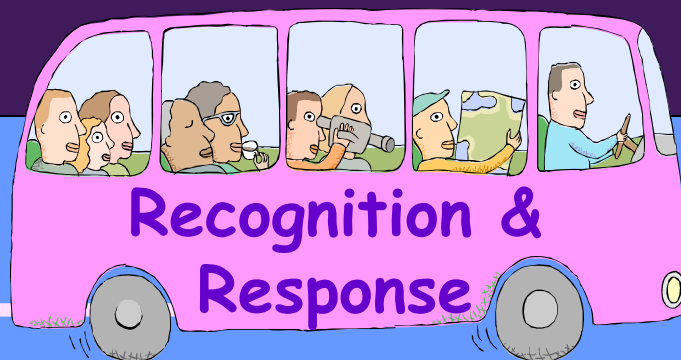
RtI has been adapted for ECE by the National Association for Learning Disabilities and the Frank Porter Graham Child Development Institute at the University of North Carolina into an approach called:

Recognition & Response

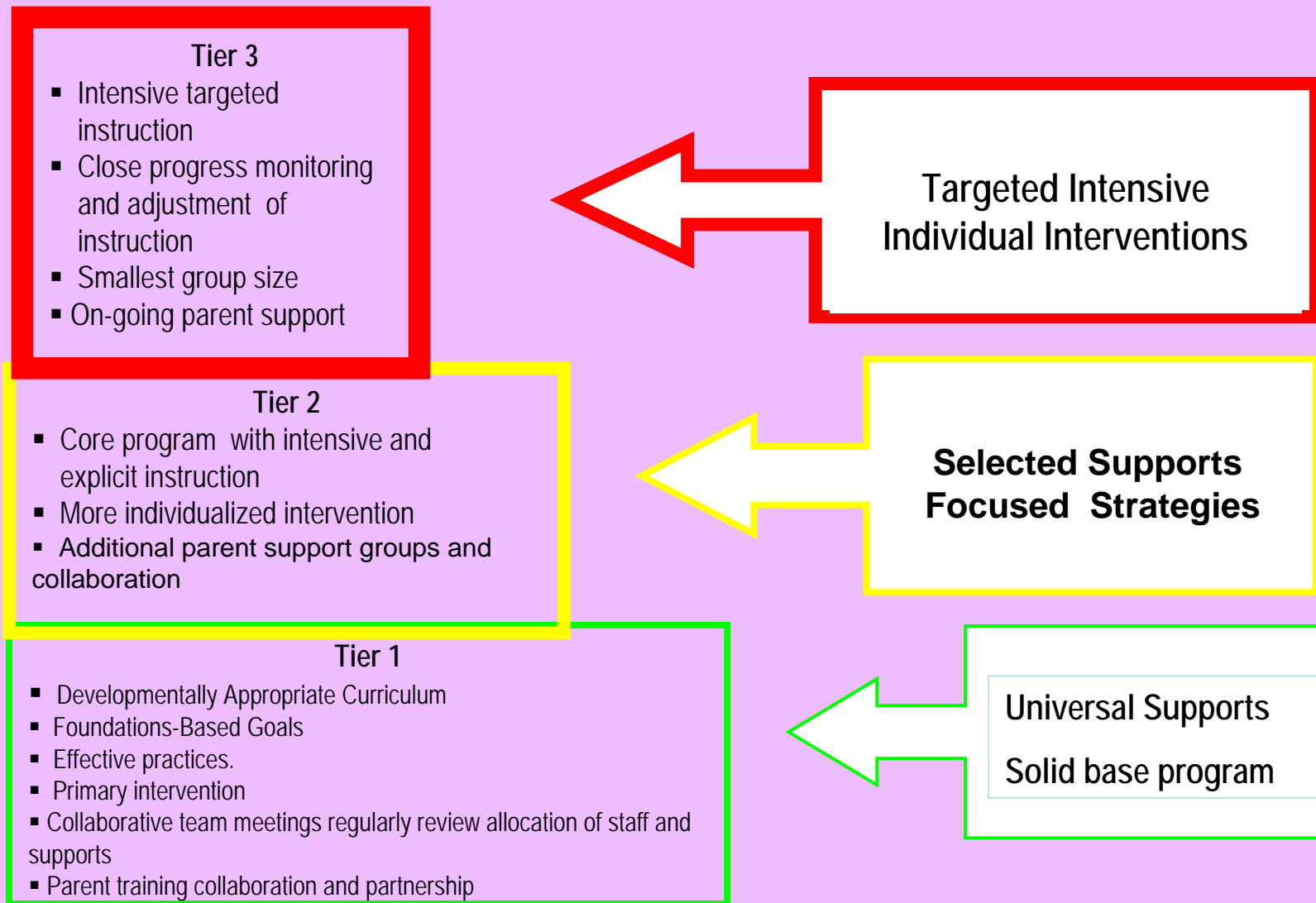
Key Components of Recognition & Response

