

Early Childhood SRBI

Embedded Strategies Manual



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CONNECTICUT STATE DEPARTMENT OF EDUCATION

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Recognition and Response Initiative

Through generous funding from the Emily Hall Tremaine Foundation, the CSDE, in collaboration with the State Education Resource Center (SERC) and EASTCONN, provided coaching to multiple preschool programs in the use of the Connecticut Preschool Curriculum Framework and the Preschool Assessment Framework as a basis for differentiating instruction and providing support to students in need. The hard work of coaches and preschool programs involved in this initiative guided the development of this publication.

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Background

Early childhood SRBI (offers a system to determine whether the current curriculum and instruction is effective by examining data about whether children are making appropriate progress toward learning goals. It also provides a system for determining who is not making progress and might need additional support. Finally, early childhood SRBI includes a system for monitoring the effectiveness of the supports that are put in place.

Many of the key components articulated in the publication *Using Scientific Research-Based Interventions: Improving Education for All Students* (2008) are appropriate for children throughout PreK-12 education. In fact, many aspects of SRBI are already present in high-quality preschool settings. However, several subtle differences exist in the implementation of SRBI in early childhood settings. Some adjustments are necessary due to variations in the delivery systems for preschool education, while other adjustments are necessary due to the nature of young children's development.

In Connecticut, 79.7 percent of students entering kindergarten in 2008 were reported to have had a preschool experience. These experiences vary widely as to the amount of time spent in preschool and the type of setting in which the program is provided. Possible preschool settings include state-funded preschool programs (School Readiness), Head Start, local board of education programs, and privately operated preschools. One example of how the preschool setting may affect the implementation of SRBI is related to the differing staffing patterns. A local board of education program may have credentialed teachers with planning time and access to specialists such as literacy coaches, special educators, or speech and language pathologists who may provide consultation on individual children. A privately operated preschool program might have qualified teachers but no regularly scheduled planning time and no access to specialists to support collaborative problem solving. Such differences will have a significant impact on how early childhood SRBI might be structured in any given program.

Consideration must be also given to what is known about child development when implementing this model in preschool and kindergarten.

Developmental differences are especially important to consider when making decisions about assessment and strategies for support. In *Early Childhood Assessment: Why, What and How*, the National Research Council (2008) includes the following statement: "The developmental and experiential variation in young children presents challenges for the strict application of RTT's prescribed universal screening, identification of low-performing children, and tiered intervention." Additionally, the council states, "much more research is needed on how to apply the assessment and intervention practices of multi-tiered models in a way that is consistent with what is known about young children's development." The Connecticut State Department of Education's (CSDE) guidance around early childhood SRBI combines current best practice in early childhood with the SRBI framework, thereby working to ensure that all children receive the support they need to benefit from their early childhood program while maintaining developmentally appropriate and effective practices.

Assessment

Information gathered through the use of standardized assessments in early childhood has some limitations due to the variation in children's development, children's limited ability to express their knowledge and skills, and the lack of familiarity and comfort with the testing situation. Studies have shown that assessment measures in early childhood have limited predictive value (LaParo and Pianta, 2000; and Kim and Suen, 2003). While these studies primarily considered aggregate data used for purposes of accountability, the issues related to child development also mean that standardized assessment procedures are likely to offer limited information about individual children. If programs select norm-referenced tools with standardized protocols, they must be aware of the limitation of this information and find alternative ways to gain the additional information necessary to make sound decisions about instructional strategies and supports for individual children.

An alternative to standardized, norm-referenced tools is the use of observational, criterion-referenced tools, such as Connecticut's *Preschool Assessment Framework* (PAF). Providing tiered interventions within the general classroom is a formalized method of modifying instructional practices. Therefore, the use of tools designed for the purposes of guiding

instruction, such as the PAF, would be appropriate. One trade-off of choosing a criterion-referenced tool is that such tools typically rely on observation over time and therefore do not provide for early identification of students in need of support. However, monitoring progress during children's initial months in preschool allows children an opportunity to adjust to a new setting and to respond to the basic curriculum prior to determining if additional support is necessary.

Supplemental support

Another consideration must be made when planning for supports, or interventions, to be implemented in early childhood classrooms. To foster engagement and self-direction, early childhood classrooms are typically set up to allow for a significant child choice, resulting in a numerous center-based learning opportunities. These structures, designed to meet the needs of this developmental period, lend themselves to interventions embedded in the context of the classroom instead of homogeneous small-group interventions common in older elementary grades. Research supports the use of embedded interventions (defined as “the use of intentional teaching strategies to address a specific learning goal within the context of everyday activities, routines, and transitions at home, at school, or in the community”) with students ages 2 to 7 years, with disabilities (Snyer, et.al, 2007). Further research on the use of embedded strategies with non-disabled children would provide additional support for the use of such strategies in early childhood SRBI.

When implementing early childhood SRBI, issues related to child development and systems differences must be compared to the current models being implemented in higher grades, and a continuum of practices appropriate for children across the years should be implemented. The CSDE document, *Supporting All Children: Early Childhood SRBI, A Guide for Preschool Programs*, offers guidance to programs considering implantation of SRBI in early childhood settings.



Structures to Support Implementation of Strategies

Supporting All Children: Early Childhood SRBI, A Guide for Preschool Programs offers information and guiding questions regarding the implementation of early childhood SRBI. Additional questions may need to be asked when considering strategies for support. While specific strategies for individual children are decided as a part of collaborative problem solving, programs need to consider several general issues related to providing support to children.

- What types of intervention strategies can be implemented appropriately given current staffing patterns? Is there a potential for changing staffing patterns to allow for additional individualized support?
- How will strategies be embedded within the daily routine?
- If similar embedded strategies are used across all tiers, what will look different at Tier II and Tier III? Will we change strategies, increase the frequency, or continue to focus on specific performance standards for children who have not made significant progress?
- How will the implementation of strategies at Tier II and Tier III be documented?

Creativity and flexibility in staffing patterns and classroom routines can go a long way in implementing Early Childhood SRBI; however, programs need to be realistic about available resources to ensure that supports are manageable and are integrated into the program in a meaningful, purposeful and sustainable way.

Selecting Evidence-based Strategies

At the heart of early childhood SRBI are curriculum and instructional strategies proven effective for the population to be served. The gold standard of evidence is typically considered to be rigorous scientific research. However, it is often challenging to find intervention strategies that have undergone rigorous scientific study in early childhood, and, indeed, the limitations associated with assessment in early childhood often hinder research in this area as well. Therefore, it is appropriate to consider strategies for which rigorous research exists to support their use, as well as practices for which you have first-hand knowledge of their effectiveness.

Many general strategies have a basis of empirical evidence and may be easily adapted to multiple standards, settings and interventionists. These types of strategies often are easily embedded within the context of the early childhood classroom and do not require a significant investment on the part of preschool programs. Instead, resources may be devoted to promoting the intentional use of these strategies, collecting data on the success of these strategies, and collaboration in meeting the needs of individual children.

“... evidence-based practice draws on research, knowledge, craft knowledge (also known as professional wisdom), and the values and beliefs of practitioners and those of the families and communities they serve.”

— Jack Shonkoff
From: *Evidence-Based Practice in Early Childhood*

for at least one improvement outcome.” After considering the evidence available, programs may opt to select strategies outlined on this Web site; however, these interventions are not considered in depth in this manual.

It is important to remember that a key component of early childhood SRBI is examining the data available on children’s skills and progress and using this information to guide adjustments to curriculum and instruction. The results of the data collected provide the “evidence” that a particular practice is effective for this classroom or a particular child. This component is critical, whether or not rigorous scientific research on this practice exists.

When selecting strategies to use with children who need additional support, the key curriculum components considered for Tier 1 provide a helpful framework for decision-making. Below are the essential components of curriculum with special considerations for Tier II and Tier III support.

Performance standards

Strategies are determined by considering children’s progress across the benchmarks and identifying targeted strategies based on information about their skills, needs and learning styles.

Assessment

Decisions must be made about how to assess student progress and how to determine if a particular strategy, or set of strategies, is working. Progress monitoring in early childhood may be embedded within the intervention and simply consist of the teacher documenting a child’s response to strategies on a regular basis.

Content

Developmental skills and knowledge across content areas are highly interrelated in the early childhood years. When planning for supplemental supports one should look for opportunities to integrate learning across developmental domains and content areas, while still implementing strategies intentionally targeting a particular skill.

Processes and experiences

Increasing the number of opportunities and experiences to address a particular standard is a key strategy to support students. Including families in the problem-solving team allows them the opportunity to include experiences aimed at increasing a particular skill at home.

**Note: Families are not required to implement supports and/or strategies. If they wish to be involved and are able to support skill acquisition at home, these strategies would not replace the implementation of supplemental supports in an educational setting.*

Teacher interaction

Teacher behaviors (the words and actions that support children’s learning) are a critical piece of intentionally planning intervention strategies. Planning for the types of questions and prompts that promote children’s growth and learning across the benchmarks is an important teaching strategy. However, fully scripted lessons are not appropriate for early childhood, and teachers should be able to respond to changing variables in any situation.

Environment, materials and scheduling

It is important to explore how the organization of the environment, schedule and materials support learning. Altering the environment, materials and/or schedule can provide for increased opportunities to address a skill within the context of the daily routine or may provide a more conducive learning environment for students.

Fidelity of Implementation

The term “fidelity of implementation” refers to the extent to which a curriculum or instructional practice is done in the way it was intended. Determining the fidelity of implementation of strategies that are embedded within the context of a preschool classroom is particularly challenging. Therefore, ongoing communication, reflection, a system for documentation, and ample time for group meetings is critical to ensure that implementation of strategies to support learners is effective.

Here are some key points to consider when working to ensure fidelity of implementation:

Is the intervention being provided?

When embedding interventions in the daily routine, it is especially important to have a system for recording the frequency of the intervention. Consider the following scenario.

Juan is able to recite numbers and identify numerals in both Spanish and English; however, he continues to struggle with the concept of numeracy and does not demonstrate one-to-one correspondence. Therefore, after reviewing the data related to his skills, the teachers plan to target instruction toward the performance standard “Relates number to quantity.” Program staff members have created new routines to allow additional opportunities to address this skill. For example, they have incorporated opportunities for Juan to count classmates during transitions and have discussed in depth the type of guidance (modeling, prompting strategies, etc.) They will provide to support Juan. They will also use these strategies with Juan when opportunities arise in centers.

In this scenario, it is important that the teacher and assistant teacher have a process for recording how many times a day they provide this support to Juan. A simple tally sheet may prove to be a useful strategy in this instance.

Does everyone providing the intervention understand the targeted skill and the corresponding strategies?

