

Minnesota Local Network Meeting

A product of the Center for Response to Intervention in Early Childhood, October 28th 2009

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Our Agenda

- Welcome and welcome back! Comments, feedback?
- Creating a mission. What do we want for RTI in early childhood in Minnesota?
- In Response to Response to Intervention: What we learned at the Summit.
- Exploring myths and facts in RTI in Early Childhood.
- Update on the measures
- Suggestions for the next meeting



Creating a Mission

□ CRTIEC's Mission

- ▣ To conduct research and provide resources that support application of RTI in Early Childhood Education

□ Local Mission

- ▣ Taking a Minnesota perspective
- ▣ What should we include? Are there boundaries?
- ▣ Experiences in facilitating RTI? What was important, what have you learned?



Creating a Mission: Examples

"Our mission is to support our students in reaching their highest developmental, social and academic potential. We will create and maintain a developmentally appropriate environment for learning using instructionally relevant curricula and materials (Tier-1). By monitoring student progress, we will make data driven decisions that aid in each student's achievements and provide comprehensive supports (Tier-2 & Tier-3)"

-Lee's Summit, MO Early Childhood education



Creating a Mission

Critical Pieces:

In Response to Response to Intervention: What we learned at the Summit

- Huge success, representing 180 individuals from research, directors, policymakers, teachers etc.
- Presentations included six panels:
 - ▣ View from the field
 - ▣ How will RTI work in ece?
 - ▣ What we can learn from K-3.
 - ▣ Measurement
 - ▣ Intervention
 - ▣ The promise and challenge of RTI in early childhood.
- All presentations can be downloaded from www.crtiec.org RTI Summit-links to presenters

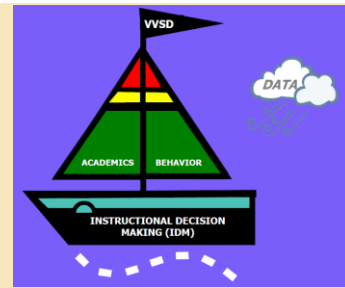


RTI Summit results

- Field Experience: Donna Nylander, Valley View, Illinois.
- How will RTI work in early childhood: Virginia Buysse, Recognition and Response.
- What we can learn from K-3: Rollanda Oconnor
- Measurement: Hugh Catts.
- Intervention: Howard Goldstein



Field Experience



Field Experience

TIER 1: Effective Core Curriculum and Intentional Teaching

- Intentional teaching approach used to provide high quality early childhood education: language and literacy and behavioral- PBIS
- Focus is on all children
- The goal is to provide high quality early childhood instruction to meet the needs of all children in the classroom
- The role of teachers is to implement core curriculum and instruction
- Universal screenings
- **Engaged Learning Opportunities**



Field Experience

TIER 2: Group and Embedded

- Research-based curricula and Instructional Approaches
- Embedded Instructional Approaches
- Environment arrangement, Curricular modifications, Peer support
 - Children are identified on the basis of universal and periodic screening **and who do not appear to be benefiting from general early childhood curriculum.**
 - Goals – additional attention, focus, support, and opportunities to practice
 - Specialists assist teachers
 - More frequent progress reports



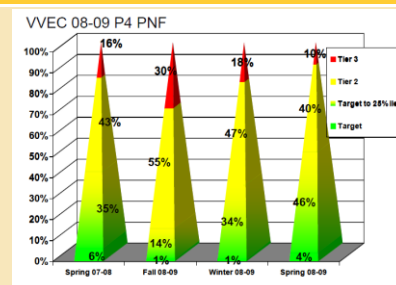
Field Experience

Tier 3: Intensive, Individualize Interventions

- Explicit Instructional Approaches
- Research-based curricula
 - Embedded Instructional Approaches
 - Peer-mediated strategies, Modeling, Verbal and non-verbal helping strategies, Prompting techniques, Time delay, Mand model training and Incidental teaching



Field Experience



How will RTI work in early childhood

- **Recognition and Response** first results:
- Sample: 24 pre-k classes
 - 353 4-year-olds, 95 target children (plus comparison classmates)
- Classes:
 - 18 community child care centers, 4 Head Start, 2 public pre-k
- Teacher education:
 - 25% AA, 63% BA, 12% Masters



How will RTI work in early childhood

- Teachers administered screening/progress monitoring measures to target children & their classmates.
- Teachers delivered a Tier 2 small-group language & literacy intervention to 4 target children
- Researchers administered standardized assessments of language & literacy to target and comparison children pre- and post-intervention



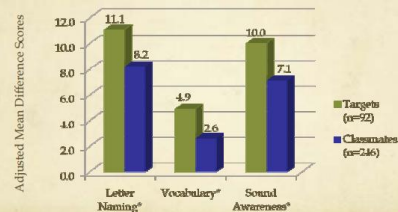
How will RTI work in early childhood

Tier 2: Read It Again—Pre-K!

- Structured lessons based on shared storybook reading approach.
- Instructional activities addressing:
 - Vocabulary & comprehension
 - Sound awareness
 - Print/alphabet knowledge



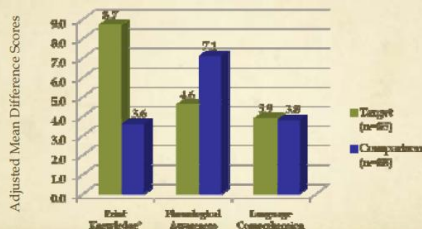
Growth on Screening Measures



* Indicates significant group differences



Growth on Other Measures



* Indicates significant group differences

How will RTI work in early childhood

Key Findings

- R&R helped teachers determine which children needed additional instructional supports.
- Children who received the targeted interventions made greater gains in most language & literacy skills than their classmates.
- Teachers found the R&R model acceptable, useful, and easy to implement.



