



Principle of Engagement

Provide Options for Recruiting Interest

7.1 *Optimize Individual Choice & Autonomy*

Provide learners with as much discretion and autonomy as possible by providing choices in such things as:

- The level of the perceived challenge
- The type of rewards or recognition available
- The context or content used for practicing and assessing skills
- The tools used for information gathering or production
- The color, design, or graphics of layouts, etc.
- The sequence or timing for completion of subcomponents of tasks
- Allow learners to participate in the design of classroom activities and academic tasks
- Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals

Principle of Engagement

Provide Options for Recruiting Interest (Sparing Excitement & Curiosity)

7.1 *Choice & Autonomy: Crosswalk to Early Childhood*

Provide learners with as much discretion and autonomy as possible by providing choices in such things as:

- “Loose parts” (different materials and activity options without a set purpose) through dramatic play activities to build on student interests. Using these objects can be used to teach students about topics that they are interested in and choose to learn more about
- Helping children recognize if they would like to try something new by asking which activity they would like to participate
- Using a theme/topic that can be taught in multiple areas of the classroom through different materials and activities

Connections

Curriculum & Assessment Alignment

*All aligned to the
DRDP and Framework
& Foundation*

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Principle of Engagement	Principle of Engagement	Connections
Provide Options for Recruiting Interest	Provide Options for Recruiting Interest (Sparing Excitement & Curiosity)	Curriculum & Assessment Alignment
7.2 <i>Optimize relevance, value, & authenticity</i>	7.2 <i>Relevance, value, & authenticity: Crosswalk to Early Childhood</i>	<i>All aligned to: DRDP and Framework & Foundation</i>
<i>Vary activities and sources of information so that they can be:</i> ● Personalized and contextualized to learners’ lives ● Culturally relevant and responsive ● Socially relevant ● Age and ability appropriate ● Appropriate for different racial, cultural, ethnic, and gender groups ● Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants ● Provide tasks that allow for active participation, exploration and experimentation ● Invite personal response, evaluation and self-reflection to content and activities ● Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways	<i>Vary activities and sources of information so that they can be:</i> ● When a student asks a question, “Where does ____ come from?” and uses this question to expand knowledge and tie to a previous or current lesson ● Asking students how they learn and teaching students what learning styles look like. “I see that you learn best when you are ____.” ● A quality schedule and routine can help students feel more confident ● “Interest areas” in each classroom: Dramatic play, block area, library, science, math, and manipulatives, and art	ECERS ECERS

Principle of Engagement	Principle of Engagement	Connections
Provide Options for Recruiting Interest	Provide Options for Recruiting Interest (Sparing Excitement & Curiosity)	Curriculum & Assessment Alignment
7.3 Minimize threats & distractions	7.3 Minimize threats & distractions Crosswalk to Early Childhood	<i>All aligned to the DRDP and Framework & Foundation</i>
Create an accepting and supportive classroom climate: Vary the level of novelty or risk: - Charts, calendars, schedules, visible timers, cues, etc. that can increase the predictability of daily activities and transitions Creation of class routines: - Alerts and previews that can help learners anticipate and prepare for changes in activities, schedules, and novel events - Options that can, in contrast to the above, maximize the unexpected, surprising, or novel in highly routinized activities Vary the level of sensory stimulation: Variation in the presence of background noise or visual stimulation, noise buffers, number of features or items presented at a time: - Variation in the pace of work, length of work sessions, availability of breaks or time-outs, or timing or sequence of activities - Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation - Involve all participants in whole-class discussions	Create an accepting and supportive classroom climate: Expectations for behavior are outlined for children and they receive prompts and reminders “PDA” prompts. (We are kind, we are safe, and we are respectful: but classrooms choose the specific rules depending on the needs of the class) Children co-create rules and visuals are included - Use of scripted stories - There are “cozy areas” or “quiet areas” where children can go - Use of timers and visual schedules to support children's understanding of the length of time for an activity - Ensure that learning styles and cultural sensitivity are represented and activities. Multiple genders, abilities, and cultures are represented through activities and teachers are aware if activities become narrowly focused - Circle time and other activities are not mandatory, students are able to engage in different activities if they choose. The teacher invites students to participate, but if students choose not to join the activity, support teachers provide individualized or smaller group instruction based on the students’ chosen activities in a different location in the classroom	TEACHING PYRAMID TEACHING PYRAMID TEACHING PYRAMID TEACHING PYRAMID ECERS ECERS

