Workshop 5. Implementing Multi-Tiered Systems of Support with Young Children: Where Are We? Where Are We Going? How Can We Get There?

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Charles R. Greenwood
University of Kansas
Big Ideas for the day

• Too many young children are falling behind before getting the academic and behavioral support they need.
• RTI/MTSS offers a framework for providing this support in a timely way.
• Tools (interventions and measures) are available.
• Figuring out how to get the tools into the hands of teachers, programs, states is the next challenge.
The Challenge of Talking about RTI in Early Childhood

• Many people here with knowledge, wisdom and expertise about RTI/MTSS
• Some here are just getting introduced to the concept of RTI or tiered systems.
• Some serve primarily K-12 students.
• Others live in the pre-K world.
• How to make this a session that can work for everyone?
Where are you in RTI Implementation?

1. I’m a Veteran RTI-er! I’ve been implementing tiered models of instruction for a number of years.

2. I’m a Tweener. I’ve gotten started but still feel like I have a lot to learn.

3. I’m a Newbie. Just getting started—this is pretty new to me.
RTI in Early Childhood Experience Pyramid

- Newbies
- Getting Introduced
- Experienced-Tweener
- Veterans
Why is RTI in EC needed?

- Children enter kindergarten with vastly different backgrounds in their readiness for school.

- **Gap** between children with high and low literacy backgrounds is seldom narrowed without early intervention.

- Programs serving low-income children are attempting to prevent later academic and behavior problems.
WHAT DO WE KNOW ABOUT THE GAP?
Life Long Learning Trajectories

“Catching Up is Hard to Do”

- School Readiness
- Birth
- 5ys
- 10ys
- 18ys

Children from Mid SES

Children from Low SES

Significantly delayed

Ready

Not Ready

A

B

C

D
UTUBE on RTI

- [http://www.youtube.com/watch?v=zipWCdfSpMA&feature=channel](http://www.youtube.com/watch?v=zipWCdfSpMA&feature=channel)
How do we address the array of differences across children in our early childhood classrooms?

• Traditional approach: Teach to the middle and refer children out who need more support

• We usually have to wait for children to show signs of failure before we get them more intensive services to meet their needs.
Why do we need RTI?

• Large number of children get to kindergarten with significant delays
• Many of these delays are preventable.
• It often takes a long time to get children the support they need to get them on the right track.
What is RTI/MTSS?

• Response to Intervention transitioning to Multi-Tiered Systems of Support

• Both are Terms for Early Warning Systems for Preventing Failure and Implementing Solutions

• Maybe MTSS is a term that more clearly describes the function of tiered systems
RTI—Tiers of Support

RTI (Response To Intervention)

3 Tiers of Support

Tier 1: Core Classroom Instruction
Tier 2: Targeted Small Group Instruction
Tier 3: Intensive Individual Intervention
The goal of RTI is to catch struggling students early in order to provide appropriate instruction based on grade level standards.
Common Features

• **multi-tiered systems of teaching and caregiving practices**
• **high-quality curriculum**
• **ongoing assessment and continuous progress monitoring**
• **collaborative problem-solving process**
MTSS/RtI Models: Single Focus (Academic or Social-Emotional) and Integrated

- Prairie Children Preschool (PCP)
Our Key Partners

• University of Kansas
  – Charles Greenwood & Judith Carta

• Dynamic Measurement Group; Eugene, OR
  – Ruth Kaminski

• University of Minnesota
  – Scott McConnell

• Ohio State University/University of South Florida
  – Howard Goldstein
RTI MODELS IN EARLY CHILDHOOD
Recognition and Response

The Recognition and Response system includes four essential components:

• an intervention hierarchy;
• screening, assessment, and progress monitoring;
• research-based curriculum, instruction, and focused interventions; and
• a collaborative problem-solving process for decision-making.

http://www.recognitionandresponse.org/content/view/1/2/ written 2006
Tier 1
All Children
Research-Based Core Curriculum & Intentional Teaching
Formative Assessment

