Roadmap to Pre-K RTI:
Applying Response to Intervention in Preschool Settings

Webinar Presentation
May 20, 2009

Featuring
Mary Ruth Coleman, Ph.D.
and Froma Roth, Ph.D.

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National Center for Learning Disabilities
The power to hope, to learn, and to succeed.
Presenters

Mary Ruth Coleman, Ph.D. is a Senior Scientist at the FPG Child Development Institute, at the University of North Carolina at Chapel Hill, and Research Associate Professor in the School of Education. She has served for nine years on the Board of Directors for the Association for Gifted (TAG), nine years on the Board of the National Association for Gifted Children (NAGG) and six years on the Board of Directors for the Council for Exceptional Children (CEC). She was president of CEC in 2007.

Froma Roth, Ph.D. is a professor in the Department of Hearing and Speech Sciences at the University of Maryland, at College Park campus. Dr. Roth is a former member of the Committee on Early Intervention formed by the American Speech, Language and Hearing Association (ASHA) and currently serves as ASHA’s liaison to the National Joint Committee on Learning Disabilities.
National Center for Learning Disabilities (NCLD)

Works to ensure that the nation’s 15 million children, adolescents and adults with learning disabilities have every opportunity to succeed in school, work and life. NCLD provides essential information to parents, professionals and individuals with learning disabilities, promotes research and programs to foster effective learning and advocates for policies to protect and strengthen educational rights and opportunities.

Webinar Agenda

- Welcome, Introductions, Orientation to Meeting, Guidelines for Participation
- Overview of RTI for Pre-K
- Questions for Discussion
- From Theory to Practice
- Questions for Discussion
- Final Thoughts
RTI for Pre-K:
Early Intervening to provide the needed supports and services to set young children on a trajectory for success.

Purposes for the Roadmap

1. Discuss the differences between RTI for school-aged children and Pre-K children
2. Identify the key features of Pre-K RTI
3. Describe current status of Pre-K applications of RTI
4. Provide guiding questions for decision makers

Shared Features of RTI for School-age and Pre-K Learners

- Tiered framework for supports and services
- High quality classroom learning environment
  (Evidence-based practices, standards protocols)
- Screening, assessment and progress monitoring
- Family Involvement
  (Collaborative problem-solving and planning)
Early Childhood Culture, Beliefs, and Practices

- Holistic Development of the Child
- Importance of early Intervention
- Importance of Naturalistic Settings
- Critical Contributions of Families and Parents
- Use of multi-dimensional Authentic Assessments

Early Childhood Structures and Practices that Support RTI

- Focus on Quality
- Current use of Tiered Service Delivery Models
- Learning Standards that Guide Instruction
- Use of Embedded and Explicit Instruction
- The Emerging use of Progress monitoring and Data Driven Decision Making

Major Components of RTI for Pre-K

- Tiered Framework
- Screening, Assessment, Progress Monitoring
- Evidence-Based Standard Protocols
- Collaborative Problem-Solving
- Parent and Family Engagement
- Fidelity of Implementation
Tiered Framework for Supports and Services

- Tier I: Foundation of quality, universal screening, progress monitoring
- Tier II: More intensive response to children who need additional support to be successful (embedded & explicit), progress monitoring, use of standard protocols, collaborative problem-solving
- Tier III: Additional support that is more intense and individualized, assessments & progress monitoring, collaborative problem-solving

Screening, Assessment, Progress Monitoring

- Universal Screening as “Check-Point”
- Authentic Assessment within the Natural Environment (RRORS)
- Progress Monitoring Measures (IGDIs)

Evidence-Based Standard Protocols

- These must be developed for content areas and specific needs:
  - Strategies
  - Lessons
  - Guidelines for Selecting and Matching to Child
Collaborative Problem-Solving

- Collaborative Process
- Decision Making Guidelines
- Record Keeping Methods

Parent and Family Engagement

- Participation as Partners
- Collaboration with Problem-solving & Planning
- Follow-up with Home Support

Fidelity of Implementation: *The degree to which a Practice is implemented as it was intended or designed.*

You can access the Fidelity of Implementation Program Level Rubric by visiting: www.RTINetwork.org/Learn/RTI-in-Pre-Kindergarten
Preschool RTI Implementation Project
(Roth, Rogers, Michney & Mahon 2009)

Our Setting: 3-and 4-year-old children

3 Inner-City Public Charter Schools
• SES: Range from poverty to lower MC
• Multi-ethnic and multi-racial
• Sizable proportion of ELL children
• Teachers with BA degrees, but not necessarily specialized in early childhood

Project Staff by Tier

› Literacy Mentors (LMs) = Tier 1
› SLPs = Tiers 1 & 2 (& 3)
› Learning Environment Coord. = Tier 1
› Professional Dvlpmt. Coord. = All Tiers

Q: Where Did We Begin?