Principle of Engagement	Principle of Engagement	Connections
Provide Options for Sustaining Effort & Persistence	Provide Options for Sustaining Effort & Persistence	Connections
8.1 <i>Heighten salience of goals & objectives</i>	8.1 <i>Heighten salience of goals & objectives: Crosswalk to Early Childhood</i>	<i>All aligned to the DRDP and Framework & Foundation</i>
<i>Prompt or require learners to explicitly formulate or restate goal:</i> • Display the goal in multiple ways • Encourage division of long-term goals into short-term objectives • Demonstrate the use of hand-held or computer-based scheduling tools • Use prompts or scaffolds for visualizing the desired outcome • Engage learners in assessment discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests	• When a student is working hard, using verbal praise to tell them about their accomplishments • Goals are achieved through experiences that lead to skill development. The goal is often to have students feel appreciation for the process of learning, because the skills being taught are foundational and lead to long term healthy development • Every activity has an objective that relates back to the DRDP. The materials and activities are flexible, because the goal is to build foundational skills • Use both verbal and nonverbal cues to support students	CLASS TEACHING PYRAMID CLASS TEACHING PYRAMID CLASS TEACHING PYRAMID CLASS TEACHING PYRAMID

Principle of Engagement	Principle of Engagement	Connections
Provide Options for Sustaining Effort & Persistence	Provide Options for Sustaining Effort & Persistence	Connections
8.3 <i>Foster collaboration and community</i>	8.3 <i>Foster collaboration & community crosswalk to early childhood</i>	<i>All aligned to the DRDP and Framework & Foundation</i>
● Create cooperative learning groups with clear goals, roles, and responsibilities ● Create school-wide programs of positive behavior support with differentiated objectives and supports ● Provide prompts that guide learners in when and how to ask peers and/or teachers for help ● Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors) ● Construct communities of learners engaged in common interests or activities ● Create expectations for group work (e.g., rubrics, norms, etc.)	● Social emotional skills are at the foundation for many activities and learning. Collaborative opportunities are built into the activities to help students practice working together ● Visuals and frequent “PDA”s are used to help guide behavior ● Problem solving cards are available to help children understand behavior depending on the situation ● Social routines with co-collaborated behaviors so all students feel part of the learning community	TEACHING PYRAMID TEACHING PYRAMID TEACHING PYRAMID TEACHING PYRAMID

Principle of Engagement	Principle of Engagement	Connections
Provide Options for Sustaining Effort & Persistence	Provide Options for Sustaining Effort & Persistence	Connections
8.4 <i>Increase mastery-oriented feedback</i>	8.4 <i>Increase mastery-oriented feedback crosswalk to early childhood</i>	<i>All aligned to the DRDP and Framework & Foundation</i>
● Provide feedback that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge ● Provide feedback that emphasizes effort, improvement, and achieving a standard rather than on relative performance ● Provide feedback that is frequent, timely, and specific ● Provide feedback that is substantive and informative rather than comparative or competitive ● Provide feedback that models how to incorporate evaluation, including identifying patterns of errors and wrong answers, into positive strategies for future success	● Having conversations to explicitly teach how frustration and learning are related. As students feel challenged by an activity, the teacher provides prompts and affirmations while acknowledging how the child may feel frustrated ● Instant/timely/individualized feedback provided during activities to help guide learning ● “PDA”s are used to affirm the action and describe why the behavior is important and how it relates back to the goal of the activity or classroom. Purpose and motivation are built into the affirmations/descriptions of behavior	TEACHING PYRAMID TEACHING PYRAMID TEACHING PYRAMID