Many of the strategies outlined in this manual rely on teacher language, behavior and guidance tailored to a particular circumstance. When interventions are individualized and provided in a natural context, there is typically not a specific script and may not be a specific protocol to follow. Therefore, ensuring fidelity of implementation requires a great deal of ongoing communication. Any individual who is implementing an intervention strategy should understand the targeted skills, the specific strengths and areas of needs for the child, and understand the specific strategies for support selected for this child.

Additional Considerations

Children with disabilities

Children with disabilities may receive services from a special education teacher or other specialist as indicated in an Individualized Education Program (IEP). Regular communication will help to ensure that services and strategies provided by specialists will complement the interventions implemented as part of the early childhood SRBI process.

If possible, including specialists from the Planning and Placement Team (PPT) in the collaborative problem-solving process may help promote consistency and communication regarding a child's needs and progress. It is important to remember that if a student is receiving special education services, he or she still participates in core curriculum and instruction and may also receive supplemental supports within the classroom for skill areas impacted by their disability. The student may also require supports in other domains.

Finally, you may need to consider a child's disability when determining if supplemental supports are warranted. For example, if a child has a speech and language delay, he or she may be able to demonstrate an ability to relate number to quantity in a nonverbal fashion, in which case an intervention related to relating number to quantity would not currently be warranted.

English language learners

Special considerations arise when using this framework with children who are dual language learners. Assessment of skills and knowledge must be done with an understanding of a child's language development in both English and his/her first language. Practitioners who are making decisions regarding interventions should understand dual language development and appropriate ways to support students who are learning multiple languages at a young age.

Children with challenging behaviors

In 2005, Walter Gilliam reported expulsion rates in preschool that were three times higher than those in K-12 education. This report highlights the need for supports to address challenging behaviors within the preschool classroom. Therefore, the application of a model of tiered supports to address behavior and/or mental health needs is a critical component of early childhood SRBI. While this manual includes examples of strategies to support the development of selected personal-social skills, it does not fully address supporting children with challenging behaviors. Because of the multitude of resources already available related to supporting children with challenging behaviors, this manual instead focuses on teaching strategies for which there are fewer resources available.

“ ... When RTI is implemented with culturally and linguistically diverse learners, it is critical that the pre-referral intervention process is culturally and linguistically responsive; that is, educators must ensure that students' socio-cultural, linguistic, racial/ethnic, and other relevant background characteristics are addressed at all stages, including reviewing student performance, considering reasons for student difficulty or failure, designing alternative interventions, and interpreting assessment results”

— Ortiz, 2002

Maintaining environments that build strong relationships with children and families, supporting children's emotional well-being through a positive environment, and building critical personal-social skills will help to prevent many challenging behaviors. However, some

children will require additional supports and strategies. Accessing the resources available from organizations such as TACSEI can help determine appropriate strategies. Drawing upon the expertise of professionals available within an organization, such as a school psychologist or mental health coordinator, can also be instrumental in determining appropriate supports to meet children's needs. In addition, various programs throughout Connecticut also offer early childhood mental health consultation or referrals that may be useful in meeting the needs of those children who exhibit challenging behaviors (e.g., Early Childhood Consultation Partnership, Building Blocks).

Strategies

In *Reaching Potentials Transforming Early Childhood Curriculum and Assessment, Vol.2.* (1995), Sue Bredekamp and Teresa Rosegrant describe the different levels of assistance that teachers provide as they support children's learning. The chart below is adapted from this publication to include example for each level of assistance.

Chart 1: Continuum of Teaching Behaviors



Section I:

**Continuum of Teaching Behaviors with
Related Evidence-based Teaching Strategies**

Continuum of Teaching Behaviors with Related Evidence-Based Teaching Strategies

NON-DIRECTIVE

Acknowledge

	<i>Teaching Strategies</i>	<i>Examples</i>
Nonverbal helping strategies	<p><u>Indirect, nonverbal help</u> Provide psychological support through proximity to encourage and sustain child's efforts.</p> <p><u>Gestures</u> Use pointing to direct child's attention.</p> <p><u>Expectant looks</u> Look at child in a way that indicates there is an expectation that the child has something to say.</p>	<p>A teacher notices that a child is wandering; she decides to join him in the housekeeping area - to which he has just arrived - in order to help him sustain play there.</p> <p>A child is frustrated because she can't get the play dough flattened out. The teacher points to a nearby rolling pin, which the child readily tries.</p> <p>A child is quietly excited when an attempt to blow a bubble is successful. A nearby teacher looks expectantly at the child, indicating interest. The child proudly shares her experience.</p>

Model

	<i>Teaching Strategies</i>	<i>Examples</i>
Modeling	<p><u>Modeling</u> Teacher models a desired skill.</p> <p><u>Peer modeling</u> One child models a skill for another.</p>	<p>A teacher sits beside a child who is having difficulty lacing beads. The teacher picks up a string and begins lacing beside the child thus providing a model that the child might observe.</p> <p>A teacher notices that a child is trying to stack blocks with limited success. The teacher invites a peer who is an experienced builder to join them in the block area and asks that child to make a very tall tower.</p>
Use language	<p><u>Describe child's action</u> Teacher maps child's actions with rich verbal descriptions.</p> <p><u>Describe own actions</u> Teacher maps own actions with rich verbal descriptions.</p>	<p>A child is pretending to feed his baby with a toy bottle. The teacher comments: "You are being very gentle as you feed your baby. I see that you are holding the bottle up so he can get all the milk ..."</p> <p>A teacher wants to bring a child's attention to her use of writing for meaning. She comments out loud, "I had better write this note for myself so I won't forget to stop at the library on my way home after school today!"</p>

MEDIATING

Facilitate / Support

	<i>Teaching Strategies</i>	<i>Examples</i>
Verbal helping	<p><u>Indirect verbal help</u> Give a child a hint about how to do something.</p>	<p>A child is trying to button her coat. The teacher observes that she is unable to pull the button through the hole. The teacher comments: "maybe if you pull the button with your other hand ..."</p>
	<p><u>Make suggestions</u> Provide ideas that children might try.</p>	<p>Two children are in disagreement about their roles in play and come to the teacher for help. The teacher suggests: "Maybe there could be two construction workers."</p>
Incidental teaching	<p>A teacher interacts with a child during unstructured activities by following the child's lead. When the child initiates a comment, the teacher <u>repeats and extends</u> the idea.</p>	<p>During snack, a child comments "I don't like it!" The teacher replies, "Oh, you don't like hummus. I think it has an interesting flavor. Have you ever tried it?"</p>
Mand model	<p>Use questioning that requires a specific response.</p>	<p>When interacting with a young child who is exploring a new textured paint, a teacher asks: "Do you think it feels smooth or lumpy?"</p>
Naturalistic time delay	<p>Provide a <u>time delay</u> (at least three to five seconds), and wait attentively for child's response.</p>	<p>A teacher asks a child about a story that they have just read together. He provides the child enough time to think it about and formulate a response.</p>

Scaffold		
	<i>Teaching Strategies</i>	<i>Examples</i>
Use shared activities	Using peer interactions to further learning goals.	A teacher structures a cooperative small-group art activity. In addition to providing large paper and a variety of tools, she facilitates the children's planning for how they will work together before they start. The teacher checks in with the group often and talks to them about their process.
Use language	Encourage and model use of <u>public and private speech</u> . Talking aloud helps children master cognitive learning tasks.	A child is trying to figure out how to assemble a challenging puzzle. The teacher invites the child to talk about his thinking: "How did you figure out where to put this piece? What did you notice about it?" ...
Use language	<u>Represent</u> children's actions through language, drawing, photos and symbols to enhance their ability to communicate about and extend their thinking.	After a few children have worked together to construct a hospital in the block center, the teacher invites them to share their project with the rest of the class. The teacher takes photos and helps them create a slideshow on the classroom computer. She writes their words as they describe what they built and its meaning to them.
Use mediators	Provide a <u>tangible external structure</u> for children to use to solve a problem and act with increasing independence. Contributes to higher mental functioning.	A teacher includes the children when making an "Arrival" poster that describes with words and photos the tasks that children need to do when they first enter the room each day. Thereafter, the children refer to the poster instead of requiring reminders from the teacher. When all children have internalized the routine, the poster is removed.
Use language	Provide <u>specific feedback</u> to help increase children's metacognition.	When a child is inconsistent counting the rocks in his collection, the teacher points out: "When you touched each rock as you counted it, it helped you to keep track and not count them more than once."
	Teach through <u>conversations</u>	While outside on the playground, a teacher engages a child in a conversation about a worm that the child is observing on the ground. Instead of lecturing the child about "worm facts" or asking the child a list of questions, the teacher makes comments related to the child's and expresses wonder. They agree to research together to learn more back in the classroom.
	Ask <u>open-ended questions</u>	A child is reviewing a piece of artwork. The teacher asks: "What do you think of this painting? Can you describe it? ..."
	Engage children in <u>educational dialogue</u>	As part of a larger topic of study, a teacher engages a small group of children in a discussion about metamorphosis. The teacher guides the discussion, responding to children's comments and answering their questions while also incorporating new vocabulary and concepts in a way that they can comprehend.

Co-construct

	<i>Teaching Strategies</i>	<i>Examples</i>
Use shared activities	Engage in activities collaboratively with children as a <u>learning partner</u> .	A teacher works with children to research simple machines. They learn together as they experiment with a variety of materials.

DIRECTIVE**Demonstrate**

	<i>Teaching Strategies</i>	<i>Examples</i>
Nonverbal helping strategies	<u>Partial-mode</u> Show child how to do something without performing the full action.	While helping a child to master pouring liquid from a pitcher into a cup, a teacher models holding the cup with one hand and holding the handle of the pitcher with the other. The teacher pauses and allows the child to imitate those actions and then lift and attempt to pour on his own.
	<u>Full-modeled help</u> Demonstrate for a child how to do something.	While teaching a child to tie her shoes, the teacher has the child watch as the teacher slowly and deliberately ties the shoe.

Direct

	<i>Teaching Strategies</i>	<i>Examples</i>
Direct verbal help	<u>Give instructions</u> Tell a child exactly how to do something. Break tasks down into manageable chunks by providing simple step-by-step directions.	To help a child learn to wash her hands, the teacher describes each task in the order that it needs to occur. The teacher waits until she completes a step before telling what to do next.
Nonverbal helping strategy	<u>Physical help</u> Provide hand-over-hand assistance so the child will perform a target behavior.	A teacher uses a pair of dual-control training scissors with a child to assist him in learning to cut paper.

For the purpose of describing each, the above strategies are listed separately. To be most effective, teachers often combine more than one strategy. For example, demonstrating a task while also describing what is being done; or asking open-ended questions while facilitating the shared activities of children.