Tier 2
Some Children
Explicit Small Group Interventions & Embedded Learning Activities
Formative Assessment

Tier 3
A Few Children
Individualized Scaffolding Strategies
Formative Assessment
Teaching Pyramid for promoting social-emotional outcomes
DEC/NAEYC/National Head Start Association
Joint Statement

- Why was it needed?
  - RTI/MTSS is a general education initiative—requires understanding and buy-in beyond early childhood special education
  - While RTI models were developing, information was needed about tiered models and how they could fit into variety of early education settings
  - Several misconceptions were developing about RTI and what it meant in early education
Tier 1:
- Core or universal outcomes and teaching/caregiving strategies

Tier 2:
- Targeted outcomes and teaching/caregiving strategies

Tier 3:
- Highly individualized outcomes and teaching/caregiving strategies

Increased individualization, intensity, and frequency of instruction

Decreased individualization, intensity, and frequency of instruction

- Gather data from variety of sources across time
- Summarize and analyze data for patterns/trends
  - Make data driven decisions
  - Implement high quality instruction
- Evaluate child’s response to instructional efforts
Groups-10 mins. (speed dating)

• Introduce yourselves—who you are, what’s your role

• Where is RTI in EC in your locale
  – Nowhere
  – People are talking but no action
  – Some steps are occurring in programs—assessment, higher tiers of support
  – Full implementation of tiered models
Tier 1 is the Foundation of the MTSS Approach

- The **better** the foundation, the fewer children will need more intensive intervention (Tier 2 and 3).
- The **poorer** the foundation, greater numbers of children will need more intensive instruction at greater costs.

- Tier 1 language and literacy content skills taught to preschoolers are evidence-based (e.g., NELP Report).
- Methods of instruction used are evidence-based (e.g., What Works Clearing House).
- Implementation with fidelity is standard practice.
- Data are used for decision making and improvement in the curriculum.
Defining Features of High Quality Tier 1 Practices

• When addressing language and early literacy outcomes, we are talking about:
  – Vocabulary, Comprehension, Alphabet Knowledge, Phonological Awareness, Print Awareness
  – Scope and sequence of skills to be taught
  – Scripted lessons providing teacher guidance on materials, media, classroom arrangement, and the interactions to have with students
  – Mix of formal and embedded instruction
Challenges Faced Regarding Tier 1

• Preschool programs vary widely in commitment to “intentional instruction” of language and early literacy.
• Programs and teachers differ on the value of individualization or differentiation based on students’ needs.
• Many programs use no specific curriculum or less than a comprehensive curriculum.
• Programs may profess having language and literacy outcome goals, but at closer look they may not have
  – Documentation of language and literacy outcomes
  – A standard curricula used by all teachers.
Assessing Readiness for MTSS

• Results may indicate the first work toward MTSS is strengthening Tier 1
  – Indicator: Current curriculum is not comprehensive and evidence-based
  – Indicator: More than 25% of children served need more intensive instruction
  – Indicator: Observed teacher literacy focus children are exposed to is too low

• Options for Strengthening
  – Selecting a comprehensive preschool curricula with evidence supporting children’s outcomes
  – Professional development for teachers including fidelity of implementation as best practice
  – Decision making using your data
  – Employing practice-based teacher coaching to improve and sustain teacher implementation
Practice-based Coaching with Literacy 3D

Strengthen Tier 1 Instruction by Increasing Teacher Literacy Focus: Theory of Change

Teacher Coaching
1. Logic and Background PD
2. Literacy Focus Findings
3. Data Review
4. TUC Process and Implement Top Ten Literacy Strategies

Literacy Focus Review and Top Ten Strategies Planning

Teacher Implements Plan and Literacy Focus Increases

Growth in Student Literacy Engagement

Growth in Short-term Literacy Skills

Gains in SNRT Literacy Skills

CIRCLE, QUALITY, & Coach Fidelity Measures

Teacher TUC Fidelity & CIRCLE Measures

CIRCLE Observation Measure

PELI Progress Monitoring Measure

Test of Preschool Early Literacy Skills

Improving Teacher Relationship

Abbreviations are: PD = Professional Development, TUC = Tune-up checklist, SNRT = Standardized Norm-Referenced Tests
# Evidence-based Interaction Strategies

