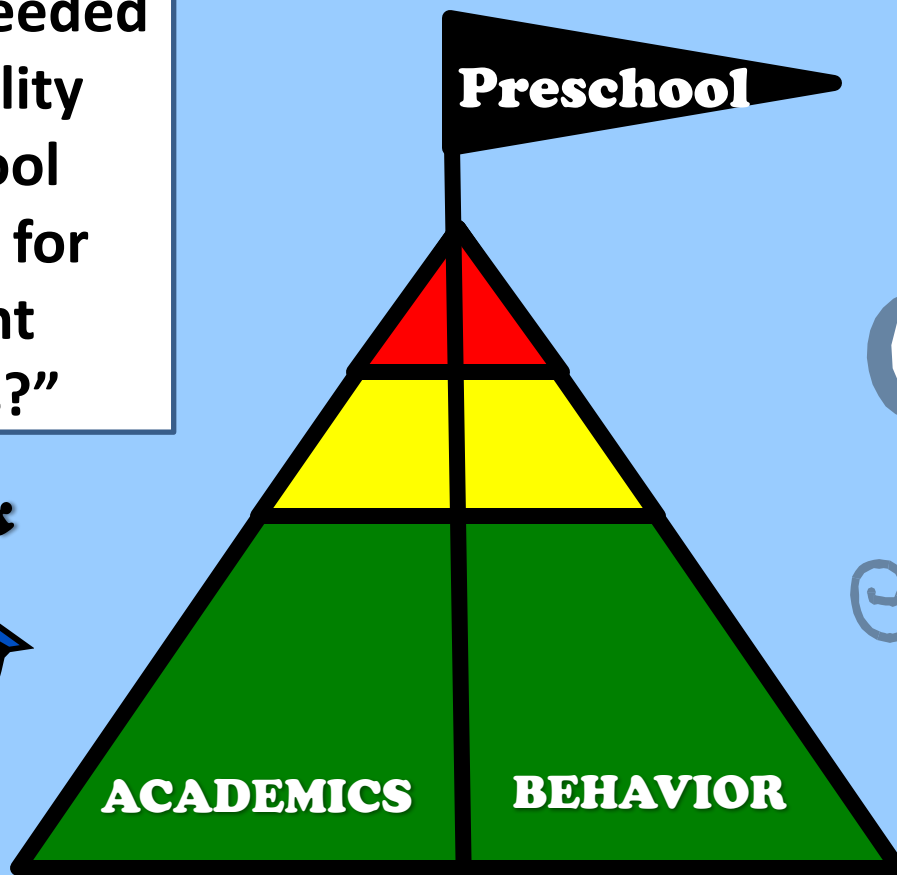


**“What’s Needed  
In a Quality  
Preschool  
Program for  
Student  
Success?”**



# A Little About the Presenter

## Donna Nylander

- ISBE “The ECC Center” Program Support Specialist
- Governor’s Office of Early Childhood Development, QRIS Implementation Director
- Administrator-Indian Prairie District 204, Naperville & Valley View #365U Early Childhood Center, Bolingbrook/Romeoville -17 years
- Implemented RTI/MTSS and PLC for 10 years
- Member Board of Directors for Pyramid Model Consortium for Social Emotional Competencies
- Presenter at local, state and national conferences



## Necessary Cultural Shifts

Shifting From:	Shifting To:
Focus on teaching	Focus on learning
Teaching in isolation	Teaching collaboratively
Data conversations as an option	Data conversations as a requirement
Accountability	Responsibility
Culture of blame	Culture of inquiry
Private classroom practice	Transparency in our practice



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

*Purpose* This paper, "Frameworks for Response to Intervention in Early Childhood: Description and Implications," has been jointly developed by the Division for Early Childhood of the Council for Exceptional Children, the National Association for the Education of Young Children, and the National Head Start Association. The purpose of the joint paper is to define early childhood response-to-intervention frameworks and to promote a broader understanding and discussion of the topic.



**The Division for Early Childhood of the Council for Exceptional Children (DEC)**  
27 Fort Missoula Road  
Suite 2  
Missoula, MT 59804  
[www.dec-sped.org](http://www.dec-sped.org)



**National Association for the Education of Young Children (NAEYC)**  
1313 L Street, NW  
Suite 500  
Washington, DC 20005-4101  
[www.naeyc.org](http://www.naeyc.org)



**National Head Start Association (NHSA)**  
1651 Prince Street  
Alexandria, VA 22314  
[www.nhsa.org](http://www.nhsa.org)



## \*Core Principles of RTI

We can effectively teach all children.

Intervene early.

Use a multi-tiered model of service delivery.

Use a problem-solving method to make decisions within a multi-tiered model.

Use research-based, scientifically validated interventions/instruction, to the extent available.

Monitor student progress to inform instruction.

Use data to make decisions.

Use assessment findings to identify children who are not progressing at expected rates, to determine what children can and cannot do in academic and behavioral domains, and to monitor progress to determine intervention effectiveness.

## \*\*Core Early Childhood Beliefs and Practices

We can teach children with diverse cultural, linguistic, and learning characteristics.

Intervene early.

Use an intervention hierarchy.

Use a systematic, collaborative approach in partnership with parents and specialists to address concerns about individual children.

Use early education practices that are based on the best available research evidence combined with the field's collective wisdom and values.

Determine whether children are making progress as expected and use this information to make practice decisions.

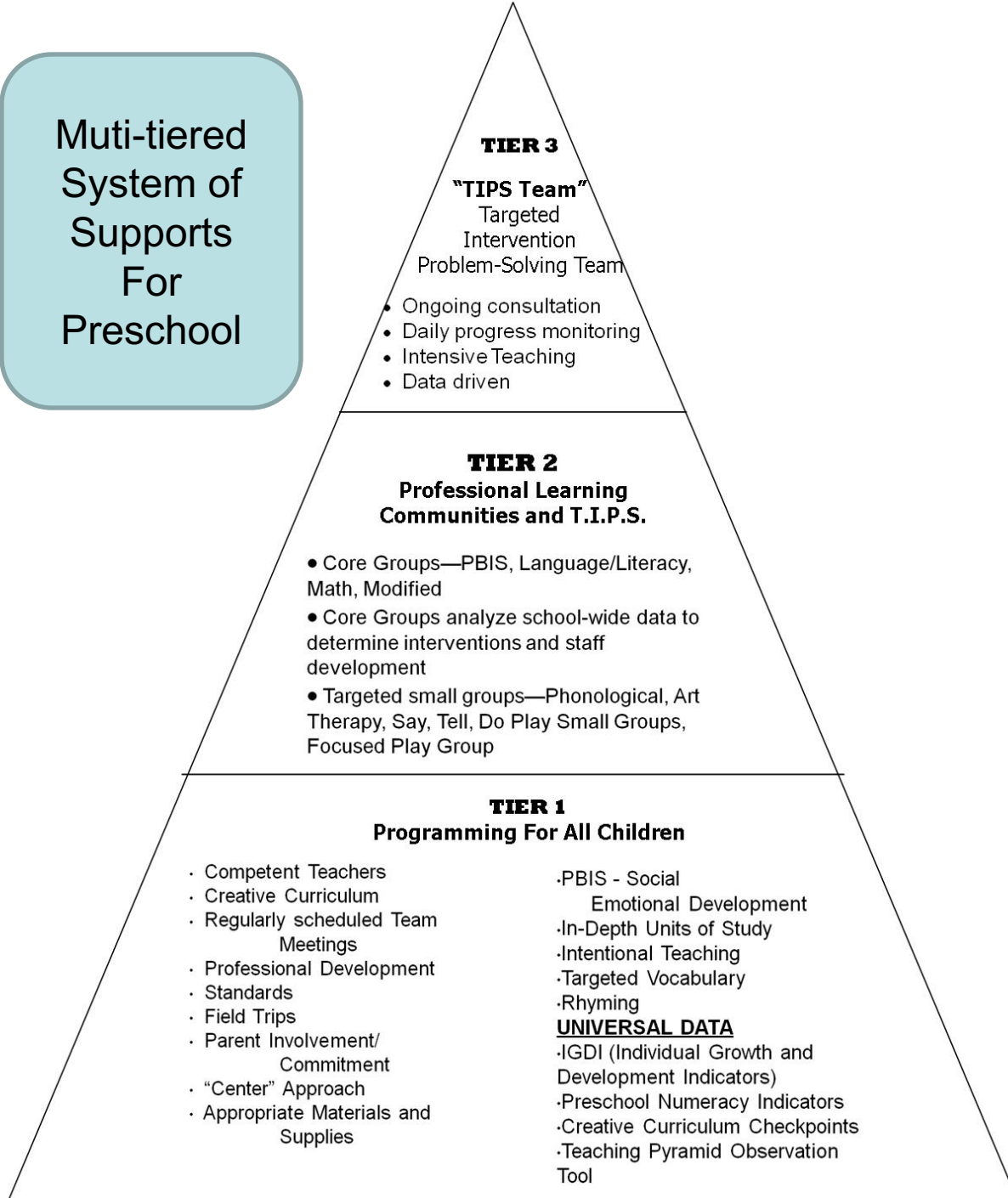
Use information from assessments to make practice decisions.