- ❑ Recognition: Universal screening and progress monitoring
- ❑ Response: Core curriculum and intentional teaching for all children; targeted interventions for some children who need additional help
- ❑ Collaborative problem-solving to support data-based decision making

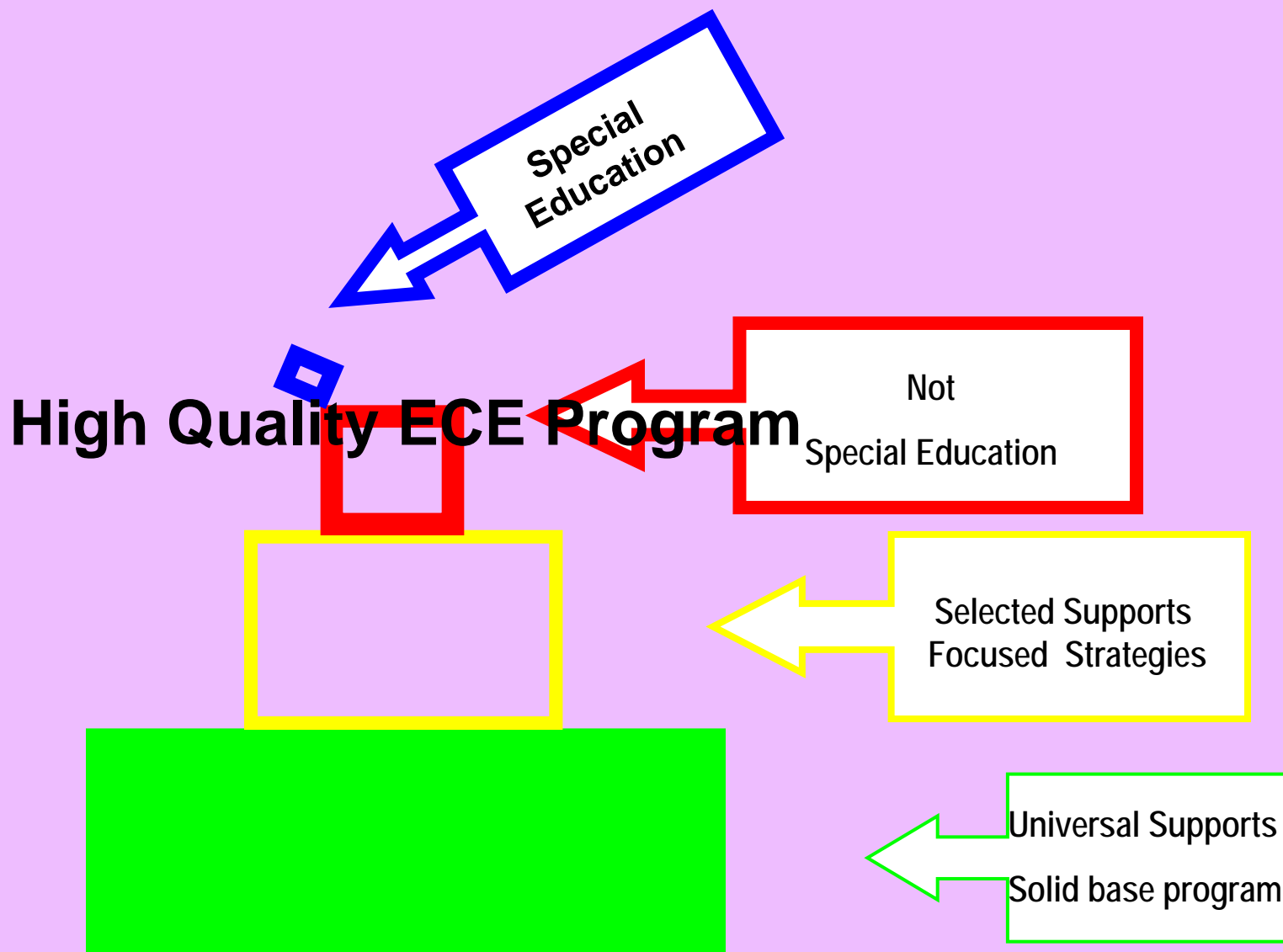
Coming Together to Make It Work