## Top 10 Instructional Strategies for Increasing Teacher Literacy Focus and Student Literacy Behavior

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Segment of day</th>
<th>Student Literacy Engagement</th>
<th>Focus and Outcome Domain</th>
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<tr>
<td>1. I do it, We do it, You do it</td>
<td>All Segments</td>
<td>literacy verbal response, literacy attention, literacy manipulation, reading words or letters, writing, recitation</td>
<td>Oral Language, Alphabet Knowledge, Phonological Awareness</td>
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<td>2. Peer talk</td>
<td>Large/Small Group</td>
<td>literacy verbal response, literacy attention,</td>
<td>Oral Language</td>
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<td>3. Conversation routines</td>
<td>Center</td>
<td>literacy verbal response, literacy attention,</td>
<td>Oral Language</td>
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<td>4. Language Experience Approach (LEA)</td>
<td>Large/Small Group</td>
<td>literacy verbal response, literacy attention, literacy manipulation, reading words or letters, recitation</td>
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<td>5. Transition password game:</td>
<td>Transition</td>
<td>literacy verbal response, literacy attention, reading words or letters, recitation</td>
<td>Alphabet Knowledge, Phonological Awareness Vocabulary</td>
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<td>6. Choral reading</td>
<td>Large/Small Group</td>
<td>literacy verbal response, literacy attention, reading words or letters, recitation</td>
<td>Oral Language, Alphabet Knowledge</td>
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<td>7. IDEAS</td>
<td>Small Group</td>
<td>literacy verbal response, literacy attention, literacy manipulation, reading words or letters, recitation</td>
<td>Vocabulary / Oral Language, Alphabet Knowledge</td>
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<td>8. Children sign in</td>
<td>Transition</td>
<td>literacy verbal response, literacy attention, literacy manipulation, reading words or letters, writing, recitation</td>
<td>Alphabet Knowledge, Phonological Awareness</td>
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<td>9. Learning quests</td>
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<td>literacy verbal response, literacy attention, literacy manipulation, reading words or letters, writing, recitation</td>
<td>Oral Language, Alphabet Knowledge, Phonological Awareness</td>
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<tr>
<td>10. Establish and use vocabulary word bank games</td>
<td>All</td>
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<td>Oral Language, Alphabet Knowledge, Phonological Awareness</td>
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3 Coaching Cycles

A. Baseline Date Collection
1. Screening for identification: Get Ready to Read (GRTR)
2. Progress Monitoring for baseline Preschool Early Literacy Indicators (PELI)
3. Classroom CIRCLE Observation
4. Coach “Quality of Literacy” Observation

B. End of the Year Data Collection
5. Standardized Assessment Test of Preschool Early Literacy (TOPEL)

Enter Coaching Cycle (3 rounds)

1. Data Review and Goal Setting
   Teacher-Coach Meeting
   - Data review
     - Strengths identification
     - Needs identification
   - Goal setting
   - Select intervention from Top 10
   - Determine timeline
   Documentation: Tune-Up Checklist (TUC)

2. Implementation & Observation
   Teachers Implement Strategy Selected
   Coaches Observe & Rate Fidelity
   Documentation: TUC Fidelity of Implementation
   - Quantify dosage

3. Performance-based Feedback from Coach
   TUC Fidelity of Implementation Reports
   - On Fidelity/Quality/Dosage
   - Quantifiable reports
   - Narrative on specifics
   Note Growth on CIRCLE reports & Child Progress Monitoring Reports
   - Individual progress
   - Class progress

4. 4 Data Collection waves: Classroom CIRCLE and PELI to monitor progress
Summary Features Differentiating a Strong Tier 1 Foundation from a Weak One

