PRESCHOOL RESPONSE TO INTERVENTION

MIBLSI STATECONFERENCE
MARCH 21, 2012
WHO WE ARE...

- Carrie Peter
  - Technical Assistance Partner (TAP) – MiBLSi
  - Tuscola Intermediate School District
- Corrie Mervyn
  - Early Childhood Coordinator
  - Ingham Intermediate School District
- Tami Mannes
  - Early Childhood Coordinator
  - Ottawa Area Intermediate School District
OVERVIEW OF THE SESSION

• Why extend to preschool?
• Critical features of Early Childhood MTSS/RtI
• Current research
• Resources and networks
• 3 examples of ISDs trying to do this work in Michigan
WHY PRESCHOOL?

- RtI/MTSS provides a framework for assessment and services
- Initial attempts to implement this model are emerging
- Early intervention to potentially remediate learning gaps prior to Kindergarten entry
- Increase collaboration between various stakeholders throughout the early childhood community
- Intensive and systematic interventions are essential for students who are at-risk
- Intervention should be multiple years to obtain the greatest benefit

Dion, Brodeur, Gosselin, Campeau, & Fuchs (2010); Jackson, Pretti-Frontczak, Harjusola-Webb, Grisham-Brown, Romani (2009)
BENEFITS TO PRESCHOOL RTI/MTSS


• Enhance early literacy instruction
• Early literacy instruction that is explicit and targeted to student needs
• Development of social-emotional competency

Greenwood, Bradfield, Kaminski, Linas, Carta, & Nylander (2011)
CHALLENGES IN PRESCHOOL RTI/MTSS

- Lack of universal preschool
- Differences in early childhood programming
- Differences in early childhood training
- Debate of developmentally appropriate practices
- Lack of tier one research, based instructional practices
- Lack of research surrounding tier two and three instruction

KEY FEATURES OF MTSS/RTI

• Universal screening
• Data-based decision making and problem solving
• Continuous progress monitoring
• Focus on successful student outcomes
• Continuum of evidence-based interventions
  – a core curriculum is provided for all students
  – a modification of this core is arranged for students who are identified as nonresponsive
  – a specialized and intensive curriculum for students with intensive needs
• Focus on fidelity of implementation

Sugai, 2008
ELEMENTARY VS. PRESCHOOL

• Universal Screening
  • Reliable and valid tools
  • Tools are emerging
• Data-based decisions
  • Cut scores available
  • Based on local norms
• Progress monitoring
  • Multiple measures available
  • Minimal measures available
• Focus on student outcomes
  • The goal for both elementary and preschool
ELEMENTARY VS. PRESCHOOL

• Continuum of EBI’s
  – a core curriculum is provided for all students
    – Based on the common core/State standards
    – Based on preschool curriculums
  – a modification of this core is arranged for students who are identified as nonresponsive
    – WHAT DO WE WANT HERE?
  – a specialized and intensive curriculum for students with intensive needs
    – WHAT DO WE WANT HERE?
• Fidelity of implementation
“The ways in which RtI can be linked to efforts to support preschool children with and without disabilities and children with known risk factors has yet to be widely discussed or examined empirically,” (VanDerHeyden, Snyder, Broussard, Ramsdell, 2007, p. 233)
CURRENT RESEARCH OVERVIEW

• Minimal empirical data to draw conclusions concerning the effect of RtI in preschool settings (Bayat, Mindes, & Covitt, 2010; Denton et al., 2010; Gettinger & Stoiber, 2007; VanDerHeyden et al., 2007; Walker et al., 2008)

• Increase of diverse learner needs in preschool settings, research is needed to:
  • Understand how and if RtI can be implemented in early literacy programs
  • Measure students’ literacy/behavior gains in preschool
  • How to make adjustments to the intervention to ensure that all students advance in their performance (Bayat et al., 2010; VanderHeyden & Snyder, 2006; VanDerHeyden et al., 2007).
CURRENT RESEARCH ASSESSMENT