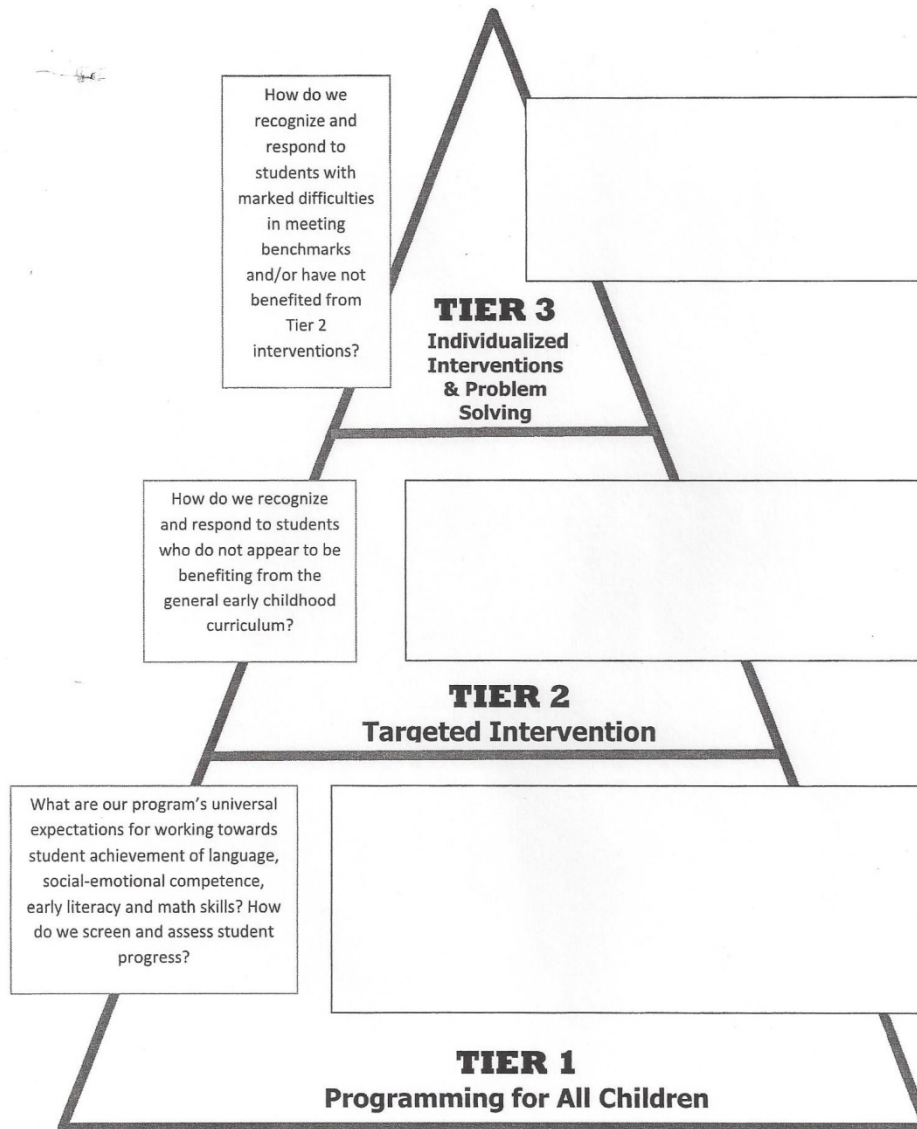
Gather information about children using multiple methods and sources (including parents) and interpret this information to evaluate teaching practices and child progress.

\*Reprinted with permission from National Association of State Directors of Special Education. (2005). *Response to intervention: Policy considerations and implementation*. (p. 20). Author: Alexandria, VA.

\*\*Generated by the authors of this document.

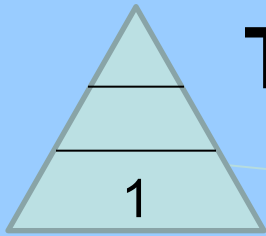
Multi-tiered  
System of  
Supports  
For  
Preschool





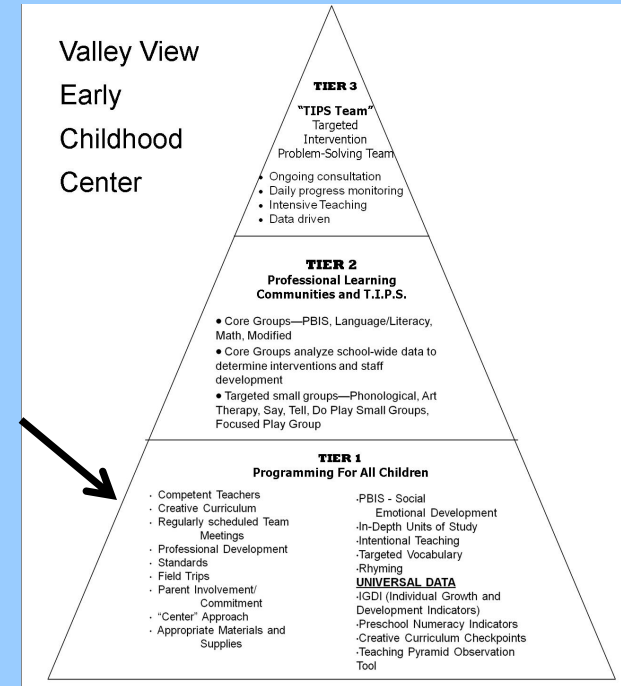
“Frameworks  
for RTI in EC”:  
(Joint paper)  
DEC, NAEYC,  
& NHSA





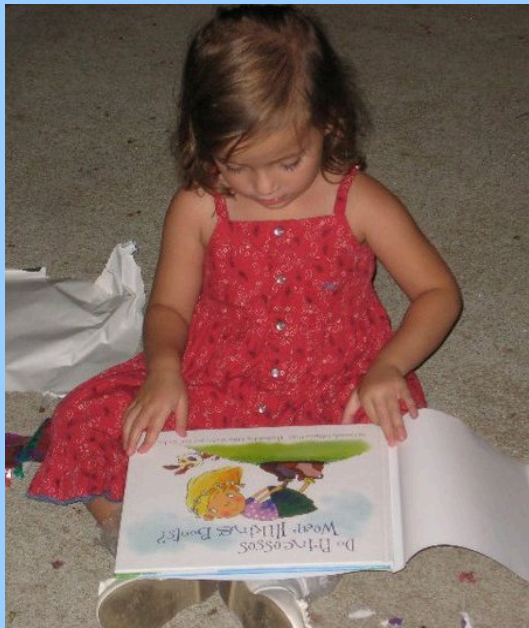
# Tier 1: Effective Core Curriculum and Intentional Teaching