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<th>Features</th>
<th>Outcome</th>
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<th>Weak</th>
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<td>Using an evidence-based curricula</td>
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<td>Using a comprehensive curricula (all 4 Domains)</td>
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<td>Teaching intentionally</td>
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<tr>
<td>Implementation with fidelity</td>
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<tr>
<td>Data-based decision making to guide improvement</td>
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<th>Outcome Consequences</th>
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<tr>
<td>Children make better progress over time</td>
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<td>Fewer children are needing Tiers 2 and 3</td>
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<td>More children are ready for kindergarten</td>
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<td>More satisfied parents</td>
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<td>Reduced need for staff resources</td>
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<td>Reduced cost</td>
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Defining Features of High Quality Tier 1 Practices for Promoting Social-Emotional Outcomes

– Expectations that are consistent, explicit and directly taught
– Expectations should be posted in the classroom
– Staff, parents know them and can repeat them when asked
– Students know them and can identify and model them
Pyramid Model

- Tertiary Intervention
- Secondary Prevention
- Universal Promotion

Levels:
- Effective Workforce
- Nurturing and Responsive Relationships
- High Quality Supportive Environments
- Targeted Social Emotional Supports
- Intensive Intervention

Approaches:
- Systematic approaches to teaching social skills can have a preventive and remedial effect.
- High quality early childhood environments promote positive outcomes for all children.
- Supportive responsive relationships among adults and children are an essential component to promote healthy social and emotional development.

Assessment based intervention that results in individualized behavior support plans.
Nurturing and Responsive Relationships

• Foundation of the pyramid
• Essential to healthy social development
• Includes relationships with children, families, and team members
• Meets criteria for high quality practices as defined by NAEYC and DEC
High Quality Environments

• Inclusive early care and education environments
• Comprehensive system of curriculum, assessment, and program evaluation
• Environmental design, instructional materials, scheduling, child guidance, and teacher interactions that meet high quality practices as described by NAEYC and DEC
Two goals for measurement...

- **Universal Screening/Identification** - Quarterly assessment of all children in all domains to identify candidates for more intensive intervention.

- **Progress Monitoring** - Ongoing assessment of Tier 2 and Tier 3 recipients to ensure that intervention is appropriate and effective.
Universal screening is NOT the same as developmental screening

- **Universal screening** measures: brief assessments focused on target skills (e.g., phonological awareness) that are highly predictive of future outcomes.

- **Developmental screening** is a brief, simple procedure for identifying potential health or developmental problems in young children who may need a health assessment, diagnostic assessment or educational evaluation (e.g., Ages and Stages Questionnaire; Denver Developmental Screening)
Essential Component: Use of Universal Screening and Progress Monitoring

- All students are screened on a regular basis
- Progress monitoring is carried out more frequently on students in upper level tiers
  - Progress monitoring measures are quick and easy and designed for teachers to administer.
  - Progress monitoring measures help determine if students are responding to the intervention by tracking their level and rate of growth on targeted skills known to predict later school successful outcomes.
Example of Progress Monitoring
Working Through the RtI(MTSS) Problem Solving Process

Define Problem
Defining Problem/Directly Measuring Behavior

Problem Analysis
Validating Problem
Identify Variables that Contribute to Problem
Develop Plan

Implement Plan
Implement As Intended
Progress Monitor
Modify as Necessary

Evaluate
Response to Intervention (RtI)
Currently available tools for early literacy universal screening/progress monitoring

• My-IGDIs: Tools for screening and progress monitoring in early literacy and language—Scott McConnell and colleagues

• mCLASS CIRCLE: Observational and assessment tools for progress monitoring on handheld devices—Susan Landry

• Preschool Early Literacy Indicator
Individual Growth and Development Indicators (IGDIs)

- Developed over the past 15 years to provide general outcome measures of preschool and early elementary skills and abilities
  - For preschoolers, two versions
    - “First generation” measures of oral language and phonological analysis (GGG)
    - “Second generation” measures of oral language and early literacy (my-IGDIs)
- Second Generation measures developed specifically for Response to Intervention in Early Childhood
myIGDIs and Assessment in RTI