Principle of Engagement	Principle of Engagement	Connections
Provide Options for Self-Regulation	Provide Options for Self-Regulation (Help build confidence & strategies to continue learning)	Connections
9.1 <i>Promote Expectations & Beliefs that optimize motivation</i>	9.1 <i>Promote expectations & beliefs that optimize motivation: Crosswalk to Early Childhood</i>	<i>All aligned to the DRDP and Framework & Foundation</i>
● Provide prompts, reminders, guides, rubrics, checklists that focus on: ● Self-regulatory goals like reducing the frequency of aggressive outbursts in response to frustration ● Increasing the length of on-task orientation in the face of distractions ● Elevating the frequency of self-reflection and self-reinforcements ● Provide coaches, mentors, or agents that model the process of setting personally appropriate goals that take into account both strengths and weaknesses ● Support activities that encourage self-reflection and identification of personal goals	● Positive verbal affirmations to help students understand why they are being successful ● Understanding how behavior is communication and coaching teachers to have multiple perspectives for why a behavior is occurring and helping a student work through it ● To reframe negative self-talk and to be present when students are working hard and feeling challenged ● Anticipating barriers that may keep students from being able to be successful or feel confidence	All aligned to - DRDP and Framework & Foundation CLASS TEACHING PYRAMID CLASS TEACHING PYRAMID CLASS TEACHING PYRAMID CLASS TEACHING PYRAMID

Principle of Engagement	Principle of Engagement	Connections
Provide Options for Self-Regulation	Provide Options for Self-Regulation (Help build confidence & strategies to continue learning)	Connections
9.2 <i>Facilitate personal coping skills & strategies</i>	9.2 <i>Facilitate personal coping skills & strategies: Crosswalk to Early Childhood</i>	<i>All aligned to the DRDP and Framework & Foundation</i>
Provide differentiated models, scaffolds and feedback for: • Managing frustration • Seeking external emotional support • Developing internal controls and coping skills • Appropriately handling subject specific phobias and judgments of “natural” aptitude (e.g., “how can I improve on the areas I am struggling in?” rather than “I am not good at math”) • Use real life situations or simulations to demonstrate coping skills	• Use events and experiences to help students problem solve during the activity by highlighting appropriate language and sentence frames • Training students to use specific phrases to articulate when they need extra help or a break • Show students a variety of tool/resources that may help a student through a challenging activity and train them to use language to express that they need the tool/resource • Help students identify that peers may need extra tools/resources and highlight how they can be appropriately supported	CLASS CLASS CLASS CLASS

Principle of Engagement	Principle of Engagement	Connections
Provide Options for Self-Regulation	Provide Options for Self-Regulation (Help build confidence & strategies to continue learning)	Connections
9.3 <i>Develop self-assessment & reflection</i>	9.3 <i>Develop self-assessment & reflection: Crosswalk to Early Childhood</i>	<i>All aligned to the DRDP and Framework & Foundation</i>
● Offer devices, aids, or charts to assist individuals in learning to collect, chart and display data from their own behavior for the purpose of monitoring changes in those behaviors ● Use activities that include a means by which learners get feedback and have access to alternative scaffolds (e.g., charts, templates, feedback displays) that support understanding progress in a manner that is understandable and timely	● Students can draw what went well or what did not go well with an activity ● Talk with a student directly after an activity and ask the student their thoughts ● Training students throughout the activity if “Is this how you want it to be?” ● Allow students to leave and return to activities ● Tie visuals to lessons and actions	DRDP CLASS DRDP CLASS DRDP CLASS DRDP CLASS

Principle of Representation	Principle of Representation	Connections
Provide Options for Perception	Provide Options for Perception	Connections
11.1 <i>Offer ways of customizing the display of information</i>	11.1 <i>Offer ways of customizing the display of information: Crosswalks to Early Childhood</i>	<i>All aligned to the DRDP and Framework & Foundation</i>
Display information in a flexible format so that the following perceptual features can be varied: • The contrast between background and text or image • The color used for information or emphasis • The volume or rate of speech or sound • The speed or timing of video, animation, sound, simulations, etc. • The layout of visual or other elements • The font used for print material	• Review the needs of each student (increase font size, fine/gross motor supports, etc.) and use this for how the class is structured. Allowing all students to have the option to use different materials if they choose • Scissors and other tools can have a variety of sizes/options available to all students • Using the water or sand table to provide new learning	ECERS ECERS ECERS