- Intentional teaching approaches
- Focus = all children
- Goal: provide high quality early childhood instruction to meet the needs of all children
- Role of teachers: to implement core curriculum and instruction
- Universal benchmark screenings implemented
- Typically effective for 80 percent of students



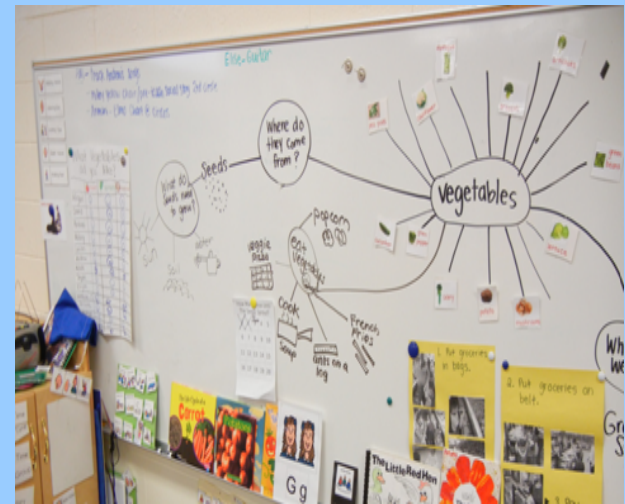
Adapted from Vaughn, S.& Chard, D. (2006, Winter). Three-tier intervention research studies: Descriptions of two related projects. *Perspectives, The International Dyslexia Foundation*

# Tier 1-Curriculum and Assessment



Creative Curriculum

**Early  
Childhood  
Program  
Expectations**



# Preschool Outcomes for Kindergarten Success



Quality preschool programs help children:

- Develop oral language, phonological awareness, letter knowledge & early writing skills
- Develop and demonstrate an appreciation for books
- Understand and use increasingly complex language
- Use language to communicate for a variety of purposes
- Develop math skills
- Develop social emotional competence

**ALL LEARNING IS DEVELOPMENTALLY APPROPRIATE**



# What It Looks Like



# Variety Teaching Strategies and Groupings





# Field Trip to Bass Pro Shop



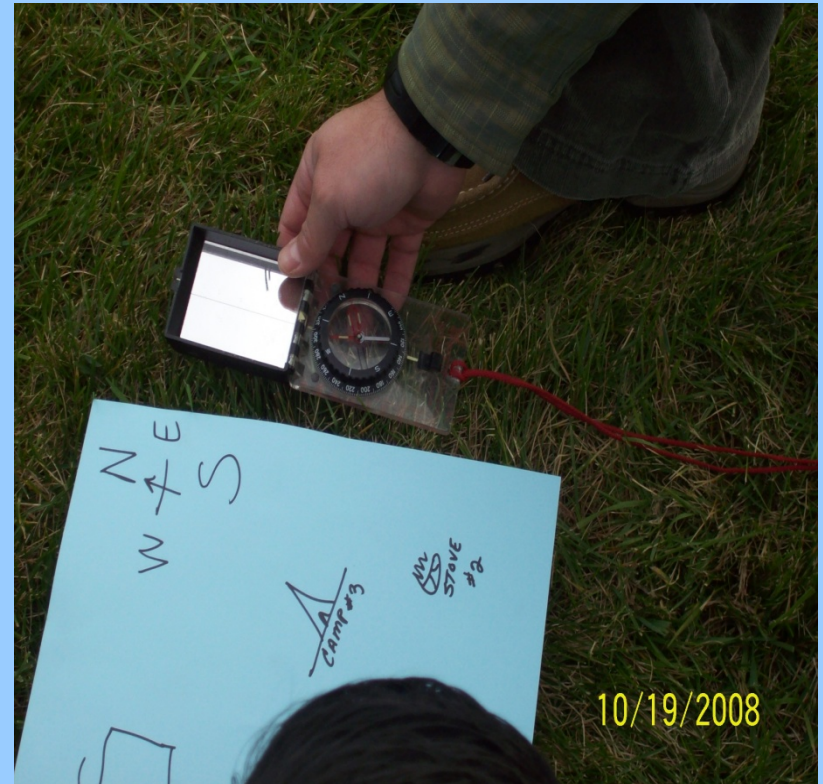


# What did we find at the Bass Pro Shop to enhance the learning?

- Tents
- Sleeping bags
- Deer
- Squirrel
- Boats
- Fish
- Lanterns
- Flashlights
- Backpacks
- Fishing poles
- Grill
- Camp fire
- Binoculars

# A Camping We will Go.





Camper Rick is showing us one of our vocabulary words. He is showing us the route we will be taking using our **MAP** and **Compass**.



# A Camping We will Go!!



Kayleena carrying the map and Seth carrying the compass. First station stop was to purify the water to drink and fill up our water bottle.



Camper Rick is showing the students what a **sleeping bag** is used for and how to set it up.



The children are enjoying **smores** and they also needed a headlight just in case it got dark early.





# Tents, Sleeping bags, and lantern in the block area.



# Studying worms during circle time

- The students discuss what they see and how worms move about.





# Literacy books about worms

- Incorporating books about worms and the children using their fine motor skills during table time.





# Worms in the Sensory Table





# Mud pudding with worms



Math: counting,  
numbers

Science: texture,  
tasting, smelling

Language:  
Reading, recipes

Vocabulary:  
Pouring, worms



# What Kinds of Data Do We Have?

- ▶ Observations
- ▶ Work Samples/Portfolios
- ▶ Conversations with parents & caregivers
- ▶ Curriculum based assessments
- ▶ Benchmark screening snapshots of specific skills





# Are your “Tier One” strategies working for all your students? Are you sure?



There is value in many different forms of screening/assessment:

- Teacher's observations and anecdotal data
- Research-based assessment tools (TS Gold, Work Sampling, etc.)
- Universal/Benchmark Screening Tool (criterion-referenced)

# Example of VVECC Classroom Data:

## Mathematics

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
20a. Counts	Pre-K 4 class/grade (Blue)				Shawn	Adrian	Liam Jesse Ryan	Ameila Marhsean Genesis			
20b. Quantifies	Pre-K 4 class/grade (Blue)			Shawn	Jesse Marhsean Ryan Adrian	Liam Genesis	Ameila				

What do we do for students outside of blue?