• Many students are not receiving early intervention services
• Measures are not sensitive to growth and progress in the general curriculum
• Researching the validity and reliability of emergent literacy screeners
  • Individual Growth and Development Indicators
  • Preschool Early Literacy Indicators
CURRENT RESEARCH ASSESSMENT

• Unique Challenges in Early Childhood Assessment:
  • Outcomes and key skills are often developmental (not curriculum-based)
  • Less training for early childhood practitioners
  • Early childhood systems across the country are highly variable
  • Early childhood practitioners do not have a history of making data-based decisions and implementing evidence-based practices
CURRENT RESEARCH LITERACY

- Early literacy skills impact long-term success (Hamre et al., 2010; Justice, 2008)
- Quality of preschool language and literacy instruction is low (Hamre et al., 2010; Justice, 2008)
- Within a preschool setting literacy instruction occurs only 5-8% of the time (Carta et al., 2010)
  - Translating to 25-minutes within a 3-hour time block
CURRENT RESEARCH LITERACY

• 6 Strong Variables:
  
  Alphabet Knowledge – (names and sounds)
  Phonological Awareness – (detect and manipulate sounds – not rhyming)
  Rapid Automatic Naming
    (1. letters, digits; 2. objects)
  Writing or writing name
    (write letters in isolation)
  Phonological Memory
    (remembers spoken info.)

• 5 Moderate Variables:
  
  Concepts About Print
    (print conventions, books)
  Print Knowledge
    (AK, CAP, early decoding)
  Reading Readiness
    (AK, CAP, PA, vocab., memory)
  Visual Processing
    (matching, discrimination)
  Oral Language
    (Vocab., grammar)

National Institute of Literacy (2008)
CURRENT RESEARCH LITERACY

• We know which precursor and early literacy skills lead to increased conventional literacy skills in the early grades.
• We know we can impact important early skills using different programs and different settings.
• We know that there are many things parents and preschools can do to improve literacy development.
• We need to ACT on this knowledge!
CURRENT RESEARCH BEHAVIOR

• Preschool programs positively impacts student behavior, especially those at risk of academic failure
• Children who display externalize behaviors tend to exhibit lower motivation and less positive attitude toward school
• Initial feelings in towards school environments persist into later school years.

Domingues, Vitiello, Maier, Greenfield, 2010.
WHAT IS PBIS?

• School-wide model for preventing problem behavior
• A positive approach to addressing behavior in all settings of the school (or program)
• A universal system based on an agreed upon set of behavior expectations
• Tiered approach for addressing problem behavior
PBIS IN PRESCHOOL?

• Schools can implement School-wide PBIS with fidelity.

• Schools who are implementing with fidelity see improvement in student behavior.

• We have much to learn about preschool applications of School-wide PBIS, but initial research shows promising findings.

WHAT IS PBIS FOR YOUNG CHILDREN?

PBIS for Young Children is a framework for program-wide, classroom-wide systems that prevent preschool aged children from developing problem behavior through:

- Building positive relationships among children and adults
- Purposeful arrangement of classroom environments
- Designing age-appropriate schedules and routines, and
- Explicit teaching of skills and behaviors
BIG IDEAS TO IMPROVE BEHAVIOR

• Identify & define behavior expectations
• Teach behavior expectations
• Monitor expected behavior
• Encourage/acknowledge appropriate behavior
• Correct inappropriate behavior through a continuum of consequences
• Use data for decision making
Tuscola ISD
How We Started

- TISD RtI/MTSS Leadership Team
- All Elementary Schools in the County using RtI/MTSS Process
- Data-Driven Problem Solving Model
  - Compiled county-wide reading data
  - Less than 50% of Kindergartners at benchmark in the fall on DIBELS
  - Pattern of “Catch Up Growth” from day 1
  - Need to focus on what happens before enter Kindergarten
- Problem – no personnel and no funding
  - Early Childhood Coordinator only working in Special Education system
SERVICE MODEL