Section 2:

**Strategies by Selected Connecticut Preschool
Assessment Framework Performance Standards**

Personal & Social 2: Sustains attention to task/goal that the child has set out to accomplish

		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
P&S 2		Sustains attention primarily to self-selected, high-interest tasks	Sustains attention to high-interest, self-selected task until complete or reaches frustration level	Sustains attention to variety of self-selected tasks until complete, despite some frustration	Persists with both self-selected and teacher-directed tasks until task completed
	Environment, Materials and Scheduling	<ul style="list-style-type: none"> • Provide a wide variety of materials and experiences, including experiences that provide sensory input, open-ended materials, opportunities for discovery, etc. • Maintain similar materials and experiences over time • Structure classroom so that there are areas for individual, small and large group-play. • Allow children to continue projects over multiple days. 	<ul style="list-style-type: none"> • Provide a wide variety of materials and experiences • Provide materials with increasing difficulty level such as single piece and interlocking puzzles, large and small building materials, wordless books and early readers, etc. • Provide materials that allow children to scaffold their participation such as colored bowls to guide sorting. • Adjust the schedule to shorten activities that are frustrating to children to encourage them to participate in the entire experience. 	<ul style="list-style-type: none"> • Embed materials of interest to children within multiple areas in the classroom. • Provide materials for children to chart the experiences that they participate in throughout the day or week. • Provide materials for children to plan their play within a center, include problem-solving steps in the plan. 	<ul style="list-style-type: none"> • Provide lengthy, child choice time in the class schedule. • Provide a balance of teacher-directed and child-directed activities.
		<ul style="list-style-type: none"> • Provide clearly defined interest areas in the classroom. • Be sure some interest areas allow an individual child, small numbers of children (two to three) to participate. • Maintain a schedule that reflects adequate amounts of child-directed time. • Give children many opportunities to make choices. • Provide opportunities for children to learn and practice problem-solving strategies. • Provide opportunities for children to learn to ask their peers open-ended questions. 			

P&S 2		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
		Sustains attention primarily to self-selected, high-interest tasks	Sustains attention to high-interest, self-selected task until complete or reaches frustration level	Sustains attention to variety of self-selected tasks until complete, despite some frustration	Persists with both self-selected and teacher-directed tasks until task completed
Teaching Behaviors	Provide Nondirective Support	<p>Go to area where child has chosen to play and:</p> <ul style="list-style-type: none"> • Use proximity to maintain a child’s attention. • Describe what a child is doing with materials. • Model use of the same materials that child is using. 	<ul style="list-style-type: none"> • Enthusiastically talk about own interest and engagement with the same task child is doing. • If child seems frustrated, acknowledge and label the feeling. 	<ul style="list-style-type: none"> • Invite child to explore new materials. Allow to gain familiarity through open-ended use, then model task. • Pair child with familiar peer to attempt new task. 	<ul style="list-style-type: none"> • Model completion of task and describe own thinking while doing so. • Observe child engaged in a task and provide specific verbal feedback.
	Mediate	<ul style="list-style-type: none"> • Respond to and expand child’s ideas if she asks how to do something. • Invite a child to help you with a task. • Describe what a peer is doing with a similar material: “Do you see Manny? He is putting the blocks in the bucket.” Encourage child to try also. 	<ul style="list-style-type: none"> • Modify a task so it will be achievable. • Complete a portion of the task, allowing child to finish it. • Provide verbal hints to scaffold child’s ability to succeed. • Ask questions to lead child toward success: “Do you think it might fit here?” 	<ul style="list-style-type: none"> • Encourage child to ask a peer for help. • Provide directions verbally and with visual cues. • Ask open-ended questions and prompt child to describe own thought process as he is engaged in a task. • Remind a child of previous success on a similar task. 	<ul style="list-style-type: none"> • Use child’s ideas, and preferred materials for teacher-directed tasks. • Ask child to identify a goal, and make a plan for how she will proceed before beginning to work. • Invite a child to demonstrate a mastered skill for peers.
	Direct	<ul style="list-style-type: none"> • Demonstrate how to complete the task, step-by-step. 	<ul style="list-style-type: none"> • Break task down into manageable steps, providing verbal directions for each. 	<ul style="list-style-type: none"> • Physically help a child to complete a task, working together until it is completed. 	<ul style="list-style-type: none"> • Assign a small group of children a multistep task to complete before the end of the day.

Personal & Social 4: Manages transitions, follows routines and rules

		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
P&S 4		Makes transitions and follows basic routines and rules with teacher supervision	Makes transitions and follows basic routines and rules with occasional reminders	Makes transitions and usually follows routines and rules when given signal	Anticipates transitions and usually follows routines and rules independently
	Environment, Materials and Scheduling	<ul style="list-style-type: none"> • Provide a predictable, consistent, daily schedule including transition times. • Provide pictures to support the main components of the day; include pictures of the transition steps. • Review transition steps during small group as a game. • Break transitions down into steps. • Provide adequate time in the schedule for the routine or transition. • Devise a schedule that limits the number of transitions in a day. 	<ul style="list-style-type: none"> • Review transition steps prior to transitions. • Teach transition signals to children. • Provide adequate time in the schedule for experiences so that children are not frustrated by the transition. • Provide visual cues to complete routines such as clean up (labeled shelves) and washing hands (picture steps) or setting the table (picture checklist). • Move closer to groups of children and repeat directions. • Break children up into small groups to complete routines. 	<ul style="list-style-type: none"> • Use different transition signals for each transition. • Allow adequate time between transition warning and transition. • Inform children of the next experience. 	<ul style="list-style-type: none"> • Place picture schedules, including pictures of routines, throughout the room. • Cover experiences that have already occurred on each schedule. • Question children during the current experience about the next part of the day.
		<ul style="list-style-type: none"> • Use a choice board. • Create posters with pictures for typical classroom routines. • Provide a sign-in chart for children. • Label shelves with words and pictures. • Place pictures of children on chairs. • Teach routines. 			

P&S 4		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
		Makes transitions and follows basic routines and rules with teacher supervision	Makes transitions and follows basic routines and rules with occasional reminders	Makes transitions and usually follows routines and rules when given signal	Anticipates transitions and usually follows routines and rules independently
Teaching Behaviors	Provide Nondirective Support	<ul style="list-style-type: none"> • Provide proximity and physical contact to support children throughout the day. • Provide advance notice about what is going to happen next. 	<ul style="list-style-type: none"> • Describe what a peer is doing so child will notice expected behaviors. • Use self-talk as indirect signal of what is coming: “I think I will get the napkins out; it’s almost time for snack.” 	<ul style="list-style-type: none"> • Get child’s attention, then point to visual timer or daily schedule to indicate that it’s time to move on. • Place items in an area as a prompt for what’s about to happen (children know it’s time for meeting when they see teacher setting up carpet squares on the floor.) 	<ul style="list-style-type: none"> • Refer child to posted classroom rules if there is a question about an expectation. • Mention to another adult in the room, so child will hear, an observation about a child’s independence: “Julio set the table for snack without being asked.”
	Mediate	<ul style="list-style-type: none"> • Give child an object to move from one place to the next when they need to transition: “Alex, please bring this paper to the table for our art project.” • Help children by participating with them to clean up or prepare the room. 	<ul style="list-style-type: none"> • Suggest that child look to see what peers are doing. • Refer to the visual poster of the daily schedule, and describe: “See, we just finished reading a story, the next picture shows that it is time for snack.” 	<ul style="list-style-type: none"> • Provide a visual and/or auditory signal when a transition is approaching. • Help child recall expected behavior when signal is used: “What do we do when we hear the bell?” • Include children as helpers to set up room and prepare for classroom experiences. 	<ul style="list-style-type: none"> • Ask a child: “What should we be doing now?” • Suggest that child describe to parent or classroom visitor what comes next in the daily routine. • Reflect with children about the day — recount what happened from beginning to end.
	Direct	<ul style="list-style-type: none"> • Tell child what he needs to do, while helping with the task if necessary. “Here you go, I’ll hold the bucket while you put the blocks back in.” 	<ul style="list-style-type: none"> • Remind a child what she needs to do: “Rebecca, please get your coat, we’re getting ready to go out.” 	<ul style="list-style-type: none"> • Demonstrate the tasks needed when teaching a child how to complete a class job. 	<ul style="list-style-type: none"> • Assign child the task of reminding peers of a rule or transition.

Personal & Social 7: Interacts cooperatively with peers

		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
P&S 7	Works/plays alongside others	Works/plays in association with another child	Works/plays cooperatively with a few others	Sustains cooperative activities with a range of children	
	Environment, Materials and Scheduling	<ul style="list-style-type: none"> • Maintain materials as a choice for an extended period of time. • Provide enough materials in an interest area so that a few children can play with the same items. • Maintain a schedule that reflects adequate outdoor play time. • Give children classroom jobs. 	<ul style="list-style-type: none"> • Provide materials that can be used by more than one child at the same time, e.g., large box that is used as a bus, a see saw, a wagon, balls, play telephones, etc. • Include a small-group time in the daily schedule and rotate children in the groups. • Provide interest areas that allow larger groups of children (four to five) to participate. 	<ul style="list-style-type: none"> • Provide books that describe roles and sequences of activities, such as books about taking a bus ride or going grocery shopping. • Create play experiences that provide opportunities for children to take on roles such as designer of a water wall, data collector, picture taker. • Use children’s common interests to plan play themes to increase opportunities for cooperative play. • Allow children to transport materials from one center to another to allow for increases in the number and types of interactions. 	<ul style="list-style-type: none"> • Provide dress-up clothes that can allow children to develop group role-play. • Plan large- and small-group activities that naturally involve working in groups, such as dancing or building. • Make class books about all the children with photos, interests, likes, dislikes. Read them often so that children get to know one another.
		<ul style="list-style-type: none"> • Provide clearly defined interest areas in the classroom. • Be sure some interest areas allow small numbers of children (two to three) to participate. • Maintain a schedule that reflects adequate amounts of child-directed time. • Give children many opportunities to make choices. • Provide opportunities for children to learn and practice problem-solving strategies. • Provide opportunities for children to learn to ask their peers open-ended questions. 			