- myIGDIs are designed for two primary functions of assessment common in RTI
  - *Universal screening*, where all children in a class or program are evaluated briefly to identify those individuals who might benefit from more intensive intervention
  - *Progress monitoring*, where individuals receiving supplemental or adapted intervention are monitored regularly to determine if intervention services are appropriate for the child
Universal Screening

- myIGDIs are now available for *universal screening*
  - 15 items per set, untimed (but 1-2 minutes in length)
- Three benchmarks times for *Universal Screening*
  - Fall, Winter and Spring
- Five measures in four domains
  - Oral Language: Picture Naming IGDI
  - Phonological Analysis: Rhyming and Alliteration/First Sounds IGDIs
  - Alphabet Knowledge: Sound Identification IGDI
  - Comprehension: Which One Doesn’t Belong IGDI
Progress Monitoring

• Research and development continues to produce scales for progress monitoring
  – Currently, two or more parallel forms
  – Fall and Winter

• Five measures in four domains
  – Oral Language: Picture Naming IGDI
  – Phonological Analysis: Rhyming and Alliteration/First Sounds IGDIs
  – Alphabet Knowledge: Sound Identification IGDI
  – Comprehension: Which One Doesn’t Belong IGDI
My-IGDI materials kit
IGDIs 2.0

5 measures (15 items each), engaging and easy to use

Sound Identification

Rhyming
Progress Monitoring with C-PALLS or mCLASS: CIRCLE

http://www.amplify.com/assessment/mclass-circle

- Developed by Susan Landry at Children’s Learning Institute at University of Texas Health Science
- Software for administering assessments, generating individual and aggregate reports and analysis, data management, materials kit
- Measures for universal screening:
  - Rapid Letter Naming
  - Vocabulary
  - Phonemic Awareness
  - Math
So now what?
mCLASS®: CIRCLE training for mentors on how to assist teachers in using assessment results to plan instruction.

mCLASS® handheld-to-Web software provides pre-K teachers with quick, easy classroom tools for observing, monitoring, and encouraging young children’s development.

Developed in collaboration with Dr. Susan Landry and her team at the Center for Improving the Readiness of Children for Learning and Education (CIRCLE™) at the University of Texas Health Science Center-Houston. mCLASS®:CIRCLE™ software helps early childhood educators to observe and understand each child’s ongoing social, emotional, and early literacy development, and to be thoughtful and intentional in planning class, group, and individual activities for 3-, 4-, and 5-year-olds. Based on the center’s nationally recognized research and decades of early childhood education experience, mCLASS:CIRCLE software delivers the CIRCLE suite of observational and assessment tools on a handheld computer, with Web-based support for classroom planning and reporting.
PELI Overview

• Book format

• Untimed

• Sections
  – Alphabet knowledge
    • name letters
  – Phonemic awareness
    • say “little bit” of word
    • identify word that starts with first sound
  – Vocabulary/oral language
    • name and tell about pictures
    • retell story
  – Comprehension
    • answer questions
    • make predictions
Alphabet Knowledge

Circle letters correctly named in English. Underline letters correctly named in Spanish. Slash letters named incorrectly.

M X U C
Z O K
V L T R B
J E H N W D G P Y I S

Total Score: Alphabet Knowledge: __________

Phonemic Awareness

Phonemic Awareness 1. Story Embedded

PA1. hat
PA2. necklace
PA3. pie
PA4. football
PA5. trees

PA1. gift
PA2. picture
PA3. sticker
PA4. shovel
PA5. yard

PA1. cake
PA2. book
PA3. candle
PA4. bike
PA5. sheep

PA1 Score: __________

Phonemic Awareness 2. Word Parts

PA6. cupcake
PA7. beanbag
PA8. football
PA9. ribbon
PA10. streamer

PA6. /cu/, /cup/
PA7. /be/, /bean/
PA8. /f/, /foo/, /foot/
PA9. /ri/, /rib/
PA10. /s/, /str/, /streem/, /stream/

