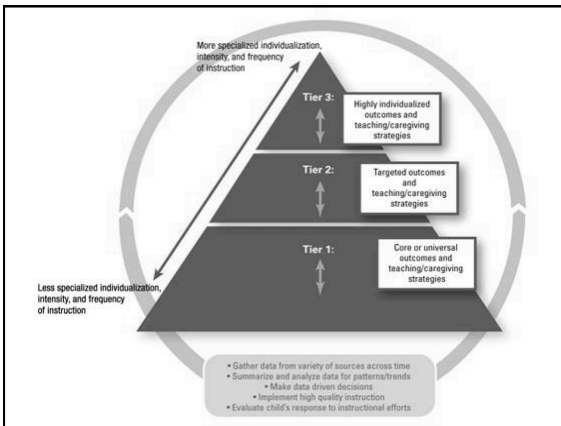


Quality Instruction to Meet the Needs of Diverse Learners in PreK Programs



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Tier 1 Needs

- What common concepts and skills are to be covered/taught/ addressed?
 - State standards
 - Federal outcomes
 - Big Ideas
 - Items from an assessment

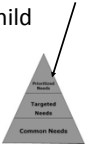


Tier 2 Needs



- Another related skill/concept is the need
 - Desired concepts and skills that are emerging (stalled but not missing)
 - Concurrent skill/concepts
- Means of expression
 - Verbal
 - Non-verbal
- Components or portions of the larger concept or skill are missing
 - Has some of the desired responses but is not as sophisticated as would expect for age and context

Tier 3 Needs – Target Behaviors



- Concepts and skills that are keeping the child from *accessing, participating, and making progress* in the general curriculum/daily activities
 - Barriers/Underlying issues
 - Missing prerequisite or foundational skills
- Examples
 - Barriers, underlying issues or concerns (e.g., challenging behavior, quality of movement, intensity of action, another language)
 - Foundational or prerequisite behaviors (e.g., joint attention, imitation, vocalizations, manipulation of objects, functional use of objects)

High Quality Teaching Sequences




1. What to teach?
2. When to teach?
3. Where to teach?
4. What to teach with?
5. How to teach?


Repeat




Creating a Complete Learning Cycle: Embedded Learning Opportunities



Antecedent
Delivery of IP



Response
What we expect
children to do



Consequence
Keeps things
going – provide
additional
support

ARC Illustration

A	R	C
What you or another adult will do	Target R (*) Non-target R (÷)	Target C (*) Non-target C (÷)
What a peer will do or what will be in the environment	Target R (*) Non-target R (÷)	Target C (*) Non-target C (÷)

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