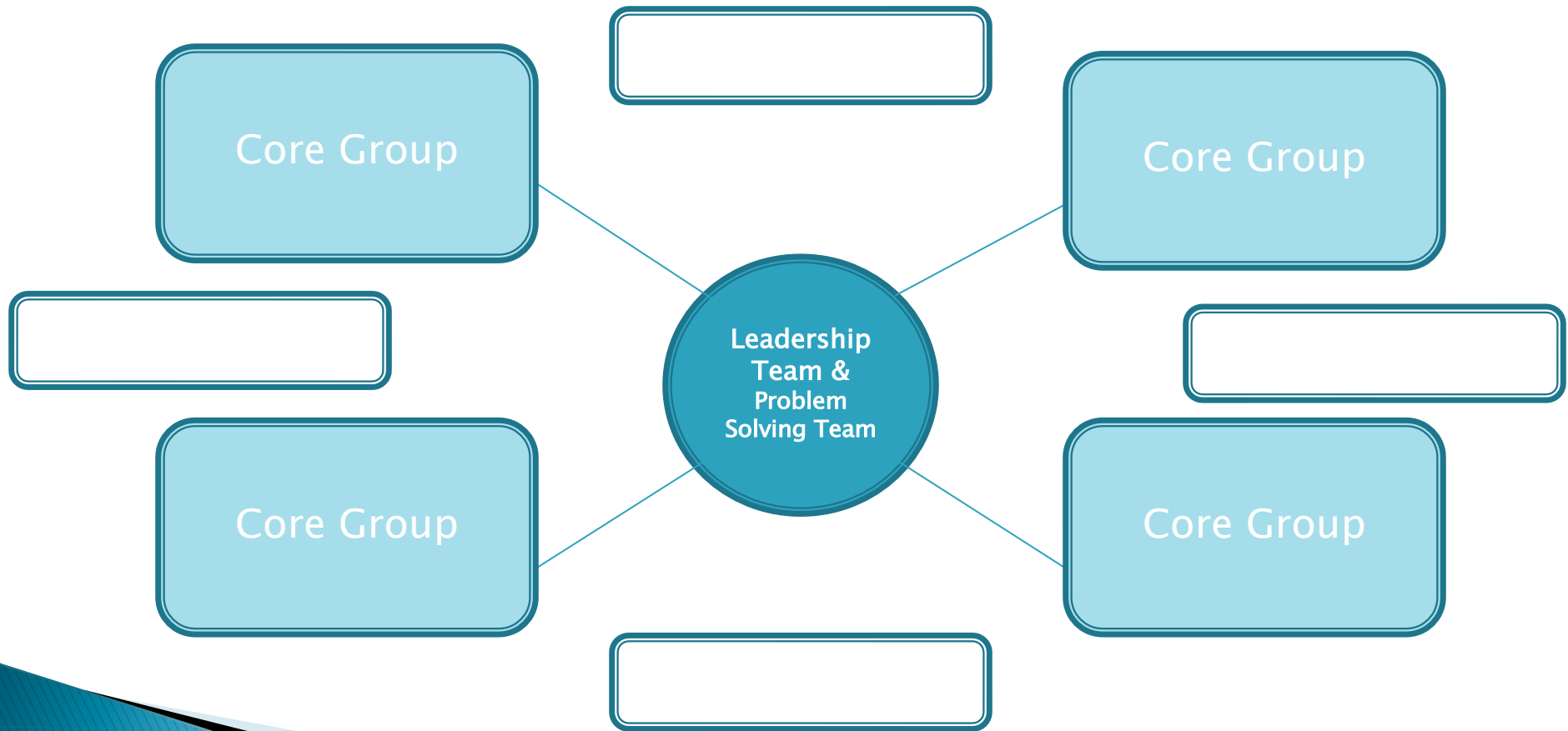


**Data**

**Social / Emotional Development**

Objectives	Forerunners			Step I	Step II	Step III	Not Observed	Missing Data
	F1	F2	F3					
1. Shows ability to adjust to new situations	1 1%	0 0%	1 1%	1 1%	1 1%	1 1%	1 1%	98 94%
2. Demonstrates appropriate trust in adults	0 0%	0 0%	0 0%	2 2%	1 1%	0 0%	0 0%	101 97%
* 3. Recognizes own feelings and manages them appropriately	50 48%	14 13%	11 11%	21 20%	4 4%	1 1%	1 1%	2 2%
4. Stands up for rights	0 0%	1 1%	0 0%	2 2%	1 1%	0 0%	1 1%	99 95%
* 5. Demonstrates self-direction and independence	22 21%	11 11%	15 14%	41 39%	11 11%	1 1%	2 2%	1 1%
6. Takes responsibility for own well-being	0 0%	0 0%	2 2%	1 1%	0 0%	0 0%	1 1%	100 96%
7. Respects and cares for classroom environment and materials	0 0%	1 1%	1 1%	0 0%	1 1%	0 0%	0 0%	101 97%
* 8. Follows classroom routines	19 18%	16 15%	13 13%	30 29%	22 21%	2 2%	1 1%	1 1%
9. Follows classroom rules	0 0%	0 0%	2 2%	1 1%	1 1%	0 0%	0 0%	100 96%
* 10. Plays well with other children	15 14%	20 19%	20 19%	28 27%	16 15%	0 0%	5 5%	0 0%
11. Recognizes the feelings of others and responds appropriately	2 2%	0 0%	1 1%	0 0%	0 0%	0 0%	0 0%	101 97%
12. Shares and respects the rights of others	0 0%	0 0%	2 2%	0 0%	1 1%	0 0%	0 0%	101 97%
13. Uses thinking skills to resolve conflicts	0 0%	1 1%	0 0%	1 1%	0 0%	0 0%	1 1%	101 97%

# School Wide System of Collaboration and Support (Professional Learning Community)





# Leadership Web

## Math

Diane B., Rep  
Jen M., Chair  
Ester W.  
Amy H.  
Julie S.

---

Parent Engaged with Ed

## Social Emotional Dev

Nancy C., Rep  
Susie G., Chair  
Beth S.  
Elise B.  
Kathleen F.

---

Parents Engaged with Ed

## U L T Members

Laura, Diane B., Michele O., Nancy, Courtney,  
Michelle S., Gloria, para, parent Tracy L.,  
Administrator

## Language & Literacy

Laura I., Rep  
Stacie B., Chair  
Sofia T.  
Traci R.  
Emily I.

---

Parents Engaged with Ed

## Language & Literacy

Michele O., Rep  
Melissa C, Chair  
Tionia W.  
Joy G.  
Shania N.  
Becky N.

---

Parents Engaged with Ed

## **TIPS Team Problem-Solving**

Courtney B., Rep  
Gaby B. Chair  
Amy H., SLP  
Lisa G. OT  
Kristina M. PT  
Michelle S., Inst. Leader  
Janet H. Nurse

---

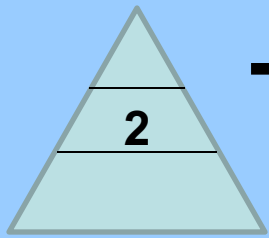
Parents Engaged with Ed



# Example of VVECC Classroom Data:

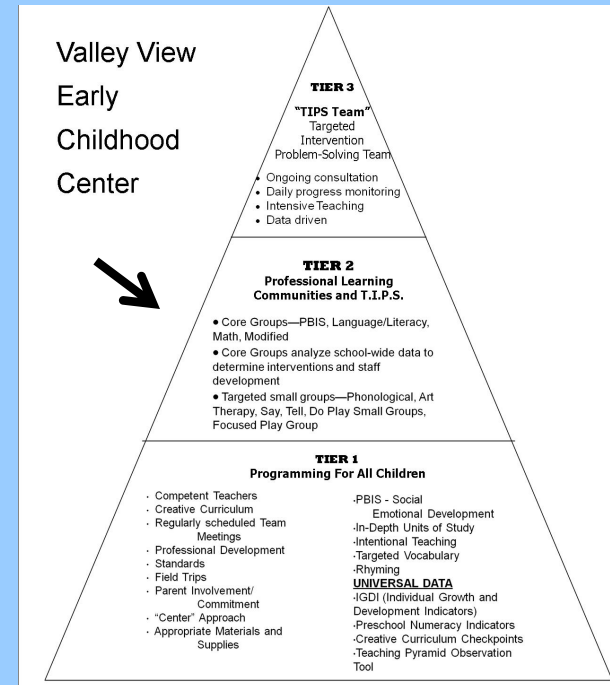
NAME	QC Fall	QC Spring	OC Fall	OC Spring	1:1 Fall	1:1 Spring	NN Fall	NN Spring
Bentley	18		13		13		7	
Julian	23		3		3		1	
Anabel	23		14		14		5	
Shawn	8						2	
Ryan	11		10		13		11	
Jesse	11		11		12		19	
Ryan	14		15				23	
Elijah	17		9		5			
Marhsean	19		39		20		21	
Riley	21		12		12		13	
Genesis	21		22		19		9	
Grant	22		29		20		21	
Matthew	23		12		14		14	
Yusuf	25		12		13		6	
Liam	29		12		12		17	
Ameila	29		39		20		20	
Estrella								
Jamie	23		14		8		3	
Kaleb								
Adrian	14		12		12		1	

What do we do for those students in Yellow?