PA2 Score: __________

Phonemic Awareness 3. Initial Sound

PA11. bell
PA12. ring
PA13. card
PA14. mug
PA15. flag

PA11. /b/, /be/
PA12. /ri/
PA13. /c/, /car/
PA14. /m/, /mu/
PA15. /f/, /fla/

PA3 Score: __________

Total Score: Phonemic Awareness: __________

V/OL 1. Name pictures

Circle pictures correctly named (1 point). Underline related.

present/gift
for 

V/OL 2. Name words (1 point). Underline related.

flossing 

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<th>Local %ile</th>
<th>PAT Goal 4 Total</th>
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<td>2</td>
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<td>268</td>
<td>97</td>
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</tbody>
</table>
Group

- What do you think is the top challenge in implementing RTI/MTSS in preschool?-10 mins
HIGHER TIERS OF SUPPORT
Common Features to Tier 2

- Small groups
- Focus on critically important concepts known to predict later success
- More explicit instruction
- More response opportunities
Current approaches being used for Tier 2 and Tier 3

Key idea is to supplement children’s exposure to the content—give them more opportunities to practice skills they are learning.

- Children might get additional explicit instruction in small groups
- Children might get more learning opportunities embedded across the day.
- Children might get more exposure and practice through skill-focused instruction delivered in listening centers.
An Example of a Tier 2 Intervention

- Language & literacy supplement for pre-k programs:
  - Guidelines for implementing lessons (before, during, & after reading)
  - Repeated use of storybooks, picture cards, & other literacy materials
  - Repetition of key concepts
  - Appropriate for small groups

Read It Again!
(Justice, McGinty, Beckman, & Kilday, 2006)
Examples of Tier 2 Instruction

Download and make your own curriculum supplement at the CLI website:

http://www.childrenslearninginstitute.org/our-programs/program-overview/developing-talkers/default.html
Developing Talkers

• Curriculum Supplements to promote oral language that follow a P-RTI framework.
• Developed by Children’s Learning Institute-UT Health Science Center-Houston
• Teach listening comprehension and vocabulary skills in book reading context.
• Make your own kit: after completing a short online training OR
• Order pre-made kits
Lesson Plans Available for Tier 1 and Tier 2: 12 wks.

• Tier 1—Whole Group Read Aloud (15 mins)
  – Before, during and after reading activities
  – Extension activities that help teachers guide children in use of target vocabulary or explore science topics in centers

• Tier 2-Small Group Targeted Language Activities
  – Review book
  – Find, define, and discuss vocabulary
  – Explicit comprehension or vocabulary activities
  – Shuffle and review.
Focus on Rare Words
(alongside important basic words)

Notice

Keep the card face down and say:
The word is notice. Can you say notice with me?
Children repeat the word with you. Make sure all children repeat the word.

Good job! This word is in our book.

Remind children how the word was used in the book. You should simply read the sentence below from page 9 of the book. (Note: You probably will not have time to show the page of the book where the word was used, so disregard that wording on vocabulary cards in future units.)
In the book we learned that, “When you are caring, other people notice.”
Remember, notice means you see something because you’re paying attention.

Now pick the card up and show the front of the vocabulary card.
This is a picture of a girl using a magnifying glass to help her notice the small parts of the flower. What do you think she might notice if she looks carefully at the sunflower?
Achnowledge and extend children’s responses using the target word.

Shuffle and Review
What’s the word that means you see something because you’re paying attention?
Children respond. Show the vocabulary card.
Notice means you see something because you’re paying attention. Say notice. Children repeat word.

Caring, written by Sarah Medina
More Explicit Vocabulary and Comprehension Activities

**Semantic Map Example**
After reading an informational text about plants, a semantic web can be used to elicit the following target words: plant, root, weeds, and soil.