P&S 7		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
		Works/plays alongside others	Works/plays in association with another child	Works/plays cooperatively with a few others	Sustains cooperative activities with a range of children
Teaching Behaviors	Provide Nondirective Support	<ul style="list-style-type: none"> • Comment about what another child is doing in order to bring the child’s attention to the peer: “Look, Mario is pushing a truck, too!” • Use proximity to support a child to feel more comfortable playing near a less familiar peer. 	<ul style="list-style-type: none"> • Point out opportunities for play with peers: “I see the children are building a house with the big blocks over there (pointing).” • Model interactive play and comment for child to hear: “It really is fun when we splash in the water together.” 	<ul style="list-style-type: none"> • Describe what children are doing in order to direct other children’s attention to them: “Joey, Tia is asking you to be a passenger on her bus” (as Tia is looking at him and patting the seat next to her). • Read a story about cooperation. 	<ul style="list-style-type: none"> • Model cooperative efforts as a member of a teaching team. • Comment to children about the contributions of the members of the larger school community. • Provide support in the form of proximity when a child begins an interaction with a new peer. Be ready to facilitate if not initially successful.
	Mediate	<ul style="list-style-type: none"> • Play alongside a child and encourage interactions between self and child with common materials. • Suggest to two children playing with same material: “Maybe you can make one huge pile of sand if you pour your sand together.” • Comment when children are playing in proximity: “You and Jenny are both playing with the puppets!” • Invite the child to watch a peer who is more competent with a desired toy or material. Suggest that the peer show the child how to use it. 	<ul style="list-style-type: none"> • Help child to enter into another child’s play with suggestions such as: “Here are some square blocks. Maybe you could make a road. How about telling her you are a road builder and see if she would like you to build a road to her house?” • Discuss with small group of children the benefits of cooperation. • Join children in their play, taking on a role along with the child. Help to engage and then gradually withdraw from the activity maintaining proximity for support. 	<ul style="list-style-type: none"> • As children work together, make connections by referring to concepts in book read earlier. • When children want the same role suggest, for example, “We can have two crane operators!” • Help the child identify a role for him/her self: “What other jobs do people do in a restaurant?” • Ask willing peers to invite the child to join in their play. Remain nearby to support the interaction. • Ask questions to extend and encourage continued participation between a few children: “What is going to happen next?” 	<ul style="list-style-type: none"> • Structure opportunities that require children to work together to achieve a meaningful outcome. For example, include children in a plan to move the block area so it is located closer to the dramatic play center. Have them sketch a drawing of where things will go. Make a list of needed materials, etc. • Make suggestions for the various roles that children can take as they enter into an ongoing play scenario.
	Direct	<ul style="list-style-type: none"> • Take the child by the hand and walk about the classroom describing the choices for play. 	<ul style="list-style-type: none"> • Instruct children to include the child in their play, and help negotiate roles for each. 	<ul style="list-style-type: none"> • Structure activities for teamwork and assign small groups to work together on a task. 	<ul style="list-style-type: none"> • When engaging in a cooking activity with a small group, give each child a specific role and describe the tasks that they need to accomplish. Include visuals also.

Physical 2: Uses coordinated small-muscle movements

PHY 2	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
Environment, Materials and Scheduling	Uses fingers to take apart and put together small objects	Uses eye-hand coordination to manipulate objects with increasing precision	Uses eye-hand coordination to manipulate smaller objects with refined precision	Uses opposing hand movements to manipulate materials, including cutting and drawing with control
	<ul style="list-style-type: none"> • Provide opportunities for children to build strength in their hands by including objects such as bubble wrap, tongs, tweezers, hole punch, squirt bottles, and turkey basters. • Encourage children to rip paper as part of an activity. • Be sure children are seated in a stable chair when completing fine motor activities and that their feet can be flat on the floor. • Have children make large arm movements during music and movement. • Provide animal grabbers, bug catchers and wooden tongs for children to pick up objects. • Play games that allow children to crawl and creep on the floor. Bearing weight on their hands and arms will help them develop the arches and muscles needed to write and manipulate objects. 	<ul style="list-style-type: none"> • Provide stiff materials to practice cutting such as index cards, sandpaper or magazine inserts. • Provide non-paper items to cut such as straws or play dough. • Use upright working surfaces to build strength, such as easels, vertical chalkboards, flannel boards, and Lite Brite. • Encourage children to fold paper. • Tape paper to edge of a table when children are learning to cut. Have them snip the end to make fringe. • Provide a variety of types of scissors such as spring loaded. • Play games that involve eye hand coordination, such as rolling a ball back and forth or catch, magnetic fishing games, pounding bench, or bead frames. 	<ul style="list-style-type: none"> • Provide small collage materials. • Provide lacing cards, peg boards, toothpicks, plastic knives to use with play dough, screwdrivers, stringing beads, eye droppers, stickers, buttons. • Provide many opportunities for using scissors. • Provide pencils and fine line markers. 	<ul style="list-style-type: none"> • Provide bean bags, Koosh balls and hula hoops for tossing games. • Provide a bowling set. • Play catch with increasingly smaller balls. • Embed writing materials into all interest areas.
	<ul style="list-style-type: none"> • Complete cooking activities with children. • Embed fine motor materials in children’s areas of interest. • Encourage children to sort objects when cleaning up. • Embed fine motor tools and materials that will help children develop a variety of skills and allow children at a variety of skill levels to participate in a learning center, e.g., large crayons and pencils and standard crayons and pencils. 			

PHY 2		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
		Uses fingers to take apart and put together small objects	Uses eye-hand coordination to manipulate objects with increasing precision	Uses eye-hand coordination to manipulate smaller objects with refined precision	Uses opposing hand movements to manipulate materials, including cutting and drawing with control
Teaching Behaviors	Provide Nondirective Support	<ul style="list-style-type: none"> • Model use of materials such as Duplos while in close proximity to child. Describe own actions: “I am pulling really hard with both of my hands to get these two blocks apart.” • Write in the mud with a stick. Offer it to a child to try. 	<ul style="list-style-type: none"> • Sit with children during mealtimes. Model and encourage use of tongs, pitchers for pouring and safe knives for spreading and cutting. • Describe child’s actions: “You fastened three snaps and put the doll clothes on all by yourself.” 	<ul style="list-style-type: none"> • Acknowledge child’s effort as he tries to operate new puppet with limbs. Sit quietly nearby and watch, being available if he should decide to ask for support. • Point to bring a child’s attention to a peer who is capable of modeling a fine motor skill. 	<ul style="list-style-type: none"> • Model writing and cutting often so children will see the proper form and technique.
	Mediate	<ul style="list-style-type: none"> • Ask two children to work together to remove the cover from a bin of toys. • Suggest: “Maybe if you squeeze with both hands, the glue will come out.” Later relate this to use of ketchup bottle. • Assist by holding block tower stable while child adds one more. • Ask children to scrunch material, such as scarves used for music and movement. • Ask children to crumble newspaper as part of a project (stuffing for a scarecrow, snowman or 3D art project) 	<ul style="list-style-type: none"> • Invite a child to use a marker and paper to “draw” or “write” about an experience or observation. • Engage children to play clapping games like “Miss Mary Mack” with a partner. • Converse with a small group of children while cooking. Comment on use of hands to pour, sift, stir. • Draw thick straight lines with marker for child to cut on. • Hold paper while child practices cutting it in half. 	<ul style="list-style-type: none"> • Draw a square around a complex picture for a child to cut it out. • Have two children work collectively on a lacing or weaving activity. • Give children real work to do within the classroom to further refine their motor skills. They can replace marker caps, disassemble small Lego structures, etc. 	<ul style="list-style-type: none"> • Provide pre-drawn shapes, numerals and letters for child to look at when they want to copy for their own use. • While watching a child cut or draw, give a hint (if necessary) to help the child increase efficiency. For example, “Try to lift the scissors off the table while you cut.” • Ask questions about child’s use of computer mouse: “How do you get the arrow to go up? Could you teach me how to move it?”
	Direct	<ul style="list-style-type: none"> • Demonstrate, then have child imitate use of finger paint to make vertical lines at the easel while crossing the midline. Provide finger tip brushes if tactile sensitive. • Guide child to cut strip of stiff paper with dual-control training scissors. 	<ul style="list-style-type: none"> • When child shows frustration with a task, encourage her to talk about it: “Tell me what you’re trying to do.” • When teaching scissor skills, teach each task in a sequential order and have child practice before moving to the next stage. 	<ul style="list-style-type: none"> • Draw a simple shape while child watches, then have child imitate. • Create a poster with printed words and pictures that show the steps to put on and zipper a jacket. Discuss with children then post where they can observe when getting dressed to go outdoors. 	<ul style="list-style-type: none"> • Use the book <i>Red Lace, Yellow Lace</i> to help a child learn to tie shoes. Use rhyming verse and illustrations to teach each step of the process. • Teach children how to use leading hand (operating scissors) and support hand (holding and moving paper) in order to cut out shapes.

Cognitive 2: Uses a variety of strategies to solve problems

	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
COG 2	Moves to another activity when confronted with a problem	Imitates other child's or repeats own strategy to solve a problem	Tries more than one strategy to solve a problem with teacher support	Creates and uses alternative strategies to solve problems independently
Environment, Materials and Scheduling	<ul style="list-style-type: none"> • Arrange room so children have defined spaces that support focus, persistence and ongoing interactions with peers. • Arrange environment and materials to support cooperative play and small group so children observe others solving problems. 	<ul style="list-style-type: none"> • Alter the schedule and/or arrange the environment so that children have opportunities for small-group experiences with children who create and use alternative strategies to solve problems. 	<ul style="list-style-type: none"> • Introduce a new material that could be used to solve a problem after a child has successfully or unsuccessfully attempted to solve a problem. 	<ul style="list-style-type: none"> • Provide multiple materials that can be used in a similar way to promote alternative strategies.
		<ul style="list-style-type: none"> • Arrange materials so there are increased opportunities for solving problems (limit materials, remove paint brushes for easel, remove one puzzle piece, etc.). • Provide materials that promote problem solving (e.g., gears, marble works, turkey basters and funnels for water play). 		