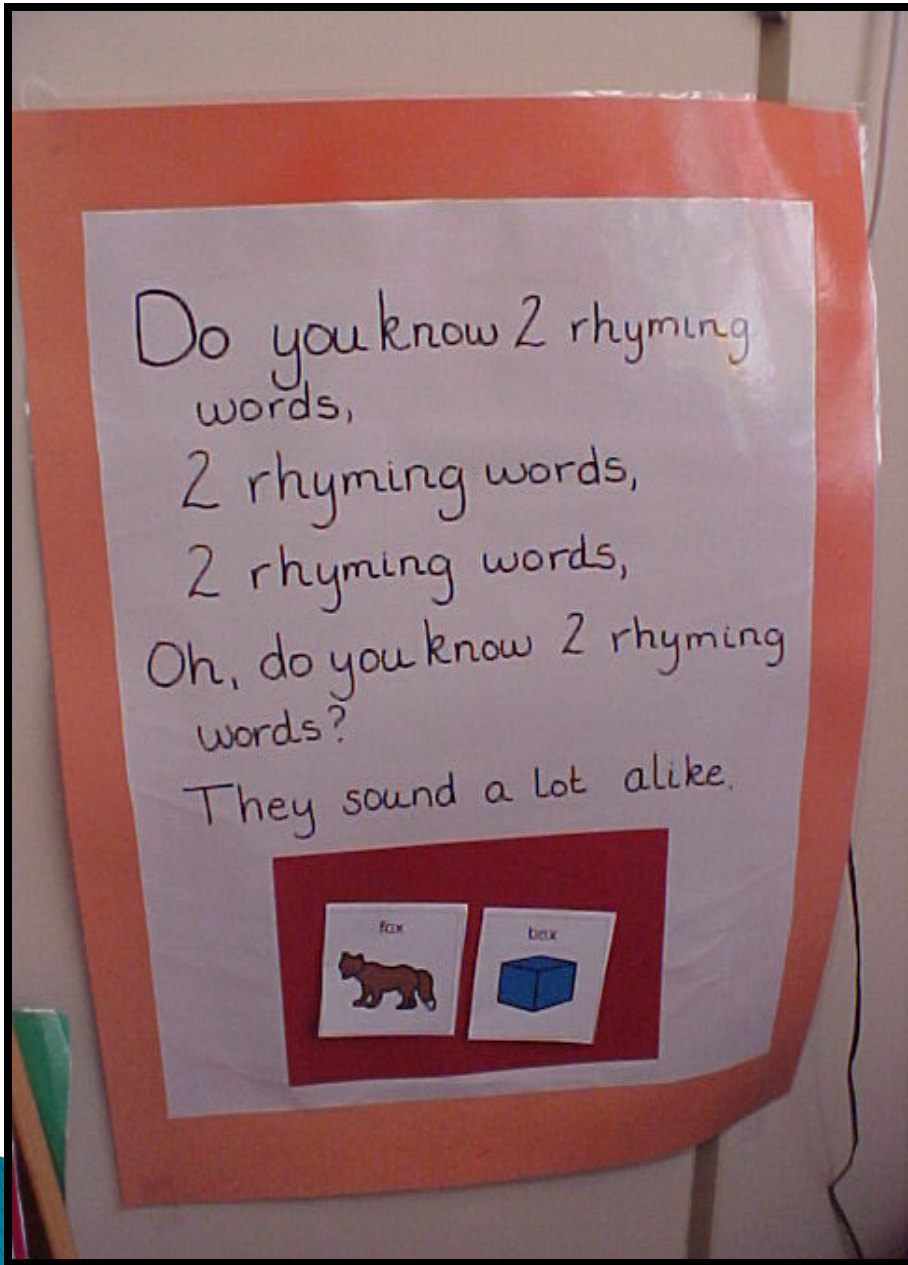


# Tier 2: Group and Embedded

- Explicit Instructional Approaches
  - Research-based curricula and instructional approaches
- Embedded Instructional Approaches
  - Environment arrangement
  - Curricular modifications
  - Peer support



Adapted from Vaughn, S.& Chard, D. (2006, Winter). Three-tier intervention research studies: Descriptions of two related projects. *Perspectives, The International Dyslexia Foundation*