- Types of plants: roses, weeds, grass, trees
- Parts of a plant: root, stem, leaf, flower
- Things plants need to grow: soil, water, sun, fertilizer

**Cause/Effect Pictures**

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened?</td>
<td>What was the result?</td>
</tr>
</tbody>
</table>

**Event Sequence**

<table>
<thead>
<tr>
<th>Story Title</th>
<th>Event</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>At first...</td>
<td></td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td>Then...</td>
<td></td>
</tr>
<tr>
<td><strong>End</strong></td>
<td>In the end...</td>
<td></td>
</tr>
</tbody>
</table>

**Draw and Write Example**
Use this sentence stem with the target word *surprise*.

*I was surprised when ___.*

I was surprised when my friend gave me a balloon!
Tier 2 Embedded Storybook Interventions

• As part of an RTI model, there is a need for high-quality interventions to improve early language and literacy skills for preschool children who are falling behind.

• Oftentimes, there is a scarcity of trained personnel who can provide the additional opportunities for explicit instruction in vocabulary and comprehension.
Story Friends Program
Small groups of children participate in ‘listening centers.’
Prerecorded storybooks and explicit embedded lessons are delivered under headphones.
## Intervention Component

### Explicit Teaching

- Vocabulary words are presented with systematic instructional language in which words are emphasized, definitions are stated, information about words’ meanings are provided.

- Responses are provided after a pause for child’s response. ‘Think-aloud’ models of the evidence for the appropriate response are provided.

### Examples

Enormous. Say enormous. Enormous means really big. Can you think of something that is enormous? What about…. a school bus! A mountain! Or a building! Those are things that are really big.

Why is Ellie happy? [pause for child response] Because she made new friends! I would be happy to have some new friends too.
<table>
<thead>
<tr>
<th>Intervention Component</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selection of Appropriate Targets for Instruction</strong></td>
<td></td>
</tr>
<tr>
<td>• Challenging vocabulary targets are selected to have high utility for academic achievement.</td>
<td>protect, greet, selfish</td>
</tr>
<tr>
<td>• Inferential questions are selected to facilitate reading comprehension.</td>
<td>Do you think the Jungle Friends will go to the beach again?</td>
</tr>
<tr>
<td></td>
<td>Why did Suki’s mom take her to the movies?</td>
</tr>
</tbody>
</table>
The Forest Friends were thrilled! They are excited to go to the carnival.
Thrilled. Say thrilled. (2) Thrilled means excited. Tell me, what word means
excited? (2) Thrilled! Good work! When are you thrilled? (2) What
about… when you get a present! …Or your friends come over to play! I
bet that makes you feel excited. Now, lift the flap. Look! These boys are at
a birthday party. They are excited. They are thrilled! Tell me, what does
thrilled mean? (3) Excited! That’s right.
<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Repeated listening provides many opportunities to respond.</td>
<td></td>
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</tbody>
</table>
Pyramid Model

- **Tertiary Intervention**
- **Secondary Prevention**
- **Universal Promotion**

1. **Effective Workforce**
   - Systems and policies promote and sustain the use of evidence-based practices

2. **Nurturing and Responsive Relationships**
   - Supportive relationships among adults and children are an essential component to promote healthy emotional development
   - High quality early childhood environments promote positive outcomes for all children

3. **High Quality Supportive Environments**

4. **Targeted Social Emotional Supports**
   - Systematic approaches to teaching social skills can have a preventive and remedial effect
   - Assessment based intervention that results in individualized behavior support plans

5. **Intensive Intervention**
Social Emotional Skill Instruction

- Identify target skill
- Identify learning opportunities and seek to maximize the number of learning trials
- Select procedure for teaching
  - e.g., least to most, most to least, incidental teaching procedure, peer support, modeling, visual prompts
- Track child progress
Need to Define

- What will be taught (precisely)
- When it will be taught (intensive, embedded instruction)
- How will you know if teaching is successful (data collection)
How to teach?

• Ask a friend to play
• Go to cozy corner when angry
• Ask a teacher for help
• Sit in own space, hands and legs to self
• Line up when provided with direction
• Take turns while playing
• Problem solve peer conflict
The Solution Kit

Get a Teacher

Wait and take turns.
Recognize that you feel angry.

