2013 Alaska RTI Conference: Building Student Success

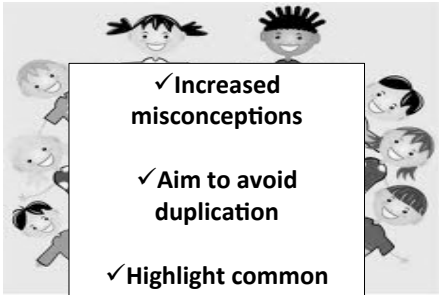*Frameworks for Response to Intervention in Early Childhood Education: Description and Implications*

Kristie Pretti-Frontczak, Ph.D.
Kent State University
DEC Past President 2012-2013

Rationale for the Paper

✓ **Increased misconceptions**

✓ **Aim to avoid duplication**

✓ **Highlight common features**

What the paper is and is not

IS

An objective resource on features of RtI frameworks

Designed to promote broad understanding of the features of RtI frameworks as they apply to EC

An opportunity to openly address misconceptions and challenges regarding the application of RtI to EC

IS NOT

A position on whether or not RtI frameworks should be implemented.

A guide or how to manual

An endorsement of one approach to RtI over another

A literature review of the evidence base for RtI approaches

A historical summary of the evolution of RtI models
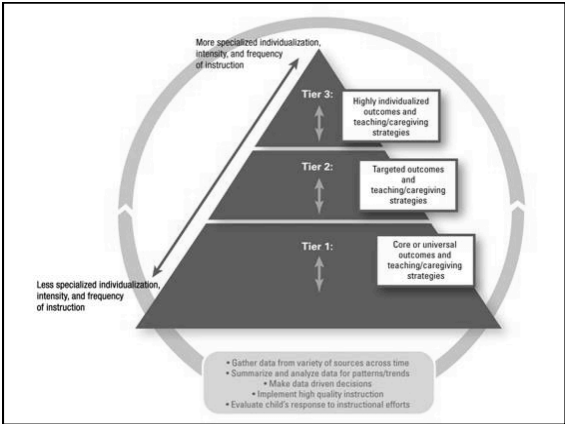
Quality Curriculum

- developmentally and culturally appropriate
- guided by team/family decisions
- employs research-based strategies that maximize differentiation and learning
- includes a comprehensive and relevant set of learning outcomes

Quality
in action

Continuous Progress Monitoring

- Assessment – Plan instruction
  - All children
  - Comprehensive
- Universal Screener vs. Developmental Screening
  - CBAs or CBMs
- Progress monitoring – Revise instruction
  - Systematic and continuous
  - Informs decisions

Collaborative Partnerships

- Wide variety of configurations
- Multiple perspectives is critical
- Need to gather, document, summarize, analyze, and interpret as a team
- Partner to track and revise as needed

Misconception #1

- *RTI requires that children go through a multi-tiered system of supports prior to being referred to special education, thereby delaying and often restricting referral to special services*

- ***Take away****: Children are not required to undergo and fail an RtI process prior to referral or evaluation for special education services.*

Misconception #2

- *RtI focuses only on academic skills*

- ***Take away****: Within EC RtI frameworks, matched instructional support can be appropriately applied to outcomes from across any curricular area (e.g., Mathematics, Literacy, and Science) and/or developmental domain (e.g., Language, Social-Emotional, and Motor) and not exclusively academic outcomes.*

Misconception #3

- *RtI promotes teaching practices that are inappropriate for young child*ren

- ***Take away****:* Implementation of RtI to young children should not be a push down from principles applied to K-12 without consideration to the uniqueness of early development and learning.
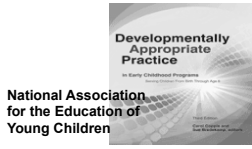
Misconception #4

- *RtI promotes the use of ability grouping, particularly in center-based programs*

- ***Take away:*** While small group sessions may be appropriate at times, these groupings will typically occur for only a very small part of the day, or a particular activity, and forced participation is not necessary.
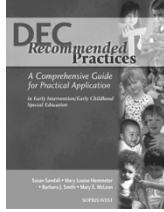
Misconception #5

- *The top tier of RtI is special education*

- ***Take away****:* Appropriate use of RtI in EC provides tiers of support that consist of additional, adjusted, or more intensive instruction to meet the needs of the children being served but is not defined by any connection to special education services.