*Cat in the Hat rhyming words*

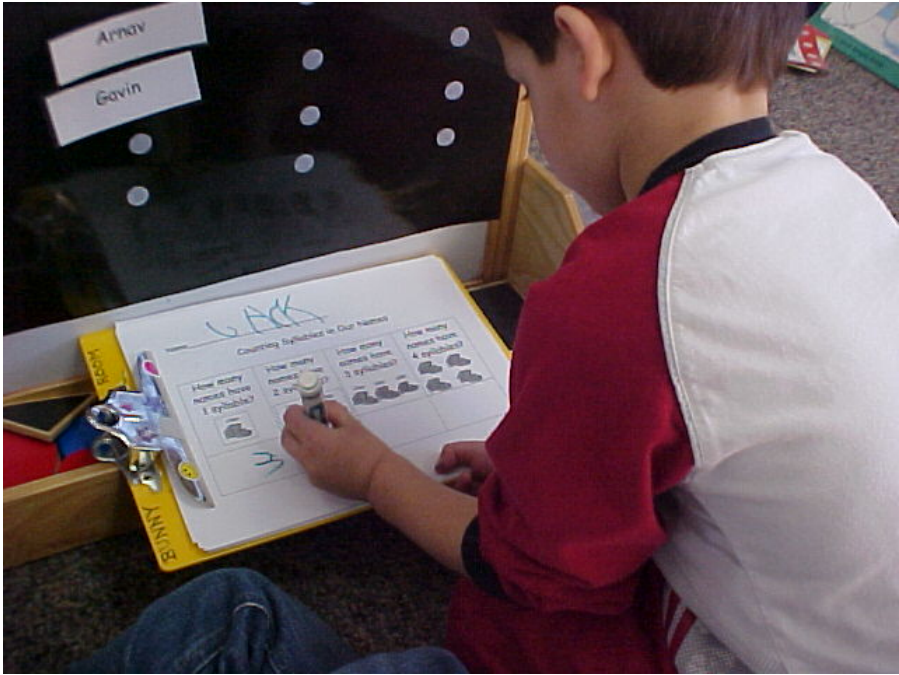




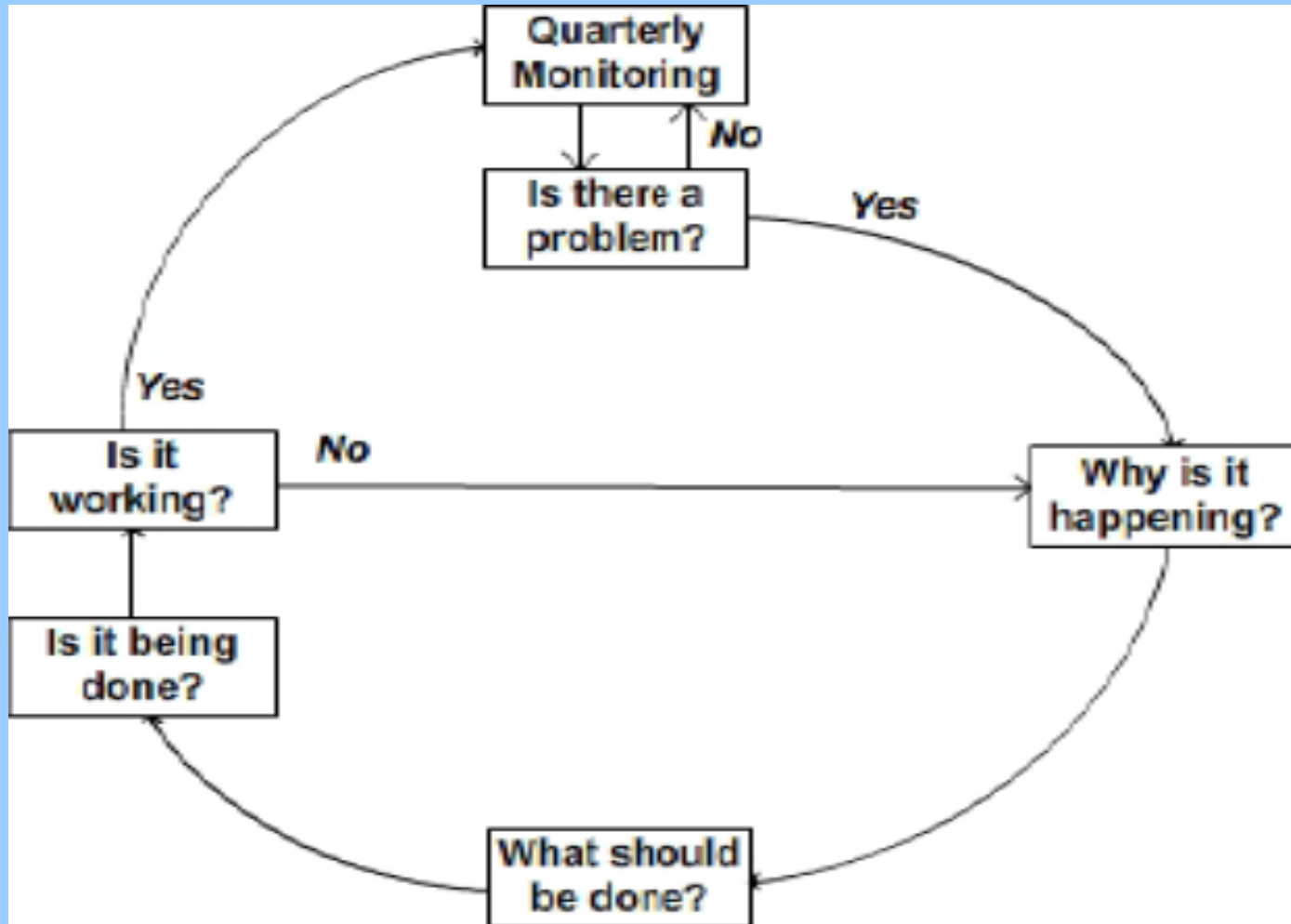


Clapping the syllables  
in our names

Recording how many  
names have 1, 2, 3,  
or 4 syllables



# Applying the Problem-Solving Model



# Benchmark Screening Snapshots of Specific Skills:



Individual Growth and  
Development Indicators (IGDIs)  
[myigdis.com](http://myigdis.com)

- Picture Naming
- Which One Doesn't Belong?
- Letter Naming
- Rhyming

Early Numeracy IGDIs or  
Primary Numeracy Indicators  
(PNIs)  
[myigdis.com](http://myigdis.com)

- Quantity Comparison, 1:1  
Correspondence, Oral  
Counting, Number Naming

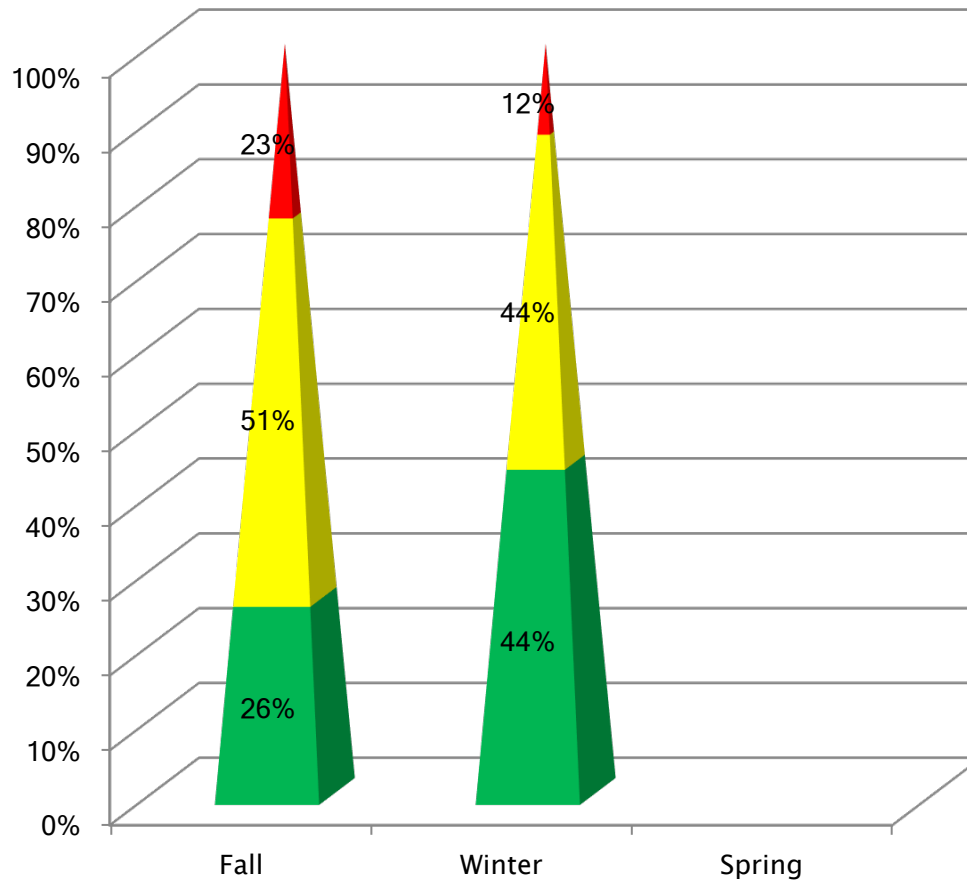


**VALLEY VIEW DISTRICT 365U  
EARLY CHILDHOOD CENTER**

**IGDI Word Analysis Correct & Incorrect & High Frequency  
Fall 09-10**

<b>Furniture</b>		<b>Household</b>		<b>Tools</b>	
<b>Correct</b>	<b>Incorrect</b>	<b>Correct</b>	<b>Incorrect</b>	<b>Correct</b>	<b>Incorrect</b>
bath tub	*bath tub	key		hammer	*hammer
bed	bed	lamp	lamp	ladder	ladder
couch	*couch	money	money	nails	*nails
sink	*sink	clock	*clock	paintbrush	*paintbrush
TV	TV	comb	*comb	shovel	*shovel
chair	chair	light bulb	light bulb		
		telephone	telephone		
		toilet paper	*toilet paper		
		toothbrush			
<b>Insects</b>		<b>Forest Animals</b>		<b>Ocean Life</b>	
<b>Correct</b>	<b>Incorrect</b>	<b>Correct</b>	<b>Incorrect</b>	<b>Correct</b>	<b>Incorrect</b>
Bee	Bee	frog	frog	starfish	starfish
spider	spider	snake	snake	fish	fish
butterfly	butterfly	squirrel	squirrel *		
worm	worm*	owl	owl*		
		rabbit	rabbit*		
		deer	deer*		
<b>Body Parts</b>		<b>Weather</b>		<b>Clothing</b>	
<b>Correct</b>	<b>Incorrect</b>	<b>Correct</b>	<b>Incorrect</b>	<b>Correct</b>	<b>Incorrect</b>
hand	hand	binoculars	Binoculars*	boot	boot*
eye		flower	flower	hat	
		rain	rain	jeans	
		leaf	leaf	purse	purse*
		umbrella	umbrella	belt	belt*
		lighting	lighting*	Shoes	
		rainbow	rainbow	Watch	watch*