COG 2		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
Teaching Behaviors	<p>Moves to another activity when confronted with a problem</p> <ul style="list-style-type: none"> • Tell child: “I notice you got frustrated and gave up.” • Modify or provide a simpler task. • Model private speech: “Let me see. Whenever I try to do this, it doesn’t seem to work. I think I will try something different.” 	<p>Imitates other child’s or repeats own strategy to solve a problem</p> <ul style="list-style-type: none"> • Comment: “Oh, you did that just like Juan. I bet there’s another way...” Provide time for child to think and provide an expectant look. • Model a new strategy. Describe what is being tried and the outcome. 	<p>Tries more than one strategy to solve a problem with teacher support</p> <ul style="list-style-type: none"> • Comment: “I notice that you made a change. It looks like this idea is working!” • Create a chart by taking pictures of a child successfully completing a common but difficult task. Refer another child to it when she encounters the same challenge. 	<p>Creates and uses alternative strategies to solve problems independently</p> <ul style="list-style-type: none"> • Model thinking aloud when presented with a problem in the classroom. For example “I wonder how I am going to fit six children at this table. I think I will move this shelf and add a chair here. That should work.” 	
	<p>Provide Nondirective Support</p> <ul style="list-style-type: none"> • Encourage child to try again, this time providing support to ensure success. • Assist partially with the task and let child do the part that he or she is capable of. • Provide two possible solutions and let child pick one. • Offer to help the child solve a problem at hand. • Wait until the next time the child encounters the same problem and be prepared to co-construct for success. (Child gets frustrated because block tower falls down. The next time he enters block area, join him and build it together.) 	<p>Mediate</p> <ul style="list-style-type: none"> • Suggest an alternative strategy for a child to try. • Invite the child to assist peer or teacher in solving the problem together. • Suggest that child observe a peer who is using a successful strategy. Encourage the peer to describe what is being done. • Ask a child to explain his or her thinking. Use writing or drawing as a way to capture the child’s ideas. Expand on comments. • When a child can almost get a puzzle piece to fit but begins to give up, provide a hint for what to try. 	<p>Direct</p> <ul style="list-style-type: none"> • Remind child of a strategy he or she has used in a different situation. Suggest trying that again to solve current problem. • Engage in a back and forth exchange with a child about the problem-solving process: “Do you think that might work? Tell me how. Why do you think ...” • Structure a task that allows for multiple approaches. Identify possible solutions with children and write them down. Have each child try one strategy while peers observe and comment. 	<p>Mediate</p> <ul style="list-style-type: none"> • Ask children for their ideas to help the teacher figure out how to approach a challenge or problem in the classroom. • Engage a small group of children in a dialogue about differing perspectives. Ask a series of questions to encourage children to describe their thinking. Help children come to an understanding that there is more than one “right way” to approach a problem. • Create an “Ask the Experts” class book or poster. Identify with children those things that they are each good at. Can be used as a reference when a child needs help with a task. 	
	<p>Direct</p> <ul style="list-style-type: none"> • Do the task for the child while showing how and describing each step. 	<p>Direct</p> <ul style="list-style-type: none"> • Demonstrate a different strategy and ask the child to try it. 	<p>Direct</p> <ul style="list-style-type: none"> • Describe an alternative strategy and direct child to try it. 	<p>Direct</p> <ul style="list-style-type: none"> • Have a child teach a skill to a peer. Coach her how to give step-by-step directions. 	

Cognitive 4: Recognizes and makes patterns

		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
COG 4	Notices similarities and differences in items in a series				
	Environment, Materials and Scheduling	<ul style="list-style-type: none"> • Create patterns using pieces of the environment, e.g., pull up one window shade, leave the next one down, etc.; alternate chair colors at tables—red, blue, red. • Provide materials that can be used to create patterns through the use of sound, vision and touch. • Bring in materials that have patterns in them, display items and allow children to explore, e.g., woven baskets, dish towels, pieces of cloth. 	<ul style="list-style-type: none"> • Create patterns using children’s clothing or physical characteristics, take photos of the pattern so children can observe and repeat it. • Use morning meeting time to identify patterns in the daily or weekly schedule. • Embed pattern activities into small group. 	<ul style="list-style-type: none"> • Allow children to create patterns across a large space, the entire block rug or the whole room. • Encourage children to use outdoor play as an opportunity to create a pattern. 	<ul style="list-style-type: none"> • Provide materials that have several characteristics that can be used to create a pattern such as cars that are various sizes and colors.
<ul style="list-style-type: none"> • Provide patterning materials in multiple areas of the classroom. • Provide items that have similar and different characteristics in multiple interest areas in the classroom. 					<ul style="list-style-type: none"> • Provide writing materials so that children can record their patterns through pictures or words.

COG 4		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
		Notices similarities and differences in items in a series	Repeats simple pattern	Creates and describes simple patterns	Creates and describes complex patterns
Teaching Behaviors	Provide Nondirective Support	<ul style="list-style-type: none"> Describe: “You chose a blue crayon. That is the same color as your pants.” Comment: “I notice that you have two bears. They look different. One is yellow and one is purple.” 	<ul style="list-style-type: none"> Model placing items into an AB pattern near where a child is using the same materials. Name the pattern. Comment: “You found all the cars and planes that are the same as mine. I lined these up in a pattern: car, plane, car, plane ... You lined yours up differently.” 	<ul style="list-style-type: none"> Comment: “You made a pattern just like my model. You are able to continue and describe a simple pattern. I bet you can create one of your own!” Model and name movement patterns when singing or chanting with children (clap and tap). 	<ul style="list-style-type: none"> Provide a variety of natural materials for children to observe near the art area. Watch to see if they incorporate the idea of pattern into their work. Model using a musical instrument to create an ABB pattern. Describe it: “Loud, soft, soft ...”
	Mediate	<ul style="list-style-type: none"> Ask: “See this round pasta? Can you find one that is the same shape... a different kind?” Suggest: “You choose the color that you like best, and I will help you find some more that are the same.” Use descriptive language when talking to a child about attributes of objects in the immediate environment. Provide experiences for children to practice identifying things that are alike (match games, finding pairs). 	<ul style="list-style-type: none"> Probe: “Could you try to copy my pattern?” Recommend: “What if you match them up side by side? Let’s name them out loud so you can hear the pattern — circle, star, circle, star ...” Engage children in conversations about the patterns in their environment. While walking outside, point out patterns in the sidewalk, fences, and brick walls. As child is trying to repeat a model pattern, provide a hint if needed, “Look here, you put the blue one last.” 	<ul style="list-style-type: none"> Encourage: “What if you pick two items and make a unit? Next, I’ll copy yours. When we put them together, we’ll have a pattern. Now keep extending it. You did it!” Prompt: “Can you describe your arrangement?” Have two children work together to create a pattern with dot markers. They take turns making their marks on a paper strip and notice that a pattern occurs. Discuss with them the importance of placement on the paper and the order of their marks.” 	<ul style="list-style-type: none"> Suggest: “Do you think that you could create a new pattern for someone to duplicate? You could tell her about it, then ask her to copy it.” After a child creates a movement pattern (hop, clap, spin) represent the idea by writing the words on chart paper. Help the child read the words. Add pictures or the child’s drawings to go with the words. Encourage other children to try. Have them use the chart and demonstrate their movements to teach peers.
	Direct	<ul style="list-style-type: none"> Tell: “Watch me slide all of these green beads onto this string. You can do it too. What color do you want to use?” “Find all the seeds that look like this (show one) and put them together into this bowl.” 	<ul style="list-style-type: none"> Show then tell: “First I put all the cows here, and the pigs here; next watch how I alternate them as I line them up: cow, pig, cow, pig ... Can you do the same?” 	<ul style="list-style-type: none"> Demonstrate and explain: “When making a repeating pattern, use two shapes—place the first here, then put the one that is different after it ... Now ‘read’ the pattern with me ...” 	<ul style="list-style-type: none"> Teach about a variety of complex patterns: ABB, ABC, patterns with items that have more than one attribute (yellow cube, blue sphere ...) and growing patterns. Name the pattern and units.

Cognitive 5: Compares and orders objects and events

COG 5	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
Environment, Materials and Scheduling	<p>Notices similarities and differences in objects</p>	<p>Makes simple comparisons and orders several events or objects</p>	<p>Sequences and makes verbal comparisons on visible attributes</p>	<p>Verbally compares and orders based on nonvisible attributes such as time and weight</p>
	<ul style="list-style-type: none"> • Intentionally vary materials in the classroom and discuss differences (e.g., different color pitchers for juice, walls that are different colors, etc.) • Provide collections of materials that vary by one attribute (color or size), providing only two examples of that attribute (e.g., small and large). • Provide opportunities for children to share, describe and compare familiar objects from home in one-on-one and small-group settings (e.g., all children bring in their favorite item related to a particular unit of study or project). • Provide materials to promote observation skills, such as books/pictures in which you locate items in a group (e.g., “I Spy” books). 	<ul style="list-style-type: none"> • Provide visual sequence for familiar stories and allow children to manipulate and order plot sequence. • Provide materials that vary by one attribute, providing three to four graduated examples (e.g., small, medium and large). • Post visual schedules for daily routines and refer to these throughout the day (schedule of the day’s activities, steps involved for cleaning up from snack). 	<ul style="list-style-type: none"> • Provide visual displays that promote comparisons (three bears that vary in size). • Provide collections of materials that vary by visual attributes (such as length, width, gradations of color) providing five to 10 graduated examples. • Provide more detailed visual sequences for daily learning experiences and facilitate the children’s involvement in ordering the process (e.g., “Are these in the right order? Do we water the plant first or do we put the seed in the dirt first?”). 	<ul style="list-style-type: none"> • Provide collections of materials that vary by nonvisible attributes such as time and weight, sound. • Vary the classroom schedule to provide opportunities to compare time (e.g., provide a longer time outside on a sunny day and a short walk in drizzly weather).

COG 5		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
		Notices similarities and differences in objects	Makes simple comparisons and orders several events or objects	Sequences and makes verbal comparisons on visible attributes	Verbally compares and orders based on nonvisible attributes such as time and weight
Teaching Behaviors	Provide Nondirective Support	<ul style="list-style-type: none"> Print a set of pictures of the children in the class and display near the classroom computer. Show a duplicate set as a slideshow on the monitor. Sit nearby and listen to children's comments. Point to matching pictures to prompt them to find the matches. 	<ul style="list-style-type: none"> Acknowledge when children spontaneously show order in their work: "The lines on your painting start out long on this side and get gradually smaller as they move across the paper." Talk aloud about own reason for ordering something. 	<ul style="list-style-type: none"> Make verbal comparisons about objects or people: "Julio, when I look at this photograph, I can see that you and Desiree are the same height. Rosa is shorter; and Mia is the tallest." Comment: "Ally, you sequenced all the pictures to retell the story." 	<ul style="list-style-type: none"> Order blocks by weight. Use comparison words to describe— heavy, heavier, heaviest. "Let's see how long it takes to put the blocks away today." Do this for several days and compare time.
	Mediate	<ul style="list-style-type: none"> Model use of vocabulary — <i>same</i> and <i>different</i>. Prompt children to identify pairs of items that match or do not: "Julie, can you help find Maria's mitten? It is red like this one." Ask children to find items in the classroom that are big/little, etc. Use musical instruments with children to explore concepts such as loud/soft and slow/fast. Teach about opposites using a song and gestures to indicate up/down, over/under, etc. 	<ul style="list-style-type: none"> Ask questions to get children to identify the smallest, biggest, etc. Take photographs of children engaging in a three step processes (Pouring milk, drinking it, and showing the empty glass.) Make several sets and print. Have children work in pairs. They take turns ordering and then describing their reasoning to the peer. Read and have children act out stories such as <i>The Three Bears</i> that contain items that can be ordered. 	<ul style="list-style-type: none"> Use daily schedule chart to talk with a few children about the order of the daily routine. Ask one child to describe what comes next to a peer who is new to the class. When asking a child "what comes next?" allow sufficient time for the child to think about it and respond. If needed, give a hint: "It's something we do when we are hungry." Ask questions to get a child to describe what he or she remembers about the order of events in a story. 	<ul style="list-style-type: none"> Invite children to draw representations of their family members. Then ask them to order them from the smallest to largest. Talk about the ages of these people. Are they also in order from youngest to oldest? Why do they think this is so? Provide feedback: "You know that there is no school tomorrow. How did you figure it out?" Help children to make connections to their own experiences—"Have you ever tried to lift something very heavy?"
	Direct	<ul style="list-style-type: none"> Use a memory game with matching picture cards. Demonstrate placing pictures in pairs. Describe own actions: "I am placing these two cards together, they have the same picture. That's a match." Have child help. 	<ul style="list-style-type: none"> During movement activities, demonstrate moving your body from crouching low to the ground, to a squat, to standing, to reaching up. Have children imitate these movements. Ask them to describe them as well. 	<ul style="list-style-type: none"> When child is playing with a group of nature items, provide an ordering mat and request that the child arrange from longest to shortest. If needed, break task down: "Find the smallest item ..." 	<ul style="list-style-type: none"> Provide pictures of objects and have children compare them with regard to nonvisible attributes. (A lion and a cat) —"Which is louder?" (A brick and a balloon) — "Which is lighter?"