What we can learn from K-3

- Implementation Matters
- Responding to Students' Response
 - Skills of the Interventionist
 - Teachers, Graduate students, Teaching Assistants
 - In preschool—includes parents
 - Why it matters: Responsiveness of students is related to how the teacher responds to students during instruction.
 - Changing or fine-tuning instruction is hallmark of skilled teaching.
 - Awkward to change instruction if the competing goal is adherence to a standard protocol.



What we can learn from K-3

- Skill of the intervener is a consistent predictor of responsiveness of students.
- What level of response is good enough?
- Students "fixed" on low level reading skills may become less responsive as learning grows in complexity in later grades.



Measurement

- Question: How do you conduct accurate screening for an RtI model?
 - Choose the right measures
 - phonological processing
 - print knowledge
 - emerging language abilities
- Combine the measures
- At best, single measures are only moderately correlated with reading outcome ($r < .50$)
- Use dynamic assessment



Measurement: Dynamic Assessment

- **Dynamic Assessment**
 - Measurement of learner's potential over the short term
- Assessor actively intervenes during the course of the assessment with the goal of intentionally inducing changes in the learner's current level of performance.
- "Mini-assessment" of response to intervention



Intervention

- Challenges:
 - Is it realistic to expect teachers to deliver multiple tiers of instruction?
 - How should we conceptualize the last ditch effort before special education referral?
 - How should we distinguish between differentiating instruction for tiers or groups of children versus individual children?



Intervention

Increasing intensity of instruction as an intervention:

- Pros
 - Alignment with curriculum
 - Ensures more opportunities for learning
- Cons
 - More of the same not necessarily effective.
 - Focus of intervention may be too diffuse – rather than targeting specific skills.
 - Reducing group size and increasing duration of programming does not directly increase children's opportunities to respond (OTR).
- The Child's Perspective
 - Effectively teaching the proper skills with sufficient OTR



Intervention

- Skill Focused Activities are designed to be independent of teacher instruction. Monitoring can be done by a paraprofessional.
- Supplemental, rather than substitute for Tier 1 curriculum in 4 major domains
 - ▣ Phonological Awareness, Alphabet Knowledge/Print Awareness, Vocabulary, Comprehension
- Follow a general, developmental progression based on previous evaluation of curricular skill implementation timelines.
 - ▣ For example, in the PA area, Storybook Script 1 focuses on "Recognizing rhyming words," whereas Storybook Script 9 focuses on "Identification and production of first sounds in words."



Intervention

- Activities are designed to be administered in "listening centers" for which scripts are pre-recorded onto compact discs.
- Children listen using headphones and respond to the embedded interactive activities. Familiar characters (e.g., Sally the Sound Seal, Luke the Letter Lion) serve as the teaching "guide."
- Pre-recorded activities contain visual and auditory cues to increase children's ability to complete the listening center each day with minimal adult assistance.



Myths and Facts

- **Review:**
 - ▣ **RTI replaces early childhood special education and its procedural safeguards, and if a district has implemented RTI, it means that students cannot be referred for special education evaluation.**



Myths and Facts

- **Myth 1:**
 - ▣ **RTI replaces early childhood special education and its procedural safeguards, and if a district has implemented RTI, it means that students cannot be referred for special education evaluation.**



Myths and Facts

- **Myth 2:**
 - ▣ **RTI necessarily delays referral, eligibility, or the onset of special education services.**



Myths and Facts

- **Myth 3:**
 - ▣ **RTI consists of 3 tiers of increasingly individualized instruction with children with disabilities being in Tier 3.**



Myths and Facts

- **Myth 4:**
 - Evidence-based curricula and instructional practices are available to support the implementation of RtI approaches in early education .



Myths and Facts

- **Myth 5:**
 - Assessment tools that can be used within RtI approaches to identify preschool-aged children with learning problems or to monitor young children's progress in response to intervention are currently lacking.



Myths and Facts

- **Myth 6:**
 - Once children are identified as needing instruction at a specific tier, they will not change tiers over the course of the academic year.



Myths and Facts

- **Myth 7:**
 - While RtI might be an appropriate model of providing a greater level of instructional support to school-aged children, most RtI models for pre-kindergarten children focusing on early literacy are based on developmentally inappropriate expectations for young children.



Myths and Facts

- **Myth 8:**
 - RtI reinforces the practice of "ability grouping" which may be detrimental to young children's self-esteem.



IGDI update:

- **New Measures**
 - Refinement process has moved us from 14 to 12 measures. Initial data collection will be able to tell us what items are "poor" and/or difficult.
 - Cut, syllable segmenting and letter identification
 - Preliminary data expected in spring- results sharing will include further refinement of measures.



Moving Forward

- Guiding Rubric
 - Responses to use of tool?
Comments?
- Existing Resources for implementation:
 - National Center for Learning Disabilities:
 - Roadmap to Pre-K RTI
 - RTI Action Network



Our next meeting

- Suggested times in January?/February?
- "Existing practices supporting RTI in early childhood through MN and WI school districts, the EMERGE Model."
- "What can the new IGDIs tell us about assessing students in an RTI model? Exploring preliminary data."
- "Beyond a mission: Pressing forward toward achievable outcomes in early childhood RTI. Exploring current district status through the guiding rubric"

