Implementing Tier 2/3 Interventions in Preschool

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10:15 – 11:30

Core EC Principles that align with MTSS

• Holistic view of child development
• Importance of early intervention
• Importance of providing supports and services in naturalistic settings
• Critical contribution of parents and families to the success of a child
• Need for multi-dimensional authentic assessments that can identify the child’s strengths and needs over time.

Core Features of the Kansas MTSS Integrated Model

Key Features of Kansas MTSS

• Tiered instruction and intervention
• High-quality, evidence-based curriculum and instruction
• Ongoing student assessment and progress monitoring
• Family involvement
• Community Collaboration

Why consider MTSS in Preschool?

• Early childhood experiences play a key role in readiness for kindergarten
• 3 and 4 year olds who attend high quality preschools are more successful
• The gap between children with less exposure to literacy, numeracy and social skills can be narrowed before kindergarten.
• Core EC principles align with EC recommended practices

Greenwood et al. 2011

Coleman, 2009
Tier 1 Preschool Curriculum & Instruction

- Use of a comprehensive, research-based curriculum aligned with the Kansas Early Learning Standards
- Rich learning environments (literacy, math, social, language)
- Developmentally appropriate balance between child-directed and teacher-directed activities
- Core Instruction is provided in large, small and individual group sizes.

Tier 1 Preschool Literacy Core Curriculum

- Literacy and Language-Rich Classroom Environment
- Literacy Curriculum addresses 1) Phonological Awareness, 2) Oral Language, 3) Alphabet Knowledge, 4) Print Awareness and includes:
  - Daily Shared Book Reading (dialogic reading and print referencing strategies used)
  - Explicit Vocabulary Instruction
  - Writing

Tier 1 Preschool Core Curriculum

- Math-Rich Classroom Environment
- Math Curriculum addresses:
  - Counting and Cardinality
  - Operations and Algebraic Thinking
  - Measurement and Data Analysis
  - Geometry

Tier 1 Preschool Social/Behavior Core Curriculum

- School-wide expectation matrix (expectations explicitly defined for each school setting and taught)
- Specific social skills instruction based on evidence-based curriculum
- Use of a school-wide acknowledgement system

Tier 2/3

- What is a protocol?
  - For what purposes are protocols used in education?
  - For what purposes are protocols used in MTSS?
A protocol is a set of step-by-step guidelines used by educators to structure professional conversations or learning experiences to ensure that meeting, planning, or group-collaboration time is used efficiently, purposefully, and productively when making curriculum and instruction decisions.

(Educational Reform, 2013)

Applying Protocols to Tier 2/3

The Kansas MTSS Model

Hybrid Approach
  – Standard Protocol of Interventions first, then
  – Problem Solving

Differentiation is not Tier 2/3

Identifying Students for Tier 2/3 Interventions

- Literacy and Mathematics – children are identified by universal screener
- Social/Behavior – children are identified through combination of universal screener, BIR, and attendance data.

Tier 2: Preschool Literacy and/or Mathematics Example 1

- Small group (3 to 4 students) targeted instruction 2 to 3 times per week for 10-15 minutes, and
- Participation in targeted centers 2 to 3 times per week.
Tier 2: Preschool Literacy and Mathematics – Example 2

- 8 documented embedded learning opportunities per day on targeted skills, and
- participation in targeted centers 2 to 3 times per week.

<table>
<thead>
<tr>
<th>Embedded Learning Matrix/Record</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrival</strong></td>
</tr>
<tr>
<td>Recall questions (Oral Language)</td>
</tr>
<tr>
<td>Describe function of objects (Vocabulary)</td>
</tr>
</tbody>
</table>

Tier 2: Social Behavior

- Whole class interventions built into the daily routine, or
- Small group instruction on specific social skills, and/or
- Participation in targeted activities with adult facilitation of specific social skills

Tier 3: Preschool Literacy and Mathematics Example 1

- Small group (1 to 2 students) 4 to 5 times per week for 10 – 15 minutes, and
- Participation in targeted centers 3 to 4 times per week

Tier 3: Preschool Literacy and Mathematics Example 2

- 12 documented embedded learning opportunities per day on targeted skills, and
- Participation in targeted centers 2 to 3 times per week.
Tier 3: Preschool Social Behavior

Individually designed interventions based on the function of the behavior

www.ksdetasn.org/mtss

Tier 2 Protocol Early Literacy

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Data Entry Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabet Knowledge/PA</td>
<td>Neuhau Language and Literacy for Young Learners (small group; 3-4 kids per group, 3 time per week)</td>
<td>MYIGDI Literacy + (yellow)</td>
<td>Mastery Monitoring</td>
<td>MYIGDI Literacy + green</td>
<td>MYIGDI Literacy + green</td>
<td></td>
</tr>
</tbody>
</table>