Cognitive 6: Relates number to quantity

	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
COG 6	Uses number-related vocabulary	Rote counts to 10 and uses number-related vocabulary with some accuracy	Counts 10 and 20 objects and puts two groups of five to 10 objects in 1-to-1 correspondence	Counts 10 to 20 objects and identifies groups of objects with less, same or more
Environment, Materials and Scheduling	<ul style="list-style-type: none"> • Incorporate materials with numerals throughout the classroom (e.g., add footprints with numerals on the floor in high traffic areas). • Use number-related vocabulary when talking about the daily schedule. For example, “We have one minute until snack time.” • Hand materials to students one at a time while counting, instead of providing them with all materials at once. 	<ul style="list-style-type: none"> • Provide sets of five to 10 objects similar objects. • Provide multiple natural opportunities for counting during the daily routine (“Let’s start with 10 raisins. Help me count.”). • Incorporate songs that include counting. 	<ul style="list-style-type: none"> • Provide opportunities within classroom routine for 1-to-1 correspondence (setting snack table with one napkin and one cup at each chair, passing out materials to each child, etc.). • Provide materials to include opportunities for 1-to-1 correspondence (provide 20 cards and 20 envelopes, 20 cars and 20 boxes that could be used as garages). 	<ul style="list-style-type: none"> • Provide sets of different materials with varying quantities (12 bears, three horses, three pigs, and 20 chickens). • Vary classroom arrangement to include opportunities to compare quantities (have more chairs at one table than another, areas that accommodate more children, etc.).

COG 6		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
		Uses number-related vocabulary	Rote counts to 10 and uses number-related vocabulary with some accuracy	Counts 10 and 20 objects and puts two groups of five to 10 objects in 1-to-1 correspondence	Counts 10 to 20 objects and identifies groups of objects with less, same or more
Teaching Behaviors	Provide Nondirective Support	<ul style="list-style-type: none"> Describe <i>how many</i> whenever the opportunity arises: “You have two crackers — one in each hand.” Model use of number-related vocabulary as appropriate: “I need three cups at this table ...” 	<ul style="list-style-type: none"> Comment: “Maria just counted to five! There are five flowers in the vase.” Model counting throughout the day and talk out loud about why: “I need to figure out how many muffins to make for snack tomorrow ...” 	<ul style="list-style-type: none"> Model counting children each day before going outside, etc. Describe the child’s actions: “You used all the double-unit blocks to make this road. I wonder how many it took? 1, 2, 3...18.” Comment, “We will need one smock for each child who is going to paint.” 	<ul style="list-style-type: none"> Provide opportunities for children to be responsible for classroom duties that involve counting. (While setting table for snack independently, child will need to figure out how many cups are needed by counting children.) Remain available if they need support.
	Mediate	<ul style="list-style-type: none"> Ask child to give <i>one more</i> of something: “Lily, would you please hand me one more paintbrush?” Incorporate counting into simple songs and finger-plays. Talk to child about number of body parts: One nose, two eyes ... Expand child’s comments: “Yes, you have two eyes and many eyelashes.” 	<ul style="list-style-type: none"> Incorporate counting into routines and games. (Count each step as ascending stairs. Count up to 10 while rolling a ball back and forth.) Take turns counting. Teach strategies — “Line up the cars as you count them.” “Touch each chip as you say the number.” Have two children count together while they test their predictions of how many marbles are in the jar. 	<ul style="list-style-type: none"> Invite children to help set the tables for meals. “How many plates are on the table? How many cups will you need? ...” Engage in play with children and incorporate counting into the play: “How many chairs do we need for the babies? ... Let’s make a garage for each of these cars ...” Have children draw objects to represent numbers. 	<ul style="list-style-type: none"> Ask a “Question of the Day” (on any topic) and create a graph of children’s responses. Then ask them to identify which is more or less. Reflect with children after they engage in an activity. Have them describe their process. Ask questions to prompt their thinking: “How did you come up with that number?” “How do you know there are more?”
	Direct	<ul style="list-style-type: none"> Have child repeat numbers as you count something out loud. Hold child’s hands and count as she jumps up and down. 	<ul style="list-style-type: none"> Provide cards with numerals to indicate serving size at snack. “See the three? You may start with three crackers.” Tell child: “We’re going to count the shells to find out how many there are all together. When we count, we always start with the number one...” 	<ul style="list-style-type: none"> Assign a helper to count the number of children present each day. Provide a collection of objects to be counted. Direct the child to count how many there are. Listen for accuracy. If the child gets to a point where he can’t go further, model saying the remaining numbers. 	<ul style="list-style-type: none"> Have a child help gather materials for a project. Give them instructions: “Please go get 15 straws and five pieces of red paper.”

Cognitive 8: Uses complex sentences and vocabulary to describe ideas and experiences*

	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
COG 8	Uses short, simple phrases or sentences	Uses a sentence of five or more words to express a thought	Uses a series of at least two to three related sentences to tell experiences or stories	Uses a series of more than three related sentences and details to convey experiences or stories
Environment, Materials and Scheduling	<ul style="list-style-type: none"> • Provide materials that encourage communication (such as two toy telephones). • Allow time during teacher-directed activities for children to comment and share. • Change something in the environment. • Provide materials that produce a wide variety of sounds. • Create small-group opportunities with peers who have a variety of language levels. • Sing songs with children, especially repetitive songs like <i>Five Little Monkeys Jumping on the Bed</i> or <i>Old MacDonald had a Farm</i>. • Use nursery rhymes. 	<ul style="list-style-type: none"> • Provide opportunities for children to pretend to be someone else. This encourages children to mimic the vocabulary, facial expressions, and body language that they see and hear from others. These types of experiences encourage oral language interactions. • Play games such as <i>I Spy</i>, <i>Who Stole the Cookie from the Cookie Jar</i>, and <i>Guess Who I Am</i>. 	<ul style="list-style-type: none"> • Provide story cards of a familiar story. • Provide journals for children to record their experiences. • Provide opportunities for children to have conversations with each other. 	<ul style="list-style-type: none"> • Provide many opportunities for children to explain what they are doing, tell others about their experiences and feelings, and to share their thoughts. • Provide tape recorders for children to record their own voices and stories. • Play games with rules and have children explain the rules to their peers.
	<ul style="list-style-type: none"> • Read stories multiple times. • Include microphones, old telephones, puppets, flannel boards, and paper towel tubes in multiple play areas. • Provide picture books for children to tell their own stories. • Provide props for role-playing and pretending. 			

* In any language

COG 8		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
		Uses short, simple phrases or sentences	Uses a sentence of five or more words to express a thought	Uses a series of at least two to three related sentences to tell experiences or stories	Uses a series of more than three related sentences and details to convey experiences or stories
Teaching Behaviors	Provide Nondirective Support	<ul style="list-style-type: none"> • Use descriptive language when describing a child’s actions. • Model target vocabulary while labeling items. • Use pointing to bring child’s attention to what is being talked about. 	<ul style="list-style-type: none"> • Model increasingly more advanced language. • Repeat a comment made by a peer to increase child’s attention to what was said. • Provide expectant looks to encourage a child to make a comment. 	<ul style="list-style-type: none"> • Model conversations between adults or adult and a child. Do so in close proximity to identified child. • Create opportunities for children to be engaged with peers on projects of mutual interest that require verbal communication. 	<ul style="list-style-type: none"> • Take digital photos of children engaging in the classroom. Create a slide-show to prompt a small group of viewers to reflect on and describe their experiences.
	Mediate	<ul style="list-style-type: none"> • Follow the child’s lead. Comment on his/her actions. • Talk with a child about objects and happenings in the here-and-now. • When asking a question, allow sufficient wait time (at least three to five seconds) for a response. • Use gestures and facial expression while talking to give more clues to the meaning of a communication. • Respond verbally to child’s nonverbal communications. 	<ul style="list-style-type: none"> • Repeat and expand child’s comments. • Encourage social interactions between identified children and more proficient peers. • Talk about topics that children are presently engaged in and those that are of special interest. • Ask an open-ended question, allow wait time, acknowledge and expand the child’s response. 	<ul style="list-style-type: none"> • Ask children about recent experiences with their families. Prompt them to tell more and help make connections to something going on at school. • During unstructured activities, be available and demonstrate interest in what the child is doing. When the child initiates an interaction, ask to elaborate (“Tell me more ...”). When a follow up comment is made, expand the statement and respond to the content of what the child has said. 	<ul style="list-style-type: none"> • Engage a small group of children in educational dialogue. Use the opportunity to build their understanding of a concept, introduce advanced language, promote high order thinking, and make connections to their lives. • Conduct class meetings during which time children have opportunities to share their ideas and opinions—and listen to their peers—on a topic that is important to the group.
	Direct	<ul style="list-style-type: none"> • Model short, simple sentences when giving directions. • When a child wants or needs something, provide the words and encourage the child to repeat them. 	<ul style="list-style-type: none"> • Provide the words for a child to use to communicate a need to a peer. Instruct the child to repeat the words. 	<ul style="list-style-type: none"> • Coach a child on important skills needed for effective communication: “Look at his face when you ask him ... Give him time to answer you ... Acknowledge that you are listening ...” 	<ul style="list-style-type: none"> • Provide a prompt, photograph or interesting object and have a child describe it. Write the child’s words. Ask open-ended questions to elicit increased use of descriptors.

