Response to Intervention: What Does it Mean for Preschool Programs?

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Objectives

- Clarify the translation of RtI into preschool
- Consider how RtI aligns with what is happening in Ohio
- Identify where to start a discussion around RtI in your programs
Common Interpretation of RtI

ACADEMIC SYSTEMS

TIER 3 Intensive, Individual Interventions
- Individual students
- Assessment-based
- High intensity
- Of longer duration

TIER 2 Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions
- All students
- Preventive, proactive

BEHAVIORAL SYSTEMS

TIER 3 Intensive, Individual Interventions
- Individual students
- Assessment-based
- Intense, durable procedures

TIER 2 Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions
- All settings, all students
- Preventive, proactive

Students
K-12 Interpretations

- General education approach
  - SPED only at the top tier
  - Reduce #s eligible for SPED
  - Avoid wait to fail model

- RtI supports struggling learners with a continuum of evidence-based interventions
  - Wide net, preventative
  - Tiered model helps to match instruction with student needs (groupings: all, some, few)
  - Systematic & data-based
  - Identifies Learning Disabilities
Foundational Principles Across RtI Models

- Multi-Tiers
- High-Quality Instruction
- Research Based Core Curriculum
- Data Collection System
- Evidence Based Interventions
- Process of Selecting and Revising Instruction
- Data Based Decision Making Process
- Fidelity Measures
Thinking about RtI in Preschool...What is Lost in Translation?

- Find someone near you
- Discuss possible matches or mismatches between the application of a K-12 model of RtI to early childhood
- Consider how EC differs in terms of settings, populations served, missions, recommended practices, and existing practices
Foundational Principles of RtI and Early Childhood Recommended Practices

**RTI**
- Multi-Tiers
- High-Quality Instruction
- Research Based Core Curriculum
- Data Collection System
- Evidence Based Interventions
- Process for Selecting and Revising Instruction
- Data Based Decision Making Process
- Fidelity measures

**Early Childhood**
Preschool: The Most Important Grade!

• No unified system for preschoolers
  – 75% of all children attend
  – Wide range (private, public, head start…)

• Variability in the quality
  – Most rate mediocre and inconsistent
  – Good quality is expensive

• Evidence-based practices in limited use
### Summary of Challenges

#### Comprehensive Assessment
- Personnel may not systematically engage in assessment for instructional planning
- Assessment practices often do not meet recommended practice standards

#### Knowledge of Development
- Providers may not understand the dynamic nature of early development
- Providers may not work from a transdisciplinary perspective to understand the interrelatedness of development
- Providers may not know what is developmentally relevant in order to recognize areas of concern

#### Monitoring Children’s Progress to Make Data-Based Instructional Decisions
- Personnel may need instructional decision-making processes
- Field needs progress monitoring tools that: (a) have psychometric properties, (b) meet recommended assessment practices, and (c) allow providers to recognize, respond, and interpret the impact of instruction
- Progress Monitoring practices should be authentic and validated for use within a tiered model of instruction

#### High Quality Instructional Practices
- EC programs don’t always have a quality foundation from which to build more intensive and specialized instruction
- EC programs may not allow for collaborative planning time
- Providers may not know which instructional strategies to use under which conditions
- Sufficient evidence-based instructional strategies are not readily accessible
Emerging Models of RtI in Preschool

• CRTIEC

• Recognition and Response

• Curriculum Framework
  – Division for Early Childhood Paper
Response to Intervention in Early Childhood

What is CRTIEC?

- Mission - To provide resources that support application of RTI in Early Childhood Education

- Purposes - Provide information about:
  - Progress monitoring for RTI in early childhood education
  - Evidence-based interventions and practices
  - Programs that implement RTI components in early childhood education
Welcome to RecognitionandResponse.org

RecognitionandResponse.org is a comprehensive online resource that provides educators with information about this cutting edge approach to early education. This site offers information and resources to help early educators address the needs of young children (3 to 5 year-olds) who show signs that they may not be learning in an expected manner, even before they begin kindergarten. To receive notices about updates to this site, please click here to join our mailing list.

A Snapshot of Recognition & Response

This two-page FPG Snapshot provides an overview of the Recognition & Response system, and underscores the importance of recognizing and responding to critical early warning signs of learning difficulties in young children.
Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation
Curriculum Framework

- Core curriculum and high quality instruction for *all children* regardless of developmental status
- Designed for *blended classrooms*
- Increases teacher and program capacity to ensure *measurable progress* for all children
- Aligns special education and general education through professional *collaboration* and transdisciplinary teaming
  - Teacher and program wide support
- Integrated system with ASAP elements
Curriculum Framework

Professional Development and Support

Representative Leadership Team
Assessment
Scope & Sequence
Activities & Instruction
Progress Monitoring
Data Based Decision Making
Collaborative Planning
RtI and Ohio……..