Professional Organizations

Developmentally Appropriate Practice
In Early Childhood Programs

National Association
for the Education of
Young Children

DEC *Recommended Practices*

A Comprehensive Guide for Practical Application in Early Intervention/Early Childhood Special Education

Susan Sandall • Mary Louise Hemmeter • Barbara J. Smith • Mary E. McLean

• Assessment (46)
• John Neisworth & Stephen Bagnato

The Office of Head Start

13

Types of Patterns

- Patterns of Strength
- Unexpected Scoring Sequence
- Patterns of Lack of Quality
- Patterns of Assistance
- Patterns of Behavior Interfering
- Patterns of Direct Prompt

Tier 1 Needs

- What common concepts and skills are to be covered/taught/ addressed?
  – *State standards*
  – *Federal outcomes*
  – *Big Ideas*
  – *Items from an assessment*

Prioritized Needs
Targeted Needs
Common Needs

Tier 2 Needs

- Another related skill/concept is the need
  - Desired concepts and skills that are emerging (stalled but not missing)
  - Concurrent skill/concepts
- Means of expression
  - Verbal
  - Non-verbal
- Components or portions of the larger concept or skill are missing
  - Has some of the desired responses but is not as sophisticated as would expect for age and context

Tier 3 Needs – Target Behaviors

- Concepts and skills that are keeping the child from *accessing*, *participating*, and *making progress* in the general curriculum/daily activities
  - Barriers/Underlying issues
  - Missing prerequisite or foundational skills
- Examples
  - Barriers, underlying issues or concerns (e.g., challenging behavior, quality of movement, intensity of action, another language)
  - Foundational or prerequisite behaviors (e.g., joint attention, imitation, vocalizations, manipulation of objects, functional use of objects)

Example: Tier 1 Need
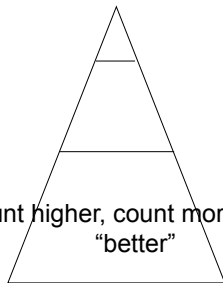
Count higher, count more, count "better"

18

Example: Tier 2 Need

Component: *Counts* in the correct order

Counting

19

Example: Tier 2 Need

Means of expression: being understood by others when answering questions, labeling, or recalling

Counting

20

Example: Tier 2 Need

Related Issue: Sequence - *Organizes or arranges* people/objects/events in series/order

Counting

21

Example: Tier 3 Need

Demonstrates challenging behaviors instead of the counting indicators: walk away, ignores, stares

Needs replacement behaviors related to: functional use of objects, labels of objects, and communicative exchanges

Varies: related, expression, component

Counting

22

Linking Needs and Instruction

Tier 3 Outcomes

Tier 2 Outcomes

Tier 1 Outcomes

Tier 3 Instruction

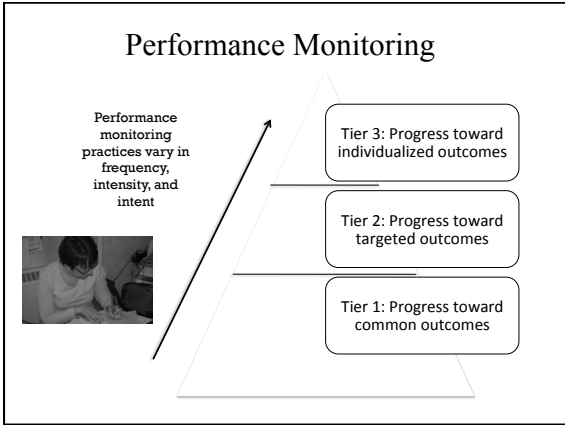Tier 2 Instruction

Tier 1 Instruction

Tiered Model of Instruction

Tier 3: Individualized, intensive, and intentional instruction

Tier 2: Targeted and temporary instruction

Tier 1: Universal instruction

Frequency and intensity of instruction increases

Non-directed   **Mediated**   **Directed**   24

Performance Monitoring

Performance monitoring practices vary in frequency, intensity, and intent

Tier 3: Progress toward individualized outcomes

Tier 2: Progress toward targeted outcomes

Tier 1: Progress toward common outcomes

DEC

DEC exists so that young children with disabilities and other special needs participate as full members of families and communities.

Division for Early Childhood

Council for Exceptional Children
The voice and vision of special education

http://www.dec-sped.org/Join_Now