Principle of Representation	Principle of Representation	Connections
Provide Options for Perception	Provide Options for Perception	Connections
11.2 <i>Offer alternatives for auditory information</i>	11.2 <i>Offer alternatives for auditory information: Crosswalks to Early Childhood</i>	<i>All aligned to the DRDP and Framework & Foundation</i>
● Use text equivalents in the form of captions or automated speech-to-text (voice recognition) for spoken language ● Provide visual diagrams, charts, notations of music or sound ● Provide written transcripts for videos or auditory clips ● Provide American Sign Language (ASL) for spoken English ● Use visual analogs to represent emphasis and prosody (e.g., emoticons, symbols, or images) ● Provide visual or tactile (e.g., vibrations) equivalents for sound effects or alerts ● Provide visual and/or emotional description for musical interpretation	● Students have access to “listening centers” where they can hear a different voice reading a story	ECERS

Principle of Representation	Principle of Representation	Connections
Provide Options for Perception	Provide Options for Perception	Connections
1.3 <i>Offer alternatives for visual information</i>	1.3 <i>Offer alternatives for visual information: Crosswalks to Early Childhood</i>	<i>All aligned to the DRDP and Framework & Foundation</i>
● Provide descriptions (text or spoken) for all images, graphics, video, or animations ● Use touch equivalents (tactile graphics or objects of reference) for key visuals that represent concepts ● Provide physical objects and spatial models to convey perspective or interaction ● Provide auditory cues for key concepts and transitions in visual information TEXT: ● Follow accessibility standards (NIMAS, DAISY, etc.) when creating digital text ● Allow for a competent aide, partner, or “intervener” to read text aloud ● Provide access to text-to-speech software	● Provide other opportunities for small group with different visuals ● Hands on activities that relate back to other visuals or experiences	All align to DRDP and Framework & Foundation ECERS TEACHING PYRAMID ECERS TEACHING PYRAMID

Principle of Representation	Principle of Representation	Connections
Provide Options for Perception	Provide Options for Perception	Connections
2.1 <i>Provide options for language & symbols</i>	2.1 <i>Provide options for language & symbols: Crosswalk to Early Childhood</i>	<i>All aligned to the DRDP and Framework & Foundation</i>
Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners’ experience and prior knowledge: ● Provide graphic symbols with alternative text descriptions ● Highlight how complex terms, expressions, or equations are composed of simpler words or symbols ● Embed support for vocabulary and symbols within the text (e.g., hyperlinks or footnotes to definitions, explanations, illustrations, previous coverage, translations) ● Embed support for unfamiliar references within the text (e.g., domain specific notation, lesser known properties and theorems, idioms, academic language, figurative language, mathematical language, jargon, archaic language, colloquialism, and dialect)	Clarify Vocabulary and Symbols: ● Focusing on letters and different symbols and providing access to this new learning in a variety of ways ● Letters are on the wall and easily viewable for all students ● Every item/box is labeled to help students learn ● Signs and symbols are commonly used to reinforce behavior	DRDP TEACHING PYRAMID CLASS DRDP TEACHING PYRAMID CLASS DRDP TEACHING PYRAMID CLASS DRDP TEACHING PYRAMID CLASS

2.2 Clarify syntax & structure

Clarify unfamiliar syntax (in language or in math formulas) or underlying structure (in diagrams, graphs, illustrations, extended expositions or narratives) through alternatives that:

- Highlight structural relations or make them more explicit
- Make connections to previously learned structures
- Make relationships between elements explicit (e.g., highlighting the transition words in an essay, links between ideas in a concept map, etc.)