• Sub-committee of RtI/MTSS Leadership Team
  • Martha Knickerbocker – Speech Therapist
  • Sue Hoheisel – School Social Worker
  • Carrie Peter – School Psychologist/MiBLSi TAP
  • Nicole Kohaif – School Psychologist

• Close collaboration with Great Start Collaborative of Tuscola County
  • Susan Walker

• Focus on Literacy

• Focus on training for Preschool/Daycare Providers
2010-2011

• Met with Great Start to begin dialogue
• Agreed to open training up to all Daycare/Preschool Providers in the county
• Training provided with the support of Great Start Collaborative
  • 2 evening trainings open to all
  • Focus on Phonological Awareness
    • Why, What, and How
    • Florida Center for Reading Research Phonological Awareness activities given to all participants
2011-2012

- Training for Parent Group
- Collaboration with Elementary Principals Group
  - Discussion of Kindergarten Round-Up process
  - Discussion of how to use local resources
  - Encouraged focus on Head Start
- Began Data Collection
  - Individual Growth and Development Indicators (IGDIs)
  - 2 Pilot Classrooms
    - Head Start (AM and PM Sessions of same teachers)
    - Private Daycare/Preschool located in an elementary school
  - Winter and Spring as baseline, then will compare to Fall Kindergarten
- Classroom Modeling/Coaching
2011-2012 TRAINING

• Introduction to Phonological Awareness for Parents
• Head Start Staff
  • Why, What, and How of Phonological Awareness
  • Sample activities with practice opportunity
• Unpacking the Binder
  • Follow-up for those that attended last year
  • Sample activities with practice opportunity
• Continue collaborating with local principals – local initiative with ISD support
• Local teams
• Continue work with pilot classrooms and increase number
• Continue to make data collection more efficient
• Introduce PBIS at preschool level
ISD EARLY YEARS RTI TEAM

• Cindy Anderson, Assistant Superintendent
• Michelle Nicholson, Supervisor of Early Childhood
• Corrie Mervyn, Early Childhood Coordinator
• Mary Jo Wegenke, Literacy Consultant
• Sue Mack, PBIS Coordinator
Early Years RtI Goals and Strategies

Increase alignment and continuity between early learning settings and elementary school

- Improve assessment practices
- Align curriculum standards, assessment and instructional practices using the RtI framework
- Increase use of evidence-based interventions to support literacy and social-emotional development

Increase school readiness and supported transitions to kindergarten for all students

- Improve quality in early childhood settings
- Facilitate successful movement for children and families from early childhood to kindergarten
- Equip families to support their child’s development (both academic and social-emotional)
Ingham Early Years RtI Model

ACADEMIC / LEARNING SYSTEMS

Tier 3: Comprehensive & Intensive
• Students who need individualized interventions
• Individualized scaffolding strategies
• More frequent progress monitoring

Tier 2: Strategic Interventions
• Students who need more support in addition to the core curriculum
• Explicit small group interventions and embedded learning activities
• Progress monitoring

Tier 1: Core Curriculum
• All students
• Research based
• Intentional teaching
• Universal screening

BEHAVIOR SYSTEMS

Tier 3: Intensive Interventions
• Students who need individualized intervention
• Behavior support plans

Tier 2: Targeted Group Interventions
• Students who need more support in addition to universal interventions
• Targeted social emotional supports

Tier 1: Universal Interventions
• All students in all settings
• Nurturing and responsive relationships
• High quality supportive environments

Our model adapted from IISD K-12, Recognition and Response and The Center on the Social and Emotional Foundations for Early Learning
2010-2011 SCHOOL YEAR

- ECIC grant funded pilot with 20 preschool classrooms
  - Head Start, GSRP, Tuition, Montessori and ECSE

- Partnership with Univ. of North Carolina – Frank Porter Graham Child Development Center to develop RtI model

- Initial focus on quality preschool environments, early literacy instruction and universal screening

- IISD partnered with Capital Area Community Services Head Start, who were awarded a $225,000/17Month Mentor Coaching Grant, to employ early childhood coaches to provide job-embedded support for implementation of RtI practices in each preschool classroom
2010-11 ACCOMPLISHMENTS