# eC 3 Picture Naming 2013-14

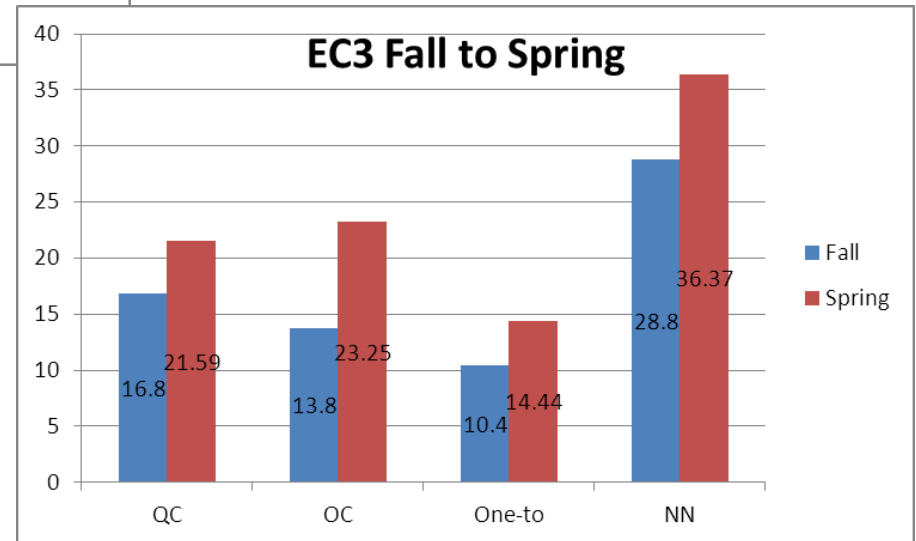
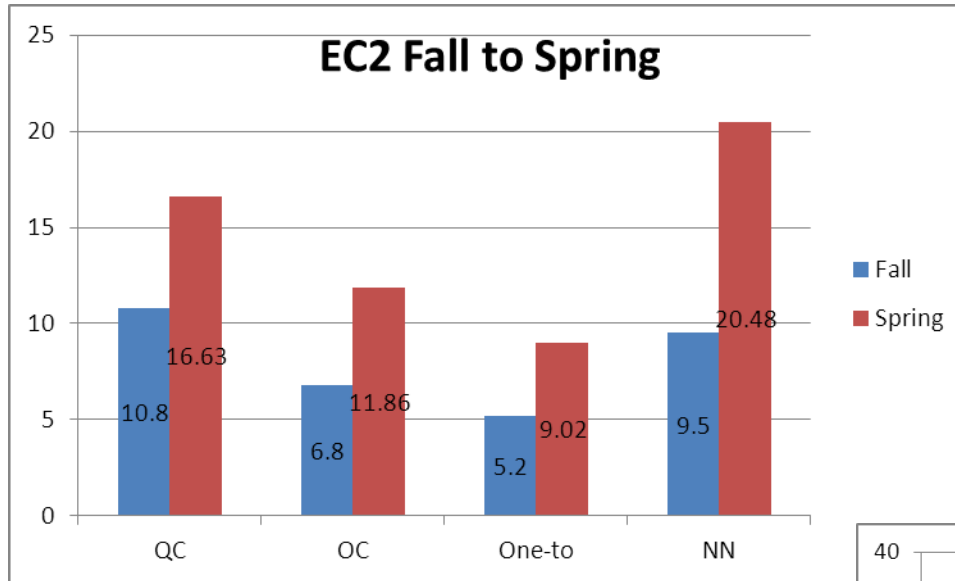


	Fall	Winter	Spring
Tier 1	26%	44%	
Tier 2	51%	44%	
Tier 3	23%	12%	

# of students	Fall	Winter	Spring
Tier 1	30	50	
Tier 2	59	51	
Tier 3	27	14	

- Tier 3
- Tier 2
- Tier 1

# Preschool Numeracy Data





# One book -after 2 week intervention Comparative Results

VOCABULARY

SAY - TELL - DO - Play + Knows - Does not know

	JJ	Oliver	Angela
Knife	+ / +	+ / +	+ / +
Spread	- / -	+ / -	+ / -
bake	- / -	+ / +	+ / +
crack	+ / -	+ / -	- / -
eat	+ / +	+ / +	+ / +
sandwich	+ / +	+ / +	+ / -
dough	+ / -	+ / -	+ / -
slice	+ / -	+ / -	- / -
oven	- / -	+ / +	+ / +
Knead	+ / -	+ / -	+ / -
RECEPTIVE	70%	100%	80%
EXPRESSIVE	30%	50%	40%

VOCABULARY

SAY - TELL - Do - Play + Knows - Not Know

POST TEST

Pre-Post Data STUDENT

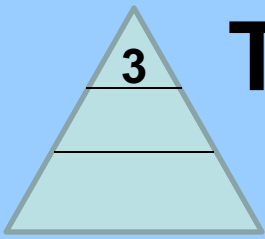
	JJ	Oliver	Angela
Knife	+ / +	+ / +	+ / +
Spread	+ / +	+ / +	+ / -
bake	+ / -	+ / +	+ / -
crack	+ / +	+ / +	+ / +
eat	+ / +	+ / +	+ / +
sandwich	+ / +	+ / +	+ / +
dough	+ / +	+ / +	+ / +
slice	+ / -	+ / +	+ / -
oven	+ / -	+ / +	+ / +
Knead	+ / +	+ / +	+ / -
RECEPTIVE	100%	100%	100%
EXPRESSIVE	70%	100%	60%

Book: Peanut & Jelly

# Example of VVECC Classroom Data:

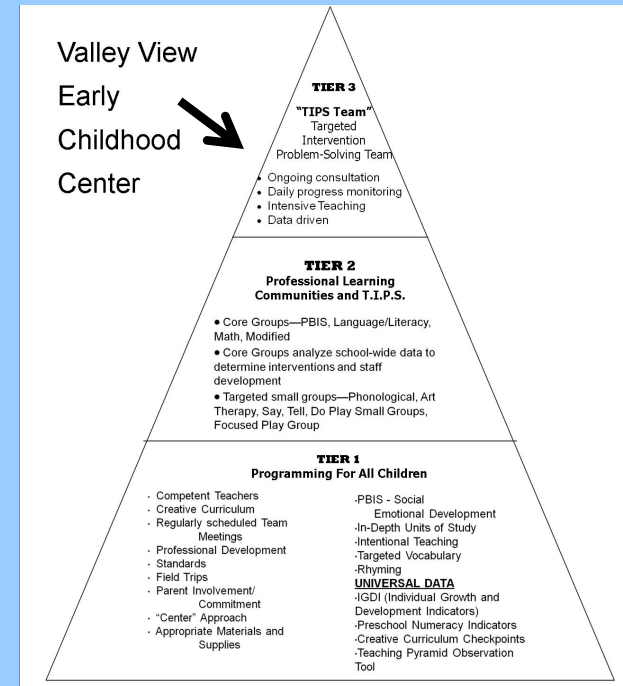
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Julian	23		3		3		1	
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Shawn	8						2	
Ryan	11		10		13		11	
Jesse	11		11		12		19	
Ryan	14		15				23	
Elijah	17		9		5			
Marhsean	19		39		20		21	
Riley	21		12		12		13	
Genesis	21		22		19		9	
Grant	22		29		20		21	
Matthew	23		12		14		14	
Yusuf	25		12		13		6	
Liam	29		12		12		17	
Ameila	29		39		20		20	
Estrella								
Jamie	23		14		8		3	
Kaleb								
Adrian	14		12		12		1	

What do we do for those students in Red?