2.2 Clarify syntax & structure: Crosswalk to Early Childhood

- Modeling appropriate phrases and teaching sentence stems for students to use
- Repeat what the student says appropriately with word order or letter sounds

*All aligned to the
DRDP and Framework
& Foundation*

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2.3 Support decoding of text, mathematical notation, & symbols

- Allow the use of Text-to-Speech
- Use automatic voicing with digital mathematical notation
- Use digital text with an accompanying human voice recording (e.g., Daisy Talking Books)
- Allow for flexibility and easy access to multiple representations of notation where appropriate (e.g., formulas, word problems, graphs)
- Offer clarification of notation through lists of key terms

2.3 Support decoding of text, mathematical notation, & symbols: Crosswalk to early childhood

- Not discouraging students from learning when they reverse letters. Teach them that letters are still the same even when reversed or flipped, celebrate that they were able to draw the letter, but talk with them about what else it can look like. Remaining positive when students are struggling with decoding and focusing on encouragement
- Allowing students to use various objects for mathematical notation and having conversations about numbers throughout activities

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2.4 *Promote understanding across languages*

- Make all key information in the dominant language (e.g., English) also available in first languages (e.g., Spanish) for learners with limited-English proficiency and in ASL for learners who are deaf
- Link key vocabulary words to definitions and pronunciations in both dominant and heritage languages
- Define domain-specific vocabulary (e.g., “map key” in social studies) using both domain-specific and common terms
- Provide electronic translation tools or links to multilingual glossaries on the web
- Embed visual, non-linguistic supports for vocabulary clarification (pictures, videos, etc)

2.4 *Promote understanding across languages: Crosswalk to Early Childhood*

- Anything labeled is represented by all languages spoken in the classroom
- Using visuals of students completing activities to help teach rules and procedures

All aligned to the DRDP and Framework & Foundation

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2.5 *Illustrate through multiple media*

- Present key concepts in one form of symbolic representation (e.g., an expository text or a math equation) with an alternative form (e.g., an illustration, dance/movement, diagram, table, model, video, comic strip, storyboard, photograph, animation, physical or virtual manipulative)
- Make explicit links between information provided in texts and any accompanying representation of that information in illustrations, equations, charts, or diagrams

2.5 *Illustrate through multiple media: Crosswalk to Early Childhood*

- Use pictures, words, objects that relate to a topic to better support student understanding
- The classroom is the teacher and the adult is the detective to use the environment based on what the student needs.

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Principle of Representation	Principle of Representation	Connections
Provide Options for Comprehension	Provide Options for Comprehension	Connections
3.1 <i>Activate or supply background knowledge</i>	3.1 <i>Activate or supply background knowledge: Crosswalk to Early Childhood</i>	<i>All aligned to the DRDP and Framework & Foundation</i>
● Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines) ● Use advanced organizers (e.g., KWL methods, concept maps) ● Pre-teach critical prerequisite concepts through demonstration or models ● Bridge concepts with relevant analogies and metaphors ● Make explicit cross-curricular connections (e.g., teaching literacy strategies in the social studies classroom)	● Ages and Stages Questionnaire at the beginning of the year ● DRDPs are used to track data for what students know ● Before starting a theme or project, use different sources of information for them to use as many senses as possible to determine what level of experience the child has with the subject	CLASS ASQ DRDP DRP CLASS ASQ DRDP

3.2 *Highlight patterns, critical features, big ideas, & relationships*

- Highlight or emphasize key elements in text, graphics, diagrams, formulas
- Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships
- Use multiple examples and non-examples to emphasize critical features
- Use cues and prompts to draw attention to critical features
- Highlight previously learned skills that can be used to solve unfamiliar problems

3.2 *Highlight patterns, critical features, big ideas, & relationships: Crosswalk to Early Childhood*

- The visuals in the room can be used to show patterns and concepts
- Songs can assist with solidifying information

All aligned to the DRDP and Framework & Foundation

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3.3 Guide information processing & visualization

- Give explicit prompts for each step in a sequential process
- Provide options for organizational methods and approaches (tables and algorithms for processing mathematical operations)
- Provide interactive models that guide exploration and new understandings
- Introduce graduated scaffolds that support information processing strategies
- Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and literature, film and media)
- “Chunk” information into smaller elements
- Progressively release information (e.g., sequential highlighting)
- Remove unnecessary distractions unless they are essential to the instructional goal