• 100% of preschool classrooms used a universal screener for early literacy with children with implementation fidelity of 74%

• 93% of preschool classrooms implemented research based early literacy strategies with whole group and small group instruction

• 96% of the improvement goals identified for all preschool classrooms were in progress or achieved to increase the quality of each classroom environment around adult-child interactions and early literacy
EARLY YEARS RTI EXPANSION IN 2011-12

• Continue with 18 cohort one preschool classrooms from 2010-11
  • focus on early literacy and positive behavior intervention support implementation

• Additional 21 new cohort two preschool classrooms in 2011-12
  • focus on positive behavior intervention support implementation

• 39 Classrooms and approximately 600 preschool students involved with training and support to implement Early Years RtI
  • The work is being supported by IISD operational funds and local district resources

• Coaching has been reduced to Head Start classrooms only from 10/1/11 to 2/28/11 and is funded by the Mentor Coaching grant from CACS Head Start
# Ingham Early Years RtI Initiative

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Participants</th>
<th>Time</th>
<th>Location</th>
<th>Cohort</th>
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<tbody>
<tr>
<td>8/22/2011</td>
<td>Leadership Team Meeting</td>
<td>Admin., Coaches</td>
<td>8:30 - 11:30</td>
<td>TEC rm. AB</td>
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<td>9/1/2011</td>
<td>Coaches Meeting</td>
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<td>1:00 - 3:00</td>
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<td>9/9/2011</td>
<td>DECA Training</td>
<td>Teachers</td>
<td>8:30 - 3:30</td>
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<td>9/22/2011</td>
<td>Road to the Code</td>
<td>Coaches/Teachers</td>
<td>9:00 - 3:00</td>
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<td>Admin., Coaches</td>
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<td>9/23/2011</td>
<td>Implementation Kick-off</td>
<td>Admin., Coaches, Teachers</td>
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<td>9/29/2011</td>
<td>RtI/PBIS Overview</td>
<td>Admin., Coaches, Teacher</td>
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<td>10/3/2011</td>
<td>Head Start RtI Implementation Meeting</td>
<td>Headstart Supervisors, Coaches</td>
<td>12:00 - 1:00</td>
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<td>PBIS - Day One</td>
<td>Admin., Coaches, Teachers</td>
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<td>10/28/2011</td>
<td>Literacy Screener Training</td>
<td>Admin., Coaches, Teachers</td>
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<td>Head Start RtI Implementation Meeting</td>
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<td>11/18/2011</td>
<td>Leadership Team Meeting</td>
<td>Admin., Coaches</td>
<td>8:30 - 11:30</td>
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<td>Coaches Meeting</td>
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<td>Literacy Data and Problem Solving Day 1</td>
<td>Admin., Coaches, Teachers</td>
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<td>Literacy Data and Problem Solving Day 2</td>
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<td>PBIS - Day Two/Problem Solving</td>
<td>Admin., Coaches, Teachers</td>
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<td>Admin., Coaches, Teacher</td>
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<td>PBIS - Day Three/ Problem Solving</td>
<td>Admin., Teachers</td>
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<td>Literacy Data Review/ Problem Solving</td>
<td>Admin., Teachers</td>
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<td>Leadership Team Meeting/ Planning 2012-13</td>
<td>Admin.</td>
<td>1:00 - 3:30</td>
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**Cohort 1** - Universal Screening Windows for Literacy - early November, late January, and late March

**Cohort 2** - Additional trainings and support

**Cohort 1 and 2 Trainings** - Coordinated training sessions for both cohorts

**Cohort 1 Trainings** - Training sessions specific to Cohort 1

**Cohort 2 Training** - Training sessions specific to Cohort 2

*revised 9.29.11*
POSITIVE BEHAVIOR INTERVENTION SUPPORTS FOR YOUNG CHILDREN
GOALS FOR PBIS FOR YOUNG CHILDREN

1. Support age-appropriate cognitive, language, social and emotional development
2. Maintain enrollment of young children in early care and educational settings and avoid expulsion
3. Promote school readiness
4. Create environments that assure early learning
PBIS RESOURCES