Early Learning Program Guidelines

- Ensuring all children are making progress and achieving outcomes
- Collaborative problem solving/reflective practices
- Evidences based practices
- Ongoing progress monitoring
- Data based decision making
- Assessing all children/curriculum embedded assessment
RtI and Ohio Continued

- Curriculum adoption and alignment *(Licensing Rules and ELPG)*
- Supporting children early leads better outcomes *(Child Find)*
- All children are born ready to learn *(Themes)*
Ohio’s Definition of Curriculum

• “Curriculum” means an organized framework that:
  (1) Provides for guiding developmentally appropriate activities in the learning environment that encompass the developmental domains to foster a child’s success through active learning; and
  (2) Delineates the content that children are to learn; and
  (3) Delineates the process through which children achieve goals; and
  (4) Describes what teachers do to help children achieve these goals.

Preschool Licensing Rules, 2005
ASSESSMENT

Guide

Baseline

Authentic

Comprehensive

Family Resources, Priorities, Concerns

Interests and Preferences

Developmental and Content Areas
Assessment Recommendations

• Purpose
  – Guide
  – Baseline
  – Present level of performance

• Comprehensive
  – All areas
  – Interests
  – Family priorities and concerns

• Authentic
  – Real Life
  – Familiarity

PROCESS IS THE SAME FOR ALL CHILDREN
Stop and Consider

• Does the assessment element of the curriculum framework match/align to one or more RtI principles?
SCOPE AND SEQUENCE

From assessment summaries... determine children’s needs that fall across three tiers

- Prioritized Needs
- Targeted Needs
- Common Needs
Scope Recommendations

• Developmental and content areas

• Depth of what will be taught

• Common across all children

• Developmental expectations and state/federal standards
SEQUENCE

• Order in which skills and concepts are taught/learned

• Three types of sequences:
  – Developmental
  – Pedagogical
  – Logical
Scope and Sequence Tiers

- **Prioritized Needs**
  - Require intensive instruction
  - Emphasis is on acquisition
  - Functional Skills and Concepts

- **Targeted Needs**
  - Emerging skills, temporary, conditional
  - Require practice/exposure & additional support
  - Emphasis is on generalization, use, and fluidity

- **Common Needs**
  - Universal outcomes
  - Generally agreed upon developmental expectations
  - Emerge given prerequisites and environmental support
Stop and Consider

• Does the scope and sequence element of the curriculum framework match/align to one or more RtI principles?
ACTIVITIES and INSTRUCTION

Type of activities and instructional strategies vary in frequency, intensity, and intent.
Activities Defined

• The context
  – child-directed
  – routine
  – planned

• Integrate concepts and skills
Instruction Defined

- Practices, actions, and methods
- Quality instruction entails:
  - being responsive
  - understanding the role of adults, peers, and the environment
  - creating multiple and varied embedded learning opportunities
  - tiering instruction
Instructional Tiers

• Prioritized Tier
  – individualized
  – intensive
  – intentional

• Targeted Tier
  – specific children (at-risk)
  – high efficiency
  – rapid response expected

• Common Tier
  – all
  – preventive
  – proactive
  – core
Stop and Consider

• Does the activities and instruction element of the curriculum framework match/align to one or more RtI principles?
Progress Monitoring

-used to revise activities and instruction

progress monitoring practices vary in frequency, intensity, and intent

directly linked to S&S and A&I
Progress Monitoring Tiers

• Priority/Intensive Tier
  • Specific, individually targeted
  • Prioritized skills or concepts
  • Intensive and frequent documentation of observable, measurable targets
  • Daily/Weekly data collection

• Targeted Tier
  • Focused on a select children
  • Examines the need for change in instruction to access common outcomes
  • Weekly/Monthly data collection

• Common Tier
  • Emerging skills, temporary, conditional
  • Require practice/exposure and additional support
  • Emphasis is on generalization, use, and fluidity
Stop and Consider

• Does the progress monitoring element of the curriculum framework match/align to one or more RtI principles?
Implementation

• Goal is to have programs implement a curriculum framework…but why?
  – Foundation for addressing EC guidelines
  – Meets OELSR mandate for an adopted and aligned curriculum
  – Serves as an RtI model
  – Use of evidence based practices (as required by IDEA)
  – Includes state standards and the monitoring of children’s progress (as required by NCLB)
  – Flexible to suite the needs of a variety of EC programs
    • Head Start, community child care, early childhood special education
Steps Toward Implementation

- Determine if you have a Curriculum Framework
  - See 8 steps handouts
- Determine if your Curriculum Framework is of high quality
  - See CF rubric handout
- Consider how you will ensure implementation and sustainability
  - Discuss and attend Friday’s session on Systems
Sustainability Recommendations

• Develop commitment and a common vision

• Understand the needs of the program in order to build capacity for implementation

• Ensure alignment between the vision and actions/resources/support

• Build a system to set the foundation for possibility
Elements of an Early Childhood System

- Representative Leadership Team
- Collaborative Planning Process
- Data/Documentation Based Decision Making
- Ongoing Professional Development and Support
Action Planning

• Take your ideas and new knowledge with you….
• Think over what has been discussed….
• What were the big ideas???
• What actions will you take???
• How can you get started?
• Where should you go to get additional support?