Go into shell. Take 3 deep breaths. And think calm, coping thoughts.

“Think” Stop.

Come out of shell when calm and think of a solution.

Turtle Technique

Step 1

Step 2

Step 3

Step 4
Tier 3 Overview: Intervention Issues

• What do we know about intervention?
  – Lowest performing children benefit the most from language and early literacy intervention that is:
    • Focused on a few priority skills (essential skills)
    • More explicit
    • More comprehensive
    • More systematic (optimum sequence at an optimum rate)

(e.g., Biemiller & Slonim, 2001; Foorman & Torgesen, 2001; Justice & Vukelich; National Reading Panel, 2000; Snow et al., 1988; Stahl, 2003)
Tier 3 Overview: Intervention Issues

• Need to consider how to design interventions that are:
  • Research-based/empirically-driven
  • Appropriate and engaging for preschool children.
  • Feasible for teachers to implement in a broad range of early childhood settings.
  • Flexible to accommodate diverse learning needs
  • Part of an integrated system that includes assessment and decision making procedures
Delivery of Tier 3 Interventions

• BRIEF activities are designed to be implemented in the classroom by a teacher in small groups or 1-1.
BRIEF Activities

• Teacher-led small group (1-1) activities
  – **Brief**: 5–10 minute activities
  – **Reading-related**: domains of early literacy and language (phonemic awareness, alphabet knowledge, vocabulary and oral language and comprehension)
  – **Intense**: teacher-guided 1–1 or small group with a high rate of opportunities to respond
  – **Integrated**: skills are integrated/contextualized to help children make meaningful connections
  – **Engaging**: story and game formats
  – **Focused**: focus on a few priority skills
Tier 3 Reading Ready Intervention Goals and Objectives

• Early Literacy
  – Goal: Understanding of the alphabetic principle
    • Familiarity with letters of the alphabet, recognize and name letters
    • Recognize and identify first sounds in words
    • Understand connection between letter sounds and speech and relationship to reading

• Language
  – Vocabulary
    • Core vocabulary, common nouns, verbs, descriptive words (e.g., common classroom objects and actions, basic concepts)
  – Comprehension
    • Literal questions (e.g., Who got a surprise in the story?)
Tier 3 Overview: Intervention Issues

• Need to consider how to design interventions that are:
  • Research-based/empirically-driven
  • Appropriate and engaging for preschool children.
  • Feasible for teachers to implement in a broad range of early childhood settings.
  • Flexible to accommodate diverse learning needs
  • Part of an integrated system that includes assessment and decision making procedures
Tier 3 Reading Ready Language Format

• Storybook reading: 1 book, 3 days
  – Days 1 & 2
    • Read story, (introduce vocabulary words), ask comprehension questions
    • Vocabulary/oral language game
  – Day 3
    • Child retells story
    • Vocabulary/oral language game: Story sequence cards
Sample Reading Ready Story

- One of 3 stories in a series focusing on classroom objects and actions
  - Bobby Draws a Picture
  - Pablo Cleans Up
  - Fae Picks a Story
Tier 3 in Early Literacy and Language

Developer: Ruth Kaminski and Dynamic Measurement Group
Eugene, OR
Teaching Tools: Providing Targeted and Tertiary Support to Young Children

Lise Fox
University of South Florida
fox@fmhi.usf.edu

Program-Wide Positive Behavior Support
Pyramid Model Resources

TACSEI
Technical Assistance Center for Social Emotional Intervention

http://www.challengingbehavior.org/
Group-15 mins

• What do programs in your area most need to get started in RTI/MTSS?
  – Awareness of what RTI is
  – Information about the tools that are available
  – Information about how to put together the pieces of an entire system
  – Motivation to get started—learn why it is important
What will YOU do to get things going?
Slides will be available on:

• CRTIEC.org

Center for Response to Intervention in Early Childhood

• carta@ku.edu