• Behavior Expectation Matrix for teaching skills and behaviors

• Second Step Social Emotional Skills for Early Learning kit

• Al’s Pals; Kids Making Healthy Choices
• Devereux Early Childhood Assessment (DECA) Program: Helping ALL Children Develop Resilience

• Inventory of Practices for Promoting Children’s Social Emotional Competence
PRESCHOOL LITERACY INSTRUCTION
UNIVERSAL SCREENING

The PELI is a screening and progress monitoring assessment of foundational early literacy skills for preschool children ages 3 – 6 measuring:

- Phonemic Awareness
- Alphabet Knowledge
- Vocabulary and Oral Language
- Comprehension
LITERACY INSTRUCTION RESOURCES

• Read It Again – Pre K
  • A Preschool Curricular Supplement to Promote Language and Literacy Foundations

• What Works Clearinghouse Strategies
  • Dialogic Reading
  • Interactive Shared Book Reading
  • Phonological Awareness Training
Phonemic Awareness in Young Children

CIRCLE Preschool Early Language and Literacy Including Mathematics Teacher’s Manual

- translates research into practice through a variety of hands-on activities that teachers can implement in their classrooms during large group, small group, centers, and one-on-one instruction
NEXT STEPS

• Leadership Structure
• Tier 2 and 3 Strategies
• Behavior Tracking System
WHERE DID THIS IDEA COME FROM?

- Local districts were already implementing an RtI model at the elementary level and were interested in expanding to the preschool level
- OAISD director supported the idea
- Any district within the county could apply to participate in the pilot project
  - Must be engaging in RtI practices K-5
  - Must send a team to trainings
- If selected as part of the pilot
  - Teams must attend all trainings
  - Given a stipend to help offset costs
  - 5 districts were accepted into the project
GOALS

• Explore national dialogue on best practices of RtI
• Increase educator knowledge, understanding, and application of promising practices in RtI at the preschool level
• Implement select components of an RtI model in the areas of behavior and literacy
• Share ideas and knowledge with other members of the project
PARTICIPANTS IN PROJECT

• Application process
• 5 districts
• Each district had:
  • Special education
  • Great Start Readiness Preschool
  • Tuition-based preschool
  • Young Five’s
  • Administrator
• Head Start also had a team
TRAINING PROVIDED

- Winter 2010
  - Overview of RtI
- Winter 2010
  - Positive Behavior Interventions and Supports for Young Children
  - Jason Novetsky, Ph.D
- Spring 2010
  - Finalize plans for rolling out PBIS in the fall
- Summer 2010
  - Review plan for PBIS implementation
  - Begin planning for literacy implementation
- Fall 2010
  - Trained in Literacy Screeners: Preschool Early Literacy Indicators (PELI) and Get It! Got It! Go!
- Winter 2011
  - Wrap up meeting to plan for next steps
  - Focus day on literacy strategies
  - Focus day on Tier 2 and Tier 3 behavior strategies/interventions
- Fall 2011
  - Goal Setting / Implementation Plan
PBIS: Tier One

• Results from the Positive Behavior Support for Early Childhood Classrooms—Assessment and Planning Tool (completed in April)
  • Variability in overall percent of items in place (30-85%)
  • Programs are universally doing a good job of setting up the learning environment (schedule and physical layout) in a predictable and well organized fashion.
  • Providing at-risk and individualized behavior support are the greatest areas of need.
EXAMPLES