3.3 Guide information processing & visualization: Crosswalk to Early Childhood

- Use pictures of the children completing a task to revisit/reteach the activity
- Use a variety of tools (books, ipad, discussion, models) to share information and when students are interested in a topic use these tools with different media to enhance their
- Learning and solidify the content

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3.4 Maximize transfer & generalization

- Provide checklists, organizers, sticky notes, electronic reminders
- Prompt the use of mnemonic strategies and devices (e.g., visual imagery, paraphrasing strategies, method of loci, etc.)
- Incorporate explicit opportunities for review and practice
- Provide templates, graphic organizers, concept maps to support note-taking
- Provide scaffolds that connect new information to prior knowledge (e.g., word webs, half-full concept maps)
- Embed new ideas in familiar ideas and contexts (e.g., use of analogy, metaphor, drama, music, film, etc.)
- Provide explicit, supported opportunities to generalize learning to new situations (e.g., different types of problems that can be solved with linear equations, using physics principles to build a playground)
- Offer opportunities over time to revisit key ideas and linkages between ideas

3.4 Maximize transfer & generalization: Crosswalk to Early Childhood

- The use of puppets can help students transfer concepts and information
- Create classroom songs about specific concepts and lessons
- Highlight when other students are engaging in activities

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Principle of Action & Expression	Principle of Action & Expression	Connections
Provide Options for Physical Action	Provide Options for Physical Expression	Connections
4.1 <i>Vary the methods for response & navigation</i>	4.1 <i>Vary the methods for response & navigation: Crosswalk to Early Childhood</i>	<i>All aligned to the DRDP and Framework & Foundation</i>
● Provide alternatives in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies ● Provide alternatives for physically responding or indicating selections (e.g., alternatives to marking with pen and pencil, alternatives to mouse control) ● Provide alternatives for physically interacting with materials by hand, voice, single switch, joystick, keyboard, or adapted keyboard	● Learning stations with different materials and themes can help students complete tasks in different ways ● Materials have different textures, sizes, etc. ● Lesson plans and themes allow for teachers to provide different learning options and multiple ways to participate ● A “yes” environment, where teachers provide access to materials when students request them	ECERS ECERS ECERS ECERS

4.2 Optimize access to tools & assistive technologies

4.2 Optimize access to tools & assistive technologies: Crosswalk to Early Childhood

*All aligned to the
DRDP and Framework
& Foundation*

- Provide alternate keyboard commands for mouse action
- Build switch and scanning options for increased independent access and keyboard alternatives
- Provide access to alternative keyboards
- Customize overlays for touch screens and keyboards
- Select software that works seamlessly with keyboard alternatives and alt keys

- ECE programs typically have low tech/no tech tools for assistive technologies
- Fidgets, wobble pads, etc. are available for all students. However, if a student requires it then all students are trained to understand the difference between “need” and “want”
- Conversations about “tools” and “toys” help students understand the concepts
- An accommodation for one student is often expanded to be available to all students

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Provide Options for Expression & Communication	Provide Options for Expression & Communication	Connections
5.1 <i>Use multiple media for communication</i> ● Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video ● Use physical manipulatives (e.g., blocks, 3D models, base-ten blocks) ● Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations) ● Solve problems using a variety of strategies	5.1 <i>Use multiple media for communication: Crosswalk to Early Childhood</i> ● Use scripted stories to teach communication ● All forms of responding to a prompt are accepted and encouraged (draw/act/show/say/etc.)	<i>All aligned to the DRDP and Framework & Foundation</i> TEACHING PYRAMID TEACHING PYRAMID
5.2 <i>Use multiple tools for construction & composition</i> ● Open ended play-based programs foster the use of a variety of materials to produce responses ● Engaging in play through the child's interest highlights their ability to express their understanding	5.2 <i>Use multiple tools for construction & composition: Crosswalk to Early Childhood</i> ● Open-ended play-based programs foster the use of a variety of materials to produce responses ● Engaging in play through the child's interest highlights their ability to express their understanding	<i>All aligned to the DRDP and Framework & Foundation</i> CLASS ECERZ CLASS ECERS