4 Areas of Focus
(Identified by granting agency)

1. Oral Language
2. Alphabetic Knowledge
3. Print Knowledge
4. Phonological Awareness
Three Main Instructional Targets

► Children
► Teachers
(► Families)

Children

Goal: Provide high quality emergent literacy core curriculum

- Research-informed
- Developmentally-supportive
- Explicit, direct, and intensive
- Regular and ongoing progress monitoring

Pre and Post Assessment: Child Measures

1. Receptive vocabulary: PPVT-III
2. Expressive vocabulary: EVT
3. Phonological & print knowledge: PALS Pre-K
**Teachers**

**Goal:** Provide professional development that promotes best practices in a literacy-rich environment

- Informational sessions on language & literacy development & intervention
- Co-teaching and mentoring
- Demonstration lessons
- Bi-weekly dedicated time slots for discussions, planning

**Pre and Post Assessment:**

**Teacher Measures**

1. Classroom Environment and instructional activities: ELLCO
2. Teacher-child interactions: videotaping

**Tier 1: High Quality Instruction**

**Two Areas**

- Infuse classroom curriculum with oral language and literacy-rich instruction
- Enrich learning environment
  - physical (classroom)
  - interactive (teacher-child; peer)
Tier 1 (continued)

- Progress monitoring (6 weeks):
  - Identify children who demonstrate need for more intensive, targeted instruction (criterion based on school average performance)
  - Measure: IGDIs

Tier 2

- Targeted small group (3-4) instruction in:
  - phonological awareness
  - vocabulary enhancements
  - ½ hr sessions, twice weekly

Tier 3

- Increased intensity of Tier 2 services
- Other modifications (e.g., differentiated instruction within classroom)
- Recommendation for referral
Instructional Emphases for All Tiers

- **Explicit instruction**: Teacher has instructional goal in mind and tells children what is desired behavior(s)

- **Repeated instruction** on same target area: redundancy builds skills

### Yr 2: Pre-Post Tier 1 Results (Children)

<table>
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<th>Measure</th>
<th>Pre</th>
<th>Post</th>
<th>ES</th>
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<td>PALS Pre-K</td>
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<td>73.9 (125)</td>
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<td>3.6</td>
<td>6.5 (10)</td>
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<td>•Upper Case*</td>
<td>10.1</td>
<td>19.7 (26)</td>
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<td>•Beg. Sound**</td>
<td>3.3</td>
<td>6.1 (10)</td>
<td>.90</td>
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<td>•Letter-Sound**</td>
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<td>8.5 (10)</td>
<td>.86</td>
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*6 for 4 yr olds; 3 for 3 yr olds (Spring)
**6 for 4 yr olds; no 3 yr old benchmark

### Yr 2: Pre-Post Tier 1 Results (Teachers)

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<tr>
<th>Measure</th>
<th>Pre</th>
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<tbody>
<tr>
<td>ELLCO</td>
<td>70.2</td>
<td>91.2 (125)</td>
<td>2.5</td>
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<tr>
<td>•Phys. Envir.</td>
<td>25.7</td>
<td>33.7 (40)</td>
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<td>•Curr. Impl.</td>
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<td>50 (70)</td>
<td>1.9</td>
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<tr>
<td>•R &amp; W Act.</td>
<td>5</td>
<td>7.5 (12)</td>
<td>.93</td>
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Challenges of Scalability

1. High rate of teacher attrition from one year to another.
2. Most teachers had not received prior training in basic aspects of oral language and emergent literacy development, or developmentally, supportive teacher-child interaction styles.

3. Our extensive PD and mentoring/coaching model was not uniformly effective for all educators & differed across areas.
4. Effective methods for attaining acceptable levels of treatment fidelity for certain project components remain a work in progress.

5. Efforts to ensure sustainability are welcomed by the school administrators; yet, in the absence of additional resources for dedicated staff time, training, and fiscal support, sustainability may likely be limited.
Getting Started with Planning!

- Ensure Administrative Support
- Establish Team
- Plan for Commitment
- Involve Families

Getting Started (Continued)

- Identify Learning and Behavior Expectations
- Develop Instructional Strategies
- Develop Process
- Plan for Professional Development
- Collect Data for Decision Making

Final Thoughts

- Use Guiding Questions to help think through where you are so that you can plan where you want to go!
- Join the network of others working with Pre-K RTI www.crtiec.org
- Use the RTI Action Network to for current and emerging information www.RTINetwork.org
- Share your progress with others!