Our Three B's

- Be Safe
- Be Kind
- Be your Best
<table>
<thead>
<tr>
<th>Routines Expectations</th>
<th>Table Time</th>
<th>Circle Time</th>
<th>Work Time</th>
<th>Clean Up Time</th>
<th>Snack Time</th>
<th>Outside Time</th>
<th>Bathroom Time</th>
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<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>Hands and feet to self</td>
<td>Hands and feet to self</td>
<td>Use walking feet</td>
<td>Hands and feet to self</td>
<td>Wash your hands</td>
<td>Hands and feet to self</td>
<td>Wipe, flush, wash</td>
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<tr>
<td></td>
<td>Stay with the group</td>
<td>Hands and feet to self</td>
<td>Hands</td>
<td>Put things away safely</td>
<td>Hands</td>
<td>Use toys the right way</td>
<td>Clean up the right way</td>
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<tr>
<td></td>
<td>Sit criss-cross applesauce</td>
<td>Use things the right way</td>
<td>Be careful</td>
<td>Use silverware the right way</td>
<td>Use chairs the right way</td>
<td>Watch out for others</td>
<td>Walking feet</td>
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<tr>
<td><strong>Be Friends</strong></td>
<td>Stay in your own space</td>
<td>Use nice words</td>
<td>Use your words</td>
<td>Help each other</td>
<td>Use your words</td>
<td>Work together</td>
<td>Take turns</td>
</tr>
<tr>
<td></td>
<td>Use your words</td>
<td>Include everyone</td>
<td>Work together</td>
<td>Use kind words</td>
<td>Eat only your food</td>
<td>Include everyone</td>
<td>Use nice words</td>
</tr>
<tr>
<td></td>
<td>Take turns</td>
<td>Include everyone</td>
<td>Pass the juice</td>
<td>Work together</td>
<td>Use nice</td>
<td>Be patient</td>
<td></td>
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<tr>
<td><strong>Be Your Best</strong></td>
<td>Be a good listener</td>
<td>Be a good listener</td>
<td>Use your inside voices</td>
<td>Do your share</td>
<td>Stay in your seat</td>
<td>Wait your turn</td>
<td>Wait your turn</td>
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<td>Try your best</td>
<td>Follow along</td>
<td>Use your manners</td>
<td>Use your manners</td>
<td>Use your manners</td>
<td>Try your best</td>
<td>Try your best</td>
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<td>Try your best</td>
<td>Keep school things</td>
<td>Clean up after yourself</td>
<td>Use your manners</td>
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SELECTION OF SCREENING TOOL FOR OUR PROJECT

• Individual District Choice
• Selection – District Wide or Piloted
• Review Each Measure Against Rubric
• Choose Best Tool For Situation/Mix of Programs/Curriculum/ Staffing
LITERACY SCREENING/ASSESSMENT OPTIONS

- Phonological Awareness Literacy Screen (PALS)
- Early Literacy Skills Assessment (ELSA)
- Get it, Got it, Go (IGDI)
- Preschool Early Literacy Indicators (PELI)
## Essential Components of Literacy Assessments-Our Rubric

**Definition of Terms –**
- **Screening:** Use of a brief procedure or instrument designed to identify those who need further assessment or support.
- **Progress Monitoring:** Determines through frequent measurement if students are making adequate progress or need more intervention.
- **Diagnostic Assessment:** Helps to plan instruction with in-depth information about student skills.
- **Outcome Assessment:** Comprehensive evaluation of program effectiveness/skill acquisition in relation to benchmarks/goals.

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<th><strong>Highlighted Tools:</strong></th>
<th><strong>Does Tool Measure Relevant Skills?</strong> (NELP Findings)</th>
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| PALS (Phonological Awareness Literacy Screen) | **Strong Indicators of Early Literacy Skills**  
- Alphabet Knowledge  
- Phonological Awareness  
- Rapid Automatic Naming – Letters/Digits  
- Writing/Writing Name  
- Phonological Memory  
- Oral Language (Definitional Vocabulary; Listening Comprehension; Grammar) |
| ELSA (Early Literacy Skills Assessment) | **Moderate Indicators of Early Literacy Skills**  
- Concepts About Print  
- Print Knowledge  
- Visual Processing  
- Oral Language (Expressive/Receptive Vocab.) |
| Get It, Got It, Go (IGDI) | **Are Technical Characteristics Adequate?**  
- Reliable, valid, accurate  
- Sensitive to individual skill growth/adequate progress  
- Designed for multiple administrations each year |
| PELI (Pre-School Early Literacy Inventory) | **Is Tool Culturally Sensitive?**  
- Language formats  
- Content  
- Normative scores with diverse populations |