Tier 2 Protocol Early Mathematics

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
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<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counting and Cardinality</td>
<td>Engage New York Module 1 (small group; 3-4 kids per group, 3 time per week)</td>
<td>MYIGDI Early Numeracy (yellow)</td>
<td>Mastery Monitoring</td>
<td>MYIGDI Early Numeracy (green)</td>
<td>MYIGDI Early Numeracy (green)</td>
<td></td>
</tr>
</tbody>
</table>

Tier 2 Protocol Social Behavior

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<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Development</td>
<td>Check-in/Check-out</td>
<td>ASQ-SE - yellow BIR - Yellow</td>
<td>Mastery Monitoring</td>
<td>ASQ-SE - green BIR - green</td>
<td>ASQ-SE - green BIR - green</td>
<td></td>
</tr>
</tbody>
</table>

Literacy Tier 2/3 Interventions

Two areas of Intervention
1. Oral Language / Vocabulary
2. Phonological Awareness and Alphabet Knowledge

Comprehensive Intervention
- Oral Language/vocabulary
- Phonological awareness
- Alphabet knowledge

www.ksdetasn.org/mtss

Read It Again- Pre-K

Read It Again-PreK!
A Preschool Curriculum Supplement to Promote Language and Literacy Foundations

https://earlychildhood.ohio.edu/research/practice/read-it-again-prek/
After Reading: Vocabulary
Learning Objective 2: To understand and use words for unfamiliar actions (verbs). Target Words: begging, heeling, walking, shaking, sitting
1. Tell the children: Let’s talk about all the things that Clifford did in this book. Turn to the beginning of the book and open to the first page.
2. Show the children each page and ask: What is Clifford doing? Allow individual children to provide their own responses, but follow these with model responses that use the target words. For example, on the first page, you might say: Clifford is begging for food. Begging is an animal does when he wants something, like food. You can see by the picture he wants the food. What is he doing here? (Give children a chance to answer.) Repeat their answer or say again: He is begging for food. Be sure to model each target word and its meaning.

http://www.br ookespublishing.com/PAVEd-for-Success-P250.aspx

www.ksdetasn.org/mtss

PAVEd for Success/Oral Language

Daily Shared Book Reading

Interactive Book Reading
– Dialogic Reading
– Florida Strategies
– PAVEd strategies


www.ksdetasn.org/mtss

Story Friends


www.ksdetasn.org/mtss
**Language and Literacy for Young Learners Kit #1 & 2**

[Image](https://community.neuhaus.org/eStore?nccsm=21&__nccspID=1093)

[Image](https://community.neuhaus.org/eStore?nccsm=21&__nccspID=903)

**Other Ideas**

[Image](https://www.ksdetasn.org/mtss)

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**Mathematics Tier 2/3 Interventions**

Intervention focused on Number Core;
- Number word sequence,
- 1 to 1 correspondence,
- Cardinality
- Object and order irrelevance

[Image](https://www.ksdetasn.org/mtss)

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**Number Worlds**

[Image](https://www.mheonline.com/numberworlds/product)

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**Engage New York – Module 1**

Engage New York
[https://www.engageny.org/resource/prekindergarten-mathematics-module-1](https://www.engageny.org/resource/prekindergarten-mathematics-module-1)

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**Big Ideas Strategies in Small Group Instruction**

[Image](https://www.ksdetasn.org/mtss)
Reteach Number Core from Curriculum

Other Ideas

Social Behavior Tier 2/3 Interventions
Intervention focused on
—Attendance
—Character Development
—Personal Development
—Social Skills Development

Attendance

Tier 2 Social/Behavior
• Strengthen Tier 1 Supports
  — Fidelity Checklist for Tier 1 Universal Classroom Practices
• Focused Tier 1 Supports for Individual children

Fidelity Checklist for Tier 1 Universal Practices
Conflict Resolution - Solution Kit

Problem Solving Steps

1. What is my problem?
2. Think, think, think of some solutions
3. What would happen if...? Would it be safe? Would it be fair? How would everyone feel?
4. Give it a try!

Tucker the Turtle

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.

Relaxation Thermometer
Friendship Skills

Tier 3 Behavior/Social

MTSS Early Childhood Structuring Guides for Literacy, Math and Social/Behavior
https://www.ksdetasn.org/mtss/structuring-guides

MTSS Early Childhood Implementation Guides for Literacy, Math and Social/Behavior
https://www.ksdetasn.org/mtss/implementatio

Questions?