Tiered Approach for Early Childhood Education

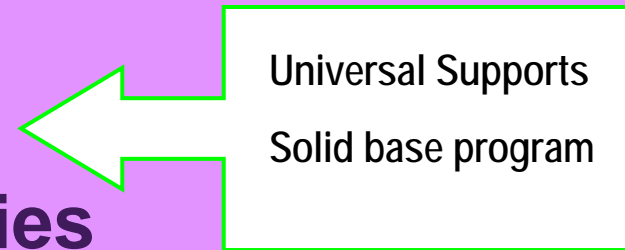


Tiered Approach- Early Childhood Education

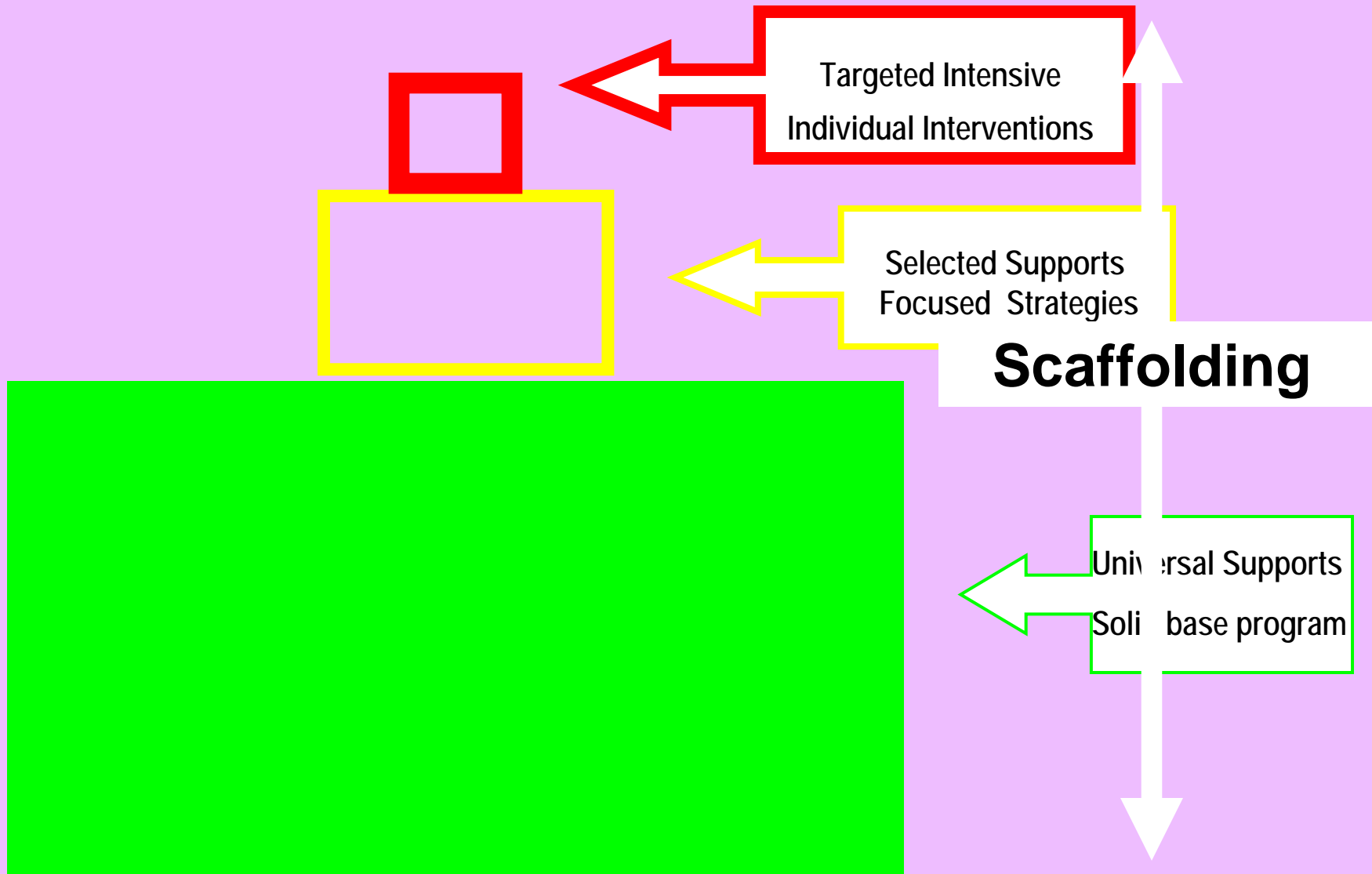


Indicators of a High-Quality ECE Solid Base Program:

- **Staff Experience and Training**
- **Staff-to-Child Ratios**
- **Environment and Materials**
- **Program Structure and Activities**
- **Adult-Child Interactions**
- **Use of Language and Reasoning**
- **Parent Involvement**



Tiered Approach- Early Childhood Education





Intentionality

The Early Childhood Teacher

as



Decision Maker

Effective early childhood teachers
are always observing, recording, and
reflecting together



Reflective
Thinking

Reflective Thinking for Teachers

Teachers:



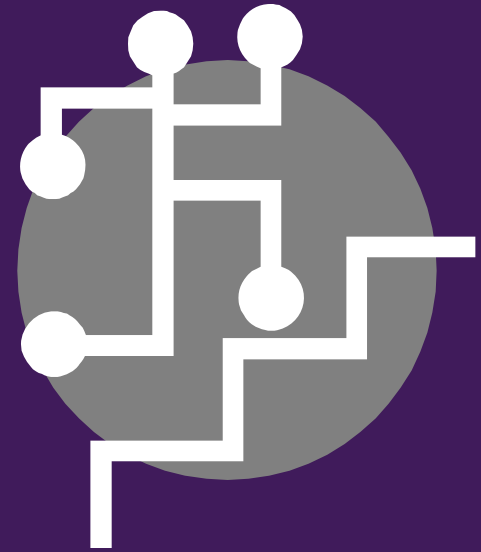
and

Support the Learning

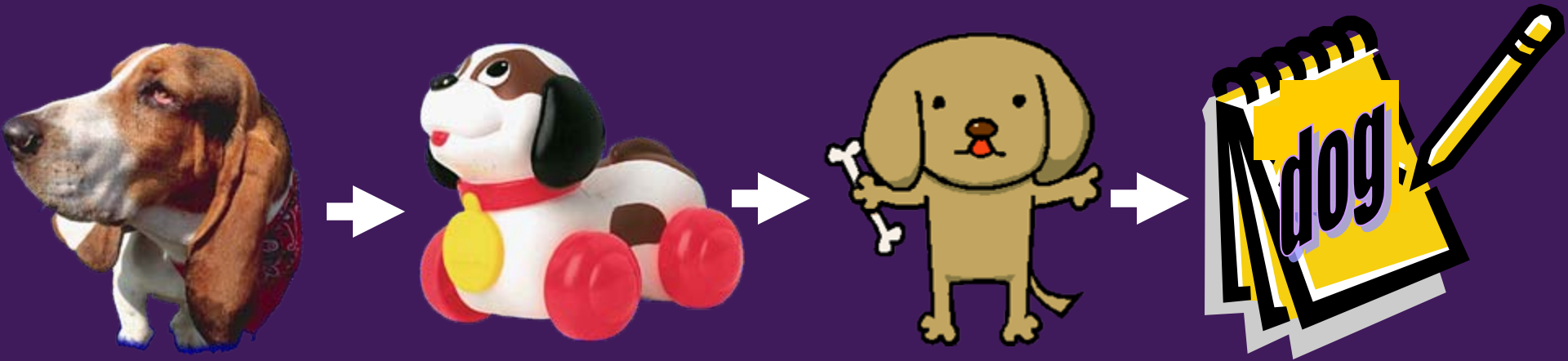
A starburst graphic with a jagged, multi-pointed border, filled with a solid orange color. The word "Scaffolding" is centered within the starburst in a purple, sans-serif font.

Scaffolding

Developmental theory is based on the principle that the successful completion of each stage enables us to move on to the next.



Development proceeds in predictable directions towards greater complexity, organization and internalization.



Development advances when children have opportunities to practice newly acquired skills as well as when they experience a challenge just beyond the level of their present mastery.



Children can do things first in a supportive context and then later independently in a variety of contexts.



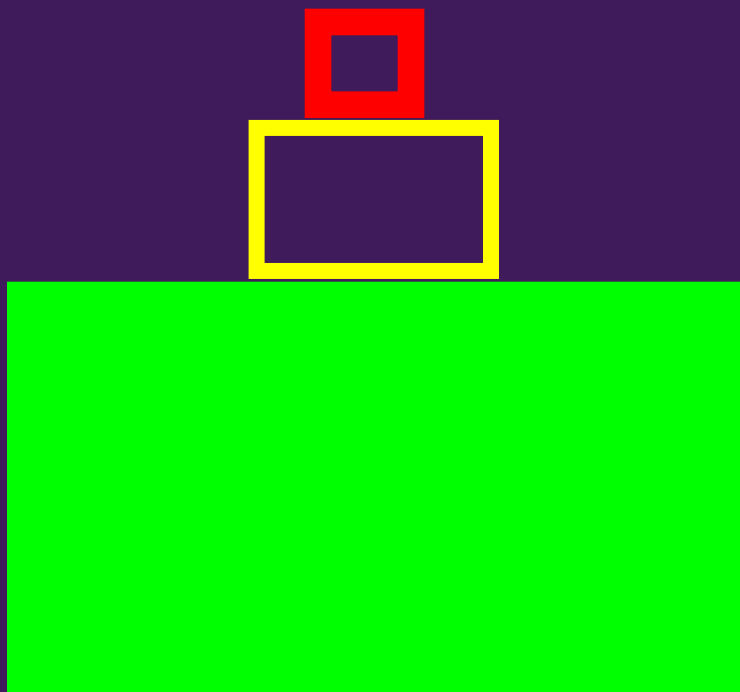
Teachers provide the “scaffolding” that allows the child to take the next step.

Learning occurs through “guided participation”. It is a collaborative process between the teacher and child.