Cognitive 10: Shows understanding of stories

		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
COG 10		Participates in story-related activities	Makes connections between story and own experiences or feelings	Understands several aspects of story, such as characters or events	Demonstrates specific knowledge and clear understanding of the main characters and sequence of events in story
	Environment, Materials and Scheduling	<ul style="list-style-type: none"> • Ensure access to books. • Provide books, puppets, felt board materials. • Provide small people, houses, cars for pretend play. • Allow children to tell stories and read to adults and peers. • Provide a consistent, predictable schedule with pictures and refer to it regularly, use words like “first we did this and then we did this, now we are doing this.” 	<ul style="list-style-type: none"> • Read stories that reflect children’s cultural, linguistic, familial backgrounds and experiences. • Provide books and materials that are linked to children’s interests and personal experiences • Match dramatic play materials to stories being read. • Provide materials linked to recently read books • Create and display classroom-created books related to classroom experiences. • Adjust the schedule to allow for a book reading that supports an unexpected experience children have just had, e.g., observing a butterfly on the playground. 	<ul style="list-style-type: none"> • Introduce story-related vocabulary terms such as character and event during book readings. • Use the words at other times such as when a child is telling a story, explain that they are the character. • Provide story-making materials to children, have them read the stories to you, listen for evidence of characters, plot, etc. • Ensure that there is time and space for reading to children throughout the day. • Provide wordless books that children can tell their story from. 	<ul style="list-style-type: none"> • Provide materials such as flannel board pieces that reflect familiar stories. • Provide opportunities for children to retell stories.
		<ul style="list-style-type: none"> • Read stories over and over again. • Provide opportunities for children to have frequent conversation with adults and peers. • Encourage children to represent stories through a variety of materials, art, movement, outdoor play, etc. 			

COG 10		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
		Participates in story-related activities	Makes connections between story and own experiences or feelings	Understands several aspects of story, such as characters or events	Demonstrates specific knowledge and clear understanding of the main characters and sequence of events in story
Teaching Behaviors	Provide Nondirective Support	<ul style="list-style-type: none"> Point to pictures as they are described. Model reading often. Show that it is an enjoyable activity. Comment on child's participation: "Thank you for reading with me. That was fun!" 	<ul style="list-style-type: none"> Model "thinking aloud" when describing a personal connection to an event in a story. Use facial expression to convey the emotions of characters as you read. 	<ul style="list-style-type: none"> Point to the title and author's name when introducing a book. Define new vocabulary to increase understanding. 	<ul style="list-style-type: none"> Encourage children to read to their peers. Attend to children and listen as they share their own stories.
	Mediate	<ul style="list-style-type: none"> Ask child to point out pictures in a story book. Read simple, repetitive stories. Read to small groups of children. Reread favorite books. Read books that encourage movement and interaction. 	<ul style="list-style-type: none"> Ask children questions about their previous experiences related to a story being read. When a child makes a comment about a story, acknowledge and expand the response. When reading about something that is beyond the child's direct experience, point out how it relates to something they know: "Remember when we went to the park? What animal did we see there?" Eliminate a word from a sentence (cloze strategy) to prompt children to think about a particular detail in a story: "In this picture, it looks like the mouse is running away from the _____." 	<ul style="list-style-type: none"> Discuss elements of a story before, during and after reading a book. Listen carefully to children's questions and take the time to either answer them on the spot, or probe deeper with them for more information afterward. Encourage children to retell familiar stories. Provide props and visuals. Ask questions about a book while reading: "Who is getting in the boat? What did the farmer do?" When reading a highly predictable or familiar story, ask children to predict/recall what will happen next. 	<ul style="list-style-type: none"> Before reading, show the cover of a book and ask children to "think aloud" and make predictions about the story. Ask children to verbally retell a story from memory. Promote acting out stories by providing related props. Encourage children to make up their own endings to stories. They can write or dictate their own words. Have children represent their stories through art, movement, song, etc. Engage with children to compare and contrast two versions of the same story.
	Direct	<ul style="list-style-type: none"> "Pick out a book from the basket and I'll read with you." 	<ul style="list-style-type: none"> "Tell me what's happening in this picture." 	<ul style="list-style-type: none"> "Use these picture cards to show me the order of events in this story." 	<ul style="list-style-type: none"> Use a T-chart or Venn diagram to help a child organize story elements.

Cognitive 12: Recognizes similar sounds in speech

		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
COG 12		Identifies common environmental sounds	Notices rhymes and/or similar beginning sounds	Generates rhymes and/or similar beginning sounds in play	Identifies words with similar sounds in work and play; connects and matches some sounds to letters
	Environment, Materials and Scheduling	<ul style="list-style-type: none"> • Provide materials that encourage the use of environmental sounds (animals, cars, etc.). • Schedule opportunities to visit places or explore new environmental sounds (e.g., walk by the construction site, listen to a recording of ocean sounds, etc.) 	<ul style="list-style-type: none"> • Pair materials and/or actions that have the same sound during the natural context of the day (paint with pine cones, run around the rings, make banana boats). • Provide bins of materials that have the same initial sound. 	<ul style="list-style-type: none"> • Provide books with rhyming words or alliteration. • Provide materials that facilitate rhyming (boats that float, worms that squirm) or that have similar beginning sounds (materials in the rice table all start with “r”). 	<ul style="list-style-type: none"> • Label classroom materials so that children have a visual reminder of the beginning letter to pair with the sound of word. • Provide letters to be used as manipulatives (magnetic letters, plastic letters, blocks with letters) and allow opportunities for children to pair these with other classroom materials.
		<ul style="list-style-type: none"> • Ensure that environment has areas for exploration of sounds without a great deal of background noise. • Schedule activities related to sounds at times when there is less competing noise. 			

COG 12		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
		Identifies common environmental sounds	Notices rhymes and/or similar beginning sounds	Generates rhymes and/or similar beginning sounds in play	Identifies words with similar sounds in work and play; connects and matches some sounds to letters
Teaching Behaviors	Provide Nondirective Support	<ul style="list-style-type: none"> Be aware of own speech: model clear pronunciation so children hear the sounds clearly. Continually expose children to meaningful speech by describing their actions and talking about what is going on around them. 	<ul style="list-style-type: none"> Comment when you hear two words that rhyme or have beginning sounds: “Jamal, I notice that your name starts with the same sound as jelly. Listen, /J/ /J/.” 	<ul style="list-style-type: none"> Listen to notice when children spontaneously play with sounds and words. Prepare to build on their ideas when opportunities arise. Model by being playful with words yourself. Use silly talk once in a while. 	<ul style="list-style-type: none"> When writing, say a familiar word out loud and comment for children to hear, “Let’s see, what letter does that word start with? Then spell the word as it is written.”
	Mediate	<ul style="list-style-type: none"> Ask children to close or cover their eyes. Have them listen to a peer or teacher talk and guess whose voice they hear. Make recordings of familiar environmental sounds heard at home and school. Listen to them with children and talk about what they hear. If they can’t figure it out, give hints to help them guess. 	<ul style="list-style-type: none"> Incorporate chants into routine times that get children to clap the syllables (or “beats”) of their names and other familiar words. Use rhyming songs as a transition activity. Have children listen for the word that rhymes with their name. Play a game with the children by breaking down the names of foods into onset - rime and having them guess what’s for snack. “/m/ - /ilk/” 	<ul style="list-style-type: none"> Use children’s names to play games and sing songs about words (real or nonsense) that rhyme with them. Have the children generate the rhymes to use. Provide feedback when children demonstrate their own use of rhyme or alliteration. “Maria, all those words begin the same—peas, popcorn, pizza /p/ /p/ /p/. Does anyone know what letter makes the /p/ sound?” 	<ul style="list-style-type: none"> Invite a peer to model how to produce letter sounds during a small-group activity. Engage child to help with spelling when teacher is writing a familiar word. When calling a child to come over to the teacher, say, “I need to talk to someone whose name starts with /r/. Whose name begins with R? That’s right, it’s you Roger.”
	Direct	<ul style="list-style-type: none"> During a brief small-group meeting, play with sounds. Have children blend syllables to make words. Say, “Listen. <i>Ba-na-na.</i>” Repeat, and give children time to figure out that the word is banana. Provide a picture or verbal clues if they need help. 	<ul style="list-style-type: none"> Introduce children to “word families” (groups of words with different initial sounds but rimes that are the same). For example, cat, rat, sat, hat ... Talk to them about how the words are the same and different. Invite children to make up additional words—real or nonsense—for that “family.” 	<ul style="list-style-type: none"> When introducing a new word with multiple syllables, stress the parts of the word. “Listen to this word, rhinoceros. I’ll say it slowly, <i>rhi-noc-er-os</i>. Try saying it with me ...” 	<ul style="list-style-type: none"> Show a visual and say the name of a letter that at least some children will be familiar with. Ask the children to make that letter sound. Challenge each child to make up a new word that rhymes with their name by replacing the initial sound with that letter. (Susan - B - Busan, Hari - B - Bari ...).

Note: *What Works Clearinghouse* includes the following additional general strategies as having “Evidence of positive or potentially positive effects for at least one improvement outcome”: Shared book reading, dialogic reading, phonological awareness training and phonological awareness training plus letter knowledge training.

Creative Expression 1: Builds and constructs to represent own ideas

	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
CRE 1	<p>Explores with sensory and building materials in repetitive manner</p>	<p>Uses sensory and building materials with purpose</p>	<p>Creates simple constructions to represent own ideas</p>	<p>Creates elaborate constructions to represent own experiences, thoughts and ideas</p>
Environment, Materials and Scheduling	<ul style="list-style-type: none"> • Provide opportunities for sensory exploration throughout the day. • If a child is hesitant to explore using fingers or hands, provide tools to use with the media. • Allow a child to watch peers using sensory materials • Try sensory materials that have different qualities such as oatmeal, beans, shaving cream, goo (corn starch and water). • Allow children to explore with their hands and feet • Provide building materials in multiple areas of the classroom. • Assure building materials are present in areas of interest. • Be sure the building materials accommodate a variety of strengths and fine motor abilities. 	<ul style="list-style-type: none"> • Incorporate opportunities to explore sensory materials and build into small group. • Display children’s constructions throughout the classroom. • Provide materials that will result in different outcomes to be used in sand and water play, e.g., funnels, eye droppers, spice bottles, strainers with large and small holes. 	<ul style="list-style-type: none"> • Post pictures of the child in action that could be used to inspire building. • Post pictures of buildings at varying stages of completion. • Provide materials that children can use to plan their constructions or creations. • Provide a wide variety of building materials, e.g., paper towel and toilet paper rolls, boxes in a variety of shapes and sizes, Styrofoam, popsicle sticks. 	<ul style="list-style-type: none"> • Create a save space for children to keep their constructions from day to day so they can grow in complexity. • Allow children to bring materials from one center to another.
	<ul style="list-style-type: none"> • Provide a wide variety of materials and tools children can use to represent experiences and ideas. • Provide many interesting and novel materials for children to explore. • Provide many experiences matched to children’s interests, cultural and linguistic backgrounds • Allow children to bring materials from one area to another to allow for more complex representations to occur • Display a range of all children’s work from simple to complex. 			