# Tier 3: Intensive, Individualized Interventions

- Children with marked difficulties in meeting benchmarks and who have not benefited from Tier 2 interventions
- Goals are carefully designed and implemented, explicit and systematic instruction
- Expanded team of professional and parents develop more intensive plans and supports
- More frequent progress monitoring



Adapted from Vaughn, S.& Chard, D. (2006, Winter). Three-tier intervention research studies: Descriptions of two related projects. *Perspectives, The International Dyslexia Foundation*





Individualized instruction with ongoing progress monitoring as well as outside consultation and support to the classroom.

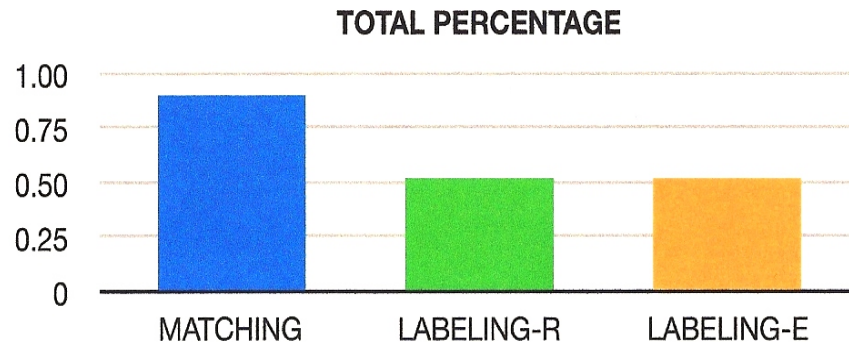
# CAMERON HALL LETTER DATA

	MATCHING-1	MATCHING-2	MATCHING-3	LABELING R-1	LABELING R-2	LABELING R-3	LABELING E-1	LABELING E-2	LABELING E-3	TOTAL
DATE	5/19-5/23	5/26-5/30	6/2-6/6	5/19-5/23	5/26-5/30	6/2-6/6	5/19-5/23	5/26-5/30	6/2-6/6	9 DAYS

## LETTER

C	90%	100%	100%	100%	100%	100%	100%	100%	100%	96%	98%
A	87%	88%	100%	53%	73%	84%	35%	47%	41%	68%	
M	65%	88%	96%	0%	27%	68%	5%	40%	37%	47%	
E	81%	82%	96%	47%	45%	55%	60%	27%	19%	57%	
R	87%	94%	100%	13%	77%	77%	0%	60%	37%	61%	
O	100%	100%	100%	100%	100%	100%	100%	93%	78%	97%	
N	71%	88%	96%	13%	100%	87%	0%	93%	52%	67%	
<b>TOTALS</b>	<b>83%</b>	<b>91%</b>	<b>98%</b>	<b>47%</b>	<b>75%</b>	<b>82%</b>	<b>43%</b>	<b>66%</b>	<b>51%</b>	<b>71%</b>	

CATEGORY	PERCENTAGE
MATCHING	91%
LABELING-R	68%
LABELING-E	53%
TOTAL	71%



## Individual Child Activity Matrix

Child's Name: Jesse Date: 10/4/04

Teacher or Classroom: \_\_\_\_\_

	Target Behavior 1 * Will answer questions from peers	Target Behavior 2 Will touch and count up to 5 objects	Target Behavior 3 Will follow routine directions given to group	Target Behavior 4 Will answer comprehension questions when looking at storybook	Target Behavior 5 Will drink from cup
<b>Schedule**</b>					
Arrival			X		
Free choice				X	
Class meeting	X		X		
Small group	X	X			
Outdoor time		X			
Snack		X			X
Story and music				X	
Departure	X		X		

\*Individual children will have varying numbers of target behaviors that are currently identified for instruction. Simply make the matrix larger or smaller as needed to address the individual child's plan.

\*\*This is a sample schedule. Teachers and classrooms will write in their own schedule of activities and routines.

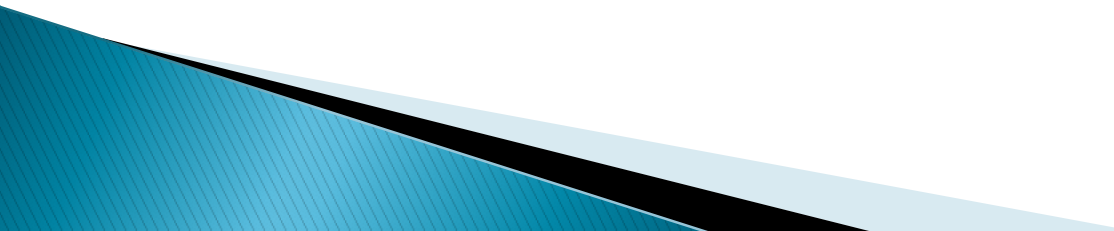
***Permission to copy not required-distribution encouraged***

Sandall, S., Giacomini, J., Smith, B.J., & Hemmeter, M.L., (Eds.). (2008). *DEC recommended practices toolkits* [CD-ROM]. Missoula, MT: Division for Early Childhood of the Council for Exceptional Children.



# How To Make IT Happen.....

## **A Key to a Successful Program is Focusing the Overall System**


- Understand what staff already know
  - Build a foundational system of belief, values and best practices which include all staff in the process
  - Identify Program Expectations
  - Create a Universal Building Leadership Team representing all staff and families
  - Evaluate school wide information and secure Professional Development on one topic for a minimum of a year.
  - Analyze schoolwide and individual data in Professional Learning Communities with all staff involved.
- 

# Valley View Professional Learning Communities

## 3 years of accomplishments

### Curriculum

- Enhance vocabulary = 10 from unit and 10 from general, pre/post test students
- Investigated rhyming materials – Fee, Fie, Phonemics
- Selected ECERS for environment expectations
- Selected quality books for classrooms
- Literacy continuum – what does it look like in the classroom?
- Shared reading- 10 min. a day



Building Leadership  
Team Coordinates  
Activities

### Parent Involvement

- Facilitate field trips to learn about community
- Designated monthly activities (focus groups, workshops on potty training, speech, behavior and Welcome to EC
- “Family Systems Seminar”
- Creating home activity sheets to go with focused units of study

### Positive Behavior Intervention Strategies

- Center for Social Emotional Foundation trainings for 2 years with consultant
- School-wide expectations
- Developed cool tools
- PBIS-self assessment
- Purchased social emotional materials
- Art Therapist contracted for social emotional development through art media.

### Data Analysis

- Analyzed IGDI for vocabulary was lacking school-wide
- Purchased materials/books
- Analyzed data by class
- ECERS monitored ratings data
- Compared IGDI with IELDS and Teaching Strategies Gold Assessment

## RESOURCES-What's Needed in a Quality Preschool Program for Student Success

- The Division for Early Childhood of the Council for Exceptional Children (DEC), National Association for the Education of Young Children (NAEYC), & National Head Start Association (NHSA). 2013. "Frameworks for Response to Intervention in Early Childhood: Description and Implications."
- Greenwood, C.R. , Bradfield, T., Kaminski, R., Linas,M., Carta, J. and Nylander, D.( 2011, May) "The Response to Intervention (RTI) Approach in Early Childhood". *Focus On Exceptional Children Journal*. Vol 43. No. 9 Copyright @ Love Publishing
- My IGDI's (Individual Growth & Development Indicators) in Early Childhood [www.myigdis.com](http://www.myigdis.com) for language, literacy and math.
- RTI Network, What is it and RTI in Prekindergarten . [www.RTINetwork.org](http://www.RTINetwork.org)
- **Preschool Outcomes for Kindergarten Success**, Dr. Susan Landry, Children's Learning Institute, The University of Texas
- **"Embedding Instruction to Support Early Learning in Response to Intervention Frameworks"** Snyder, Hemmeter et al (2012)
- **"Say, Tell, Do, Play"** K. Rosco, <http://prod.ereadohio.org/swi/>



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