

Recognition & Response: Implementation Issues



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Goals for this Webinar

- Consider how strategic planning is used to support implementation
- Understand key decisions that will need to be made
- Identify resources & infrastructure supports necessary to implement R&R

Implementation: What are the key issues?



Let's Recall

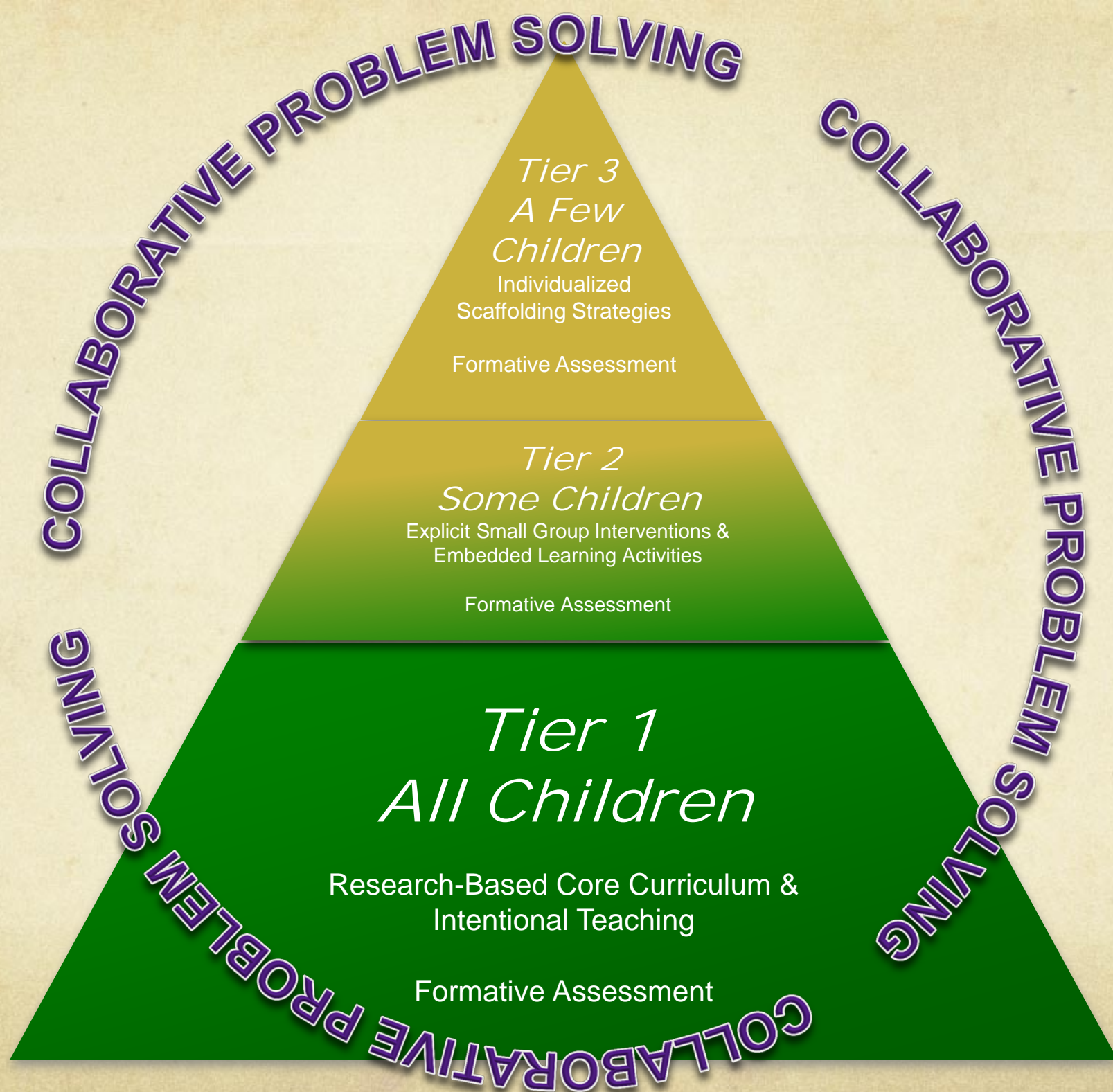
- Use of RTI in pre-k is an emerging practice
- There are no explicit federal policies guiding the use of RTI in pre-k
- There is little direct empirical evidence showing that this approach works in pre-k
- There are few research-based models, assessments, or interventions available

But RTI/R&R in Pre-K Looks Promising!