Scaffolding

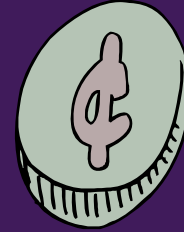
Intentionality





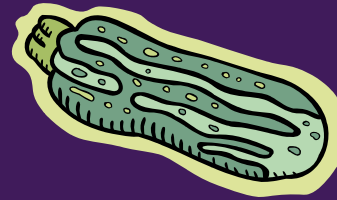
My Ma Gave Me a Nickel

My Ma gave me a nickel



to buy a pickle.

I didn't buy a pickle,



I bought some bubble gum.

Some bub-bub-bub-bub bubble gum,
I bought some bubble gum.

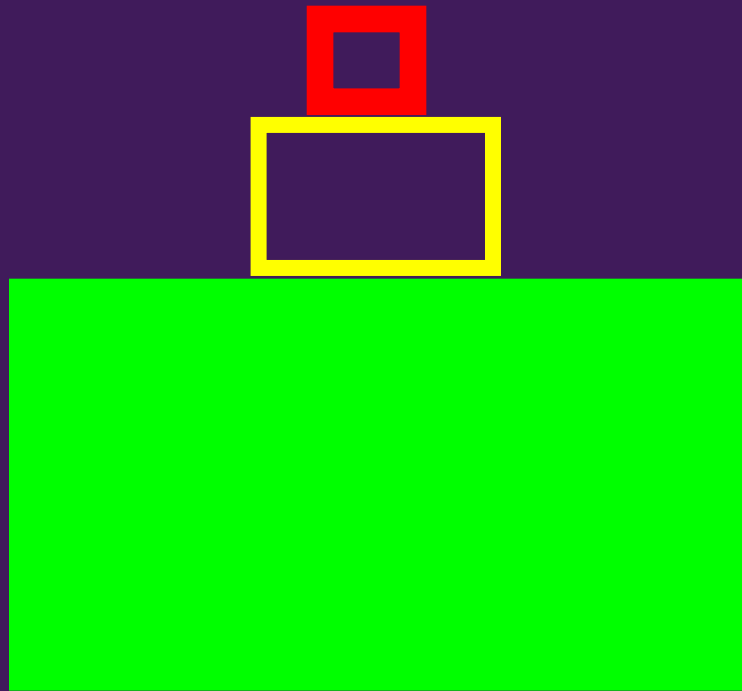


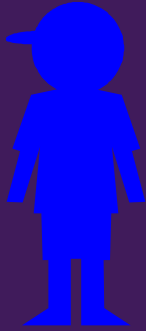
Some bub-bub-bub-bub bubble gum,
I bought some bubble gum.

My Ma Gave Me a Nickel

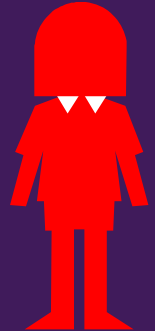
Scaffolding

Intentionality





Learning/Teaching Ideas



- **Vocabulary/Meaning**
- **Speech/Language**
- **Rhyming/Sounds of Language**
- **Beginning Word Sounds/Letters-Sounds**
- **Turn Taking/Listening**
- **Sense of Community/Group Participation**

Recognition
&
Response

Recognition
&
Response

Recognition & Response

What do we need to do?

- **We need to establish systems for appropriate screening of children.**
- **We need to support appropriate implementation of the core curriculum and intentional teaching for all children.**
- **We need to effectively use classroom assessment tools for ongoing progress monitoring and data collection**
- **We need to establish a plan for collaborative problem solving teams at each site.**
- **We need to work together to understand and implement a tiered system of intentionality and scaffolding.**



Wait

and

See

Recognizing
the needs of each child

Responding
with intentionality

We can only make it work
through



Collaboration

We must support
one another in
improving our
ability to
meet the needs of
all children

Meet, reflect, plan
and work together.
No one can do it
alone!





What the best and wisest parent wants for his own child, that must be what the community wants for all its children.



John Dewey