		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
Teaching Behaviors	CRE 1	Explores with sensory and building materials in repetitive manner	Uses sensory and building materials with purpose	Creates simple constructions to represent own ideas	Creates elaborate constructions to represent own experiences, thoughts and ideas
	Provide Nondirective Support	<ul style="list-style-type: none"> Describe what a child is doing: “You stretched the play dough. Look how long and thin you made it!” Spend time near child while exploring similar materials and describe your actions: “I am pressing this wet sand into the mold ...” 	<ul style="list-style-type: none"> Describe child’s work: “I see you put two cardboard squares on the bottom and glued these foam cylinders on top ...” When a child always uses materials in the same way, model other uses. 	<ul style="list-style-type: none"> Provide space for children to save creations. Refer children to these as examples of different ways they, too, can use materials. Observe children as they construct and bring them additional materials that they could use to extend their ideas. 	<ul style="list-style-type: none"> Write down children’s descriptions of their creations. Model sketching a block structure as a child builds it. Take photos of children’s work and display so they and peers can try to replicate at a later time.
	Mediate	<ul style="list-style-type: none"> Ask, “How did you get your play dough so flat?” Suggest “Let’s roll the play dough into a ball.” If a child’s block towers keep falling over and the child seems to be getting frustrated, provide a hint to help him succeed. Invite a young child to join teacher and competent peers who are building in the block area. Provide the child with a specific task that is within her ability and will contribute to the play for all. “Sam, would you please collect those cubes and help us add them to the top?” 	<ul style="list-style-type: none"> Inquire “Would you like to make it wider or higher?” Provide support for continued involvement. “Here is more cardboard if you want to make it larger.” Provide feedback: “Wow, you got that block to balance on top!” Invite child to describe: “Tell me about your structure!” Talk to children about the materials they are using. Help them compare and contrast the properties of two media: “Which do you think will work better, the paste or glue stick?” 	<ul style="list-style-type: none"> Occasionally encourage children to plan what they want to do with materials before they begin. Spark ideas: read books; display posters of buildings and bridges; take neighborhood walks and point out structures. Suggest that children revisit a project and add to it—give examples of what they might try: “You could add buttons or pom-poms for the eyes.” Engage in a discussion with the child, allowing a chance to explain what he or she is trying to accomplish. 	<ul style="list-style-type: none"> After a field trip, ask children to work together to create representations of their experience: “Can you recreate the barn with these blocks?” When a child makes up a story or shares an idea, suggest that she construct something to represent it: “Maybe you could use the play dough to create the cat in your story ...” Then let the child share with peers at the end of the day. Join children in the block area and collaborate with them to create a setting for dramatic play.
Direct	<ul style="list-style-type: none"> Demonstrate the use of tools for digging, cutting and pressing shapes. 	<ul style="list-style-type: none"> Sit beside child and demonstrate with own materials ways to enlarge and extend a structure. 	<ul style="list-style-type: none"> Invite a child to provide directions and demonstrate for a peer how to build something. 	<ul style="list-style-type: none"> Provide child with Legos and step-by-step pictorial instructions that show how to build something that is of interest to that child. 	

Creative Expression 3: Represents experiences and fantasies in pretend play

	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
CRE 3	<p>Plays alone and imitates simple aspects of a role using realistic props and sounds</p>	<p>Engages in parallel and associative play with peers</p>	<p>Engages in cooperative role-play with peers</p>	<p>Engages in extended, planned cooperative role-play with peers</p>
Environment, Materials and Scheduling	<ul style="list-style-type: none"> • Arrange the room to include both open areas and enclosed areas with comfortable furniture. • Establish a consistent daily routine. • Provide materials that can be used as props for roles and embed them throughout centers in the classroom. • Allow children opportunities to complete class jobs. • Provide props that are representative of children's culture and family structure. 	<ul style="list-style-type: none"> • Provide duplicate materials throughout centers. • Provide extended time for child-directed play. • Provide related materials in centers such as tools and cars in the block area. 	<ul style="list-style-type: none"> • Allow any number of children to play in an area of the classroom. • Provide materials such as dress-up clothes that support group role-play (e.g., restaurant) and playground equipment that requires two or more children to operate. • Provide books that describe a wide variety of roles for both children and adults 	<ul style="list-style-type: none"> • Incorporate planning time into the schedule prior to center time. • Provide materials in centers to record a plan prior to play. • Add to additional materials and props over time. • Add materials that could represent a prop needed in a role.

		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
		Plays alone and imitates simple aspects of a role using realistic props and sounds	Engages in parallel and associative play with peers	Engages in cooperative role-play with peers	Engages in extended, planned cooperative role-play with peers
Teaching Behaviors	Provide Nondirective Support	<ul style="list-style-type: none"> • Model playful behavior. • Describe what a child is doing during play: “You are being very gentle while you rock that baby.” 	<ul style="list-style-type: none"> • Describe a child’s role and relate it to their prior experience. “You are pretending to be an airline pilot. Did you see the pilot who flew the plane when you went to Mexico?” 	<ul style="list-style-type: none"> • Model using imaginary props while playing with children. • Pose an open-ended question: “I wonder what this plank could be used for?” 	<ul style="list-style-type: none"> • Tell children a story about own favorite play experiences in childhood: “When I was a child, I used to make a tent by placing a sheet over the table.”
	Mediate	<ul style="list-style-type: none"> • Label the role that a child’s actions are imitating: “You are fixing that car. Are you a mechanic?” • Ask questions to extend play: “What else can a puppy do?” • Make suggestions for a child to try: “Why don’t you put these vegetables into the pot so we can make some soup.” 	<ul style="list-style-type: none"> • Suggest that one child take a role related to a peer’s play: “Maybe you could get some milk for his coffee.” • Respond to and expand children’s comments within the context of their play. • Bring a child’s attention to a peer who is trying to involve him: “Luke, Andrew just asked you if you would help him fill the wheelbarrow.” 	<ul style="list-style-type: none"> • Intentionally engage in play with children when appropriate. Follow their lead (unless they get stuck—then make suggestions.) • Ask open-ended questions to promote problem-solving related to the play scenario: “The car can’t drive through the lake. What should we do?” • Invite children to recommend materials that could be used to enhance their play. 	<ul style="list-style-type: none"> • Introduce ideas for new play themes through shared experiences and discussions. • Engage children in planning for play before entering a center. • Encourage children to return to a play theme from a previous day. • Converse with children during snack about their earlier play.
	Direct	<ul style="list-style-type: none"> • Demonstrate how to pretend with an object: “Look, when I pretend to eat this toy apple, I don’t really put it in my mouth ...” 	<ul style="list-style-type: none"> • Demonstrate the use of new play props that may be unfamiliar to some children. 	<ul style="list-style-type: none"> • Look at video footage or pictures of children taken earlier while they engaged in play. Have them recall and describe what they remember. Write their ideas. 	<ul style="list-style-type: none"> • Have children write a story about their play.

Appendix A:

Blank Planning Forms

	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
Environment, Materials and Scheduling				

	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
Teaching Behaviors	Provide Nondirective Support			
	Mediate			
	Direct			

SAMPLE EARLY CHILDHOOD SRBI SUPPORT PLANNING FORM

Child's Name: _____ **Age:** _____

Collaborative Problem-solving Team Meeting Log (more detailed meeting notes, including assessment data, should also be kept)

Meeting date	Team members present	Decisions (e.g., team to reconvene after three weeks of intervention, teacher to train paraprofessionals in implementing strategies during transitions)

Supports

Targeted standard	Strategy (ies) for support	By whom and where	How often	Progress Monitoring Plan

SAMPLE PROGRESS MONITORING FORM

Targeted Skill or Standard: _____

Protocol for Monitoring Progress: _____

Goal: _____

Frequency of progress monitoring: _____ times per _____

Date	Progress toward goal			Notes:
	No evidence of progress	Some progress	Goal achieved	

Appendix B:

Evidence Base of Selected Strategies

Evidence Base of Selected Strategies

(Chart adapted from *Recognition and Response Implementation Guide*, Buysse and Wesley, 2008).

Strategy	Evidence
Environmental arrangements	<ul style="list-style-type: none"> • Girolametto, Weitzman, & Greenberg (2004)
Peer support	<ul style="list-style-type: none"> • Cashwell, Skinner, & Smith (2001) • Trent, Kaiser, & Wolery (2005)
Modeling	<ul style="list-style-type: none"> • Kaiser, Hemmeter, & Ostrosky (1996) • Kouri (2005)
Prompting strategies	<ul style="list-style-type: none"> • Gibson & Schuster (1992) • Girolametto, Weitzman & Greenberg (2004) • Tate, Thompson, & McKerchar (2005)
Verbal helping strategies	<ul style="list-style-type: none"> • Girolametto, Weitzman, & Greenberg (2004) • Hancock, Kaiser and Delaney (2002) • Kaiser, Hemmeter & Ostrosky (1996)
Nonverbal helping strategies	<ul style="list-style-type: none"> • Girolametto, Weitzman, & Greenberg (2004) • Kamps, Ellis, & Mancina (1995)
Naturalistic time delay	<ul style="list-style-type: none"> • Ault, Gast, & Wolery (1988) • Doyle, Gast & Wolery (1990) • Wolery, et.al. (2002) • Wolery, Ault, & Gast (1990) • Wolery, Cybriwsky, & Gast (1991)
Mand-model procedure (yes/no questions, statements that require specific response)	<ul style="list-style-type: none"> • Brown-Gorton & Wolery (1988) • Ross & Greer (2003) • Warren, McQuarter, & Rogers-Warren (1984)
Incidental teaching	<ul style="list-style-type: none"> • Haring, Neetz & Lovinger (1987) • MacDuff, Krantz, & MacDuff (1988) • McGee, Morrier and Daly (1999)
*Embedded Learning Opportunities, Curriculum Modifications and Structural Supports (careful planning or structuring of the environment, schedules, activities and transitions).	<ul style="list-style-type: none"> • *Sandall & Schwartz (2008) • Note: <i>Building Blocks for Teaching Preschoolers with Special Needs</i> includes multiple strategies for supporting preschoolers with special needs and outlines the evidence-base for such strategies.
*Use language	<ul style="list-style-type: none"> • Bodrova, E. & Leong, D. (2006)
*Mediators	<ul style="list-style-type: none"> • Bodrova, E. & Leong, D. (2006)
*Shared activities	<ul style="list-style-type: none"> • Bodrova, E. & Leong, D. (2006)

* Strategies not included in the *Recognition and Response Implementation Guide* (2008).

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