| **Is Tool User Friendly?** | **Are Understanding and Use of Data Evident?**  
- Time to administer  
- Ease of administration  
- Cost  
- Ease of obtaining and interpreting results  
- Cut-off scores available  
- Planning for instruction is evident from results  
- Data may be entered on-line/report options |
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<td><strong>Is Tool Compatible with Adopted Curriculum?</strong></td>
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- Skills measured are congruent/correlated |
| **Are Parents Included As Partners?** |  
- Parent friendly information exchange and support  
- Parent input is sought and incorporated |
NEXT STEPS

• Continued professional development for all tiers in both literacy and behavior
• Ensuring accountability to parents
• The need for on-going coaching to ensure the implementation fidelity
• Discussing potential to bring on another group of schools
  – Struggling with time and resources that we currently have
SUCCESSES, CHALLENGES, LESSONS LEARNED
SUCCESES

• Groups are using the same terminology/language
• Use of positive approach with ALL students
• Increased dialogue between programs (Head Start, Great Start, ECSE, etc.)
• Built in time to coordinate RtI efforts at the Preschool level
• Time to collaborate between multiple programs from different districts
• Awareness of the importance of differentiated instruction at Pre-School for at-risk children; data collection; climate
• Increased collaboration with elementary principals
SUCCESSES

• Programs are collecting data to track progress
• Programs are using data-based decision
• Students were screened and intervention groups were formed based on skill deficit or advanced skills
• Intentional communication with parents, high interest from parents
• Targeted instruction
• Common programming (same PBIS system/Literacy screenings used/strategies used)
• Implementation of a program wide PBIS system
• Heightened awareness of teaching practices and priorities
SUCCESSES

• Exploring the latest screenings around the nation and doing some research with the universities (Oregon-PELI/Minnesota-IGDI's)
CHALLENGES

- Nothing comparable to SWIS at preschool level
- Time to continue their efforts after the training days
- Time to plan is difficult to build in
- Limited Resources-Financial and Human
- Not enough research based literacy screeners out there, cut scores and measures still being developed
- On-going coaching support
- Groups are already self-selected by risk factors, issue of "young 5s" vs. preschool,
CHALLENGES

• Disparate supervision and locations of early childhood classrooms makes it difficult to provide coaching and mentoring support
• Varying levels of knowledge of RtI
• Time to screen and act upon that data
  – Not enough people to supervise and support the kids who are not in an intervention group
• Philosophical differences in defining problem behavior
  – What is age appropriate for preschool children?
  – What should be reported on a behavior incident report form?
DEAL EFFECTIVELY WITH DETRACTORS

• Every implementation has people who
  • Have never tried what is being proposed
  • Can tell you 100 reasons why it won’t work
• Indeed, some of them seem to project the following concepts into your implementation...
LESIONS LEARNED

• Make a clear distinction between kindergarten and preschool
• Tier 1 PBIS is a great way of leveling behavioral expectations across programs
• Schedule time for PD
• Think about beginning with Tier 1 Literacy strategies before data collection
• This is difficult work to do with limited resources – but not impossible
• It is not as simple as taking what works in elementary schools and moving it down a level
LESSONS LEARNED

• Implementing any RtI effort takes time (3-5 years)
• Using the year of planning was key in implementing the PBIS program this fall
• There are not many research-based literacy screeners out there—we must be patient
• We must get the universal system in place first before jumping to Tier 2 and Tier 3
• Time to collaborate and plan is a must
• Leadership teams must be carefully chosen in order to "sell" RtI to the rest of the program staff. Staff buy in is necessary within the process
• Go slow to go fast – don’t try to take on too much
HELPFUL WEBSITES

• www.crtiec.org
• www.rti4success.org
• www.rtinetwork.org
• www.pbis.org
• http://csefel.vanderbilt.edu/
THANKS FOR YOUR TIME!
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