5.3***Build fluencies with graduated levels of support for practices & performance***

- Provide differentiated models to emulate (i.e. models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.)
- Provide differentiated mentors (i.e., teachers/tutors who use different approaches to motivate, guide, feedback or inform)
- Provide scaffolds that can be gradually released with increasing independence and skills (e.g., embedded into digital reading and writing software)
- Provide differentiated feedback (e.g., feedback that is accessible because it can be customized to individual learners)
- Provide multiple examples of novel solutions to authentic problems

5.3***Build fluencies with graduated levels of support for practices & performances
Crosswalk to Early Childhood***

- Have explicit conversations about the “why” of learning/the activity
- Repetition and different options to complete the task
- Change the learning and expectations based on the child’s level of engagement

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Provide Options for Executive Functions	Provide Options for Executive Functions	Connections
6.1 <i>Guide executive functions</i>	6.1 <i>Guide executive functions: Crosswalk to Early Childhood</i>	<i>All aligned to the DRDP and Framework & Foundation</i>
● The use of visuals to help students understand the steps that are required to complete a task ● Breaking activities into steps and providing a preview and understanding of the steps ● If a student is not able to move forward with steps, allow a break or for students to revisit the steps another time or day ● Talk about the goal of the activity and what can be accomplished then talk with students about the process ● Students need an opportunity to say/see the goal	● The use of visuals to help students understand the steps that are required to complete a task ● Breaking activities into steps and providing a preview and understanding of the steps ● If a student is not able to move forward with steps, allow a break or for students to revisit the steps another time or day ● Talk about the goal of the activity and what can be accomplished then talk with students about the process ● Students need an opportunity to say/see the goal	DRDP TEACHING PYRAMID DREP TEACHING PYRAMID DRDP TEACHING PYRAMID

6.2 *Support planning & strategy development*

- Embed prompts to “stop and think” before acting as well as adequate space
- Embed prompts to “show and explain your work” (e.g., portfolio review, art critiques)
- Provide checklists and project planning templates for understanding the problem, setting up prioritization, sequences, and schedules of steps
- Embed coaches or mentors that model think-alouds of the process
- Provide guides for breaking long-term goals into reachable short-term objective

6.2 *Support planning & strategy development: Crosswalk to Early Childhood*

- Using repetition, visuals, verbal reminders, and having students understand what tools and materials will be needed for task completion
- Explicitly teach the skill (how to clean up block area) and then allow them an opportunity to practice
- If students are not able to accomplish the task, encourage them to complete step 1 and provide affirmations for them
- Support trial and error learning and guide as needed

All aligned to the DRDP and Framework & Foundation

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6.3 *Facilitate managing information & resources*

- Provide graphic organizers and templates for data collection and organizing information
- Embed prompts for categorizing and systematizing
- Provide checklists and guides for note-taking

6.3 *Facilitate managing information & resources: Crosswalk to Early Childhood*

- If a student is not feeling successful in a space, allowing the activity to transition to individual or group work in another location
- Checklists with visuals with required materials help students understand what will be used to complete the task or activity

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6.4 *Enhance capacity for monitoring progress*

6.4 *Enhance capacity for monitoring progress: Crosswalk to Early Childhood*

All aligned to the DRDP and Framework & Foundation

- Ask questions to guide self-monitoring and reflection
- Show representations of progress (e.g., before and after photos, graphs and charts showing progress over time, process portfolios)
- Prompt learners to identify the type of feedback or advice that they are seeking
- Use templates that guide self-reflection on quality and completeness
- Provide differentiated models of self-assessment strategies (e.g., role-playing, video reviews, peer feedback)
- Use of assessment checklists, scoring rubrics, and multiple examples of annotated student work/performance examples

- Visual cue card specific for a student who needs additional help understanding the step for a task
- Use nonverbal signs to prompt students

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