And Practice Can't Wait!





Step 1: Planning for Adoption

- Which programs & people should be involved?
- Where will RTI be introduced?
- How will decisions be made?
- How will information be communicated?
- What is the context for implementing a tiered approach in e.c. programs & classrooms?

Recommendation:
Ensure administrative buy-in,
support, & leadership

Recommendation:
Create a strategic planning
structure & process

Step 2: Make decisions related to implementation

- What assessment tools & methods will be used for formative assessment?
- What curriculum will be used for small-group instruction at Tier 2
- How will collaborative problem-solving be organized?

Recommendation:
Consider what curricula,
interventions, & assessments are
already in place

Recommendation:


Determine what aspects of learning and development will be the focus of the R&R approach

Recommendation:

Review the literature to find research-based curricula and instructional approaches for use at Tiers 1 & 2






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 **Early Childhood Education**

Reviews of early childhood education interventions examine the evidence of the effectiveness of center-based curricula and practices designed to improve children's school readiness.

Specifically, the WWC reviews studies that examine the impact of interventions on the following outcomes:

- Cognition
- Functional abilities
- Mathematics achievement
- Phonological processing
- Social-emotional development
- Early reading/writing
- Language competencies
- Oral language
- Print knowledge

Grade/Age Range: Preschoolers aged 3 to 5

Review Area(s): Early Childhood Education, Early Childhood Education for Children with Disabilities

Find what works
based on the evidence.

Handy Definitions

- ▼ *intervention report*
- ▼ *practice guide*
- ▼ *single study review*
- ▼ *quick review*
- ▼ *review protocol*
- ▼ *topic*

See the *full glossary* ►

Recommendation:
Determine if adjustments at Tier 1
are necessary

Recommendation:

Select a research-based curriculum
for use in Tier 2 small-group lessons

Recommendation:

Select an appropriate formative assessment tool & decide what criteria will be used to select target children at Tiers 2 & 3

Recommendation:

Determine what is feasible to support teachers' implementation & data-based decision-making

Recommendation:
**Determine the best way of
providing ongoing supports for
implementation**

Step 3: Planning for Implementation

Create an overall plan that includes:

- The assessments & curricular components
- A timeline showing when formative assessments & tiered interventions occur
- Criteria for selecting target children & evaluating progress
- Written implementation guidelines for implementation
- Checklists & forms to document assessment results & exposure to interventions

Step 3: Planning for Implementation

As well as...

- A plan for providing PD & ongoing supports
- A method to evaluate teacher proficiency in the assessment & instructional components
- A structure for collaborative problem-solving & information sharing
- Data that will be used to evaluate the program

Community Practice Meeting



Let's Review

- We identified issues related to implementation.
- We discussed strategies related to adoption & planning necessary to support implementation.
- We discussed key decisions that need to be made related to the assessment and instructional components.
- We looked at an example of collaborative problem-solving within R&R.

What will you do with the
information you gained?



References

- Buyse, V., Peisner-Feinberg, E., Soukakou, E., LaForett, D., Fettig, A., & Schaaf, J. (2013). Recognition & Response: A model of RTI to promote academic learning in early education. In Buyse, V., & Peisner-Feinberg, E. (Eds.). *Handbook for Response to Intervention in early childhood* (pp.69-84). Baltimore, MD: Brookes.
- Buyse, V., Peisner-Feinberg, E. (2013). Response to Intervention: Conceptual foundations for the early childhood field. In Buyse, V., & Peisner-Feinberg, E. (Eds.). *Handbook for Response to Intervention in early childhood* (pp.3-26). Baltimore, MD: Brookes

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Recognition & Response

RTI for Pre-K

What is R&R?

R&R is a tiered model for pre-k based on Response to Intervention (RTI), designed to provide high quality instruction and targeted interventions that are matched to children's learning needs.

How does R&R work?

The recognition component of R&R involves universal screening of all children and progress monitoring of those who require additional supports to learn. The response component provides an effective core curriculum, intentional teaching and targeted interventions. Collaborative problem-solving offers a process by which teachers, parents and specialists can work together to plan and evaluate instruction at all tiers.

Who is R&R designed to help?

All children. Through R&R, teachers provide core support by gathering information on all children to gauge and improve the quality of their instruction.

Some children. Through R&R, teachers provide strategic support for some children by recognizing signs of learning difficulties and providing small-group interventions and embedded activities targeting particular skills.

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