Kansas Multi-Tier System of Supports
Preschool Implementation Updates
2014

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TASN-KITS
Preschool MTSS Implementation Updates

• What’s New: Assessment Tools
• Impacts to Preschool Implementation
• T2/T3 Curricula in Development
• General Discussion/Questions
Stop and Plan

As we go through this information think about:

• Who else needs this info?
• How will I share with others
• How can I make sure my team understands that it is NOT APPROPRIATE to just push down the K-12 MTSS process to preschool?
CURRENT ASSESSMENT TOOLS
UNIVERSAL SCREENING
PROGRESS MONITORING
GENERAL OUTCOME MEASURES

• Preschool Early Literacy Indicators (PELI)
• mCLASS Circle- Phonological Awareness, Language and Literacy Screen (C-PALLS)
• myiGDIS Literacy + (2.0)
PRESCHOOL EARLY LITERACY INDICATORS (PELI)
PELI (Pre-K) Early Release Study

• Examining the data from the PELI early release to further validate PELI benchmark goals for both preschool (3- to 4-year-old) and pre-kindergarten (4- to 5-year-old) children.

• Visit website for full information on costs/training/requirements related to using this tool 2014-2015.
Preschool Early Literacy Indicators

• Ages 3-5 (preschool/Pre-K)
• Benchmark/Progress Monitoring
• Storybook-embedded Assessment
  – Alphabet knowledge
  – Phonemic awareness
  – Vocabulary/oral language
  – Comprehension

WWW.KANSASMTSS.ORG
Preschool Early Literacy Indicators (PELI)

- **Alphabet knowledge**
  - Name upper – lower case letters

- **Phonological Awareness**
  - Identify first syllable in two-syllable words
  - Identify first sound in single-syllable words
Preschool Early Literacy Indicators (PELI):

- Vocabulary/oral language
  - Name and tell about pictures
  - Retell story

- Comprehension
  - Answer questions about story
  - Make predictions and inferences
  - Recall details from story (CLOZE task)
mCLASS: Circle- Phonological Awareness, Language and Literacy Screen (C-PALLS)

• Author: Susan Landry

• Developed by The Children's Learning Institute at the University of Texas Health Science Center at Houston © 2009, 2013

• Vendor www.amplify.com
C-PALLS: Measures

• **Literacy - Letters** - A timed task that measures a child's alphabet knowledge

• **Literacy - Vocabulary** - A timed task that measures a child's vocabulary skills

• **Literacy - PA Composite** - A set of tasks that evaluate a child's skills in the areas of listening, rhyming, alliteration, words in a sentence, syllabication, and onset-rime
C-PALLS: Cut Points

• Color coded based upon the child's age at the time of assessment
  – 3 year olds represent either Proficient understanding (green) or Developing understanding (yellow)
  – 4 year olds represent either Proficient understanding (green) or Emerging understanding (red).
C-PALLS: T2/T3

• T2/T3 = Scores falling in the Developing and Emerging ranges
• Four-year-old children who score Emerging (red) are in more critical need of assistance than the three-year-old children who score Developing (yellow) because they will enter kindergarten the following year.
• These children receive recommendations for corresponding reinforcement activities
Author: Scott McConnell, University of Minnesota
Vendor: Early Learning Labs http://www.myigdis.com/

MYIGDIS LITERACY + (2.0)
myIGDIs Literacy +

• Universal Screening (benchmarks) Fall, Winter Spring
• 15 Items Per Subtest
• Takes approximately 1-2 minutes (but untimed)
myIGDIs 1.0 vs 2.0

- Previous implementation process used myIGDIs for Early Literacy 1st Edition
- Two subtests added:
  - Sound Identification, Which One Doesn’t Belong
- Psychometrics
  - Rasch Modeling & Item Response Theory
- Timed Portion Discontinued
myIGDIs Literacy + (2.0)

• Universal Screening (benchmarks) Fall, Winter, Spring

• Five measures in four domains
  – Oral Language (Picture Naming)
  – Phonological Analysis (Rhyming, Alliteration, First Sounds)
  – Alphabet Knowledge (Sound Identification)
  – Comprehension (Which One Doesn’t Belong)
The Difference Between Tier 2 and Tier 3 Instruction in Preschool

• Tier 2 statistics are too similar to T1 statistics to be as predictive as for school age
• Tier 3 is more predictive
• Take Away Point
  – Scores falling in T2 may or may not predict that a child will struggle in reading later on (50/50 chance)
  – Professional judgment must be used
myIGDIs Literacy +: Progress Monitoring

In Development

Assess child performance on both intervention-specific “mastery monitoring” skills and general outcome measures
Identify Materials to Monitor Mastery (weekly/bi-weekly)

• May be gathered from Tier 2 curriculum that has been identified and/or created by the Collaborative Team

Developing Talkers: PreK, Children’s Learning Institute
http://www.childrenslearninginstitute.org/our-programs/program-overview/TX-school-ready/developing-talkers/

My Read It Again – PreK! : The Ohio State University
http://www.myreaditagain.com/
To Review Curriculum
T1, T2, T3

What Works Clearing House website:
http://ies.ed.gov/ncee/wwc/
Early Literacy Curriculum T1/T2

• Story Champs- Multi-tiered Language/Comprehension curriculum
• Author: Trina Spencer
• Vendor: Language Dynamics Group
• http://www.languagedynamicsgroup.com/storychamps.html
Early Literacy Curriculum T1/T2

• Read It Again Pre-K- Early Literacy/Repeated Story Book Reading
• Author: Laura Justice
• Vendor: Free for download
• http://www.myreaditagain.com/
Curriculum In Development: T2/T3 CRTIEC

• PAth to Literacy: Phonological awareness and alphabet knowledge

• Story Friends Series: Language and comprehension intervention

These curricula will include: mastery monitoring probes, unit tests, basic concept tests. Story Friends Series also includes “Assessment of Story Comprehension (ASC)"

WWW.KANSASMTSS.ORG
Curriculum In Development: T3 Dynamic Measurement Group

- Reading Ready-Early Language
- Reading Ready- Early Literacy
- Author: Ruth Kaminski

These interventions include aligned training materials and measurement tools
How Often, How Long, What Context?

• T2 & T3 are additive in nature
  – Provide increased opportunities for explicit practice and corrective feedback

• Context Matters
  – Most often carried out in small groups or 1-on-one in learning center activities
  – In all cases the activities should be short (10-15 minutes or shorter) game like and fun.
  – May be repeated and SHOULD be reinforced through embedded instruction
Example T2/T3 Targets

Oral Language

• Build core vocabulary by selecting a few target words (3-5) per week.
• Teach words that can help lengthen communicative exchanges such as “open, big, build.”
• Identify target words that children use as a part of classroom activities such as “crayons, block center, paint,” or words that help follow routines such as “clean up, morning circle, etc.”
• Identify target words from storybooks used in Tier 1, focusing on more basic words, rather than the words identified as part of core instruction.
• Use vocabulary lists that identify the most frequently used words by children at various ages such as:
  – [www.aseba.org/research/language.html](http://www.aseba.org/research/language.html)
Example T2/T3 Targets
Phonological Awareness

• Identification of sounds in the environment.
• Participation in saying, matching, and producing words that rhyme.
• Matching then producing initial sounds in words.
• Identifying how many words can be heard in short sentences.
• Dividing then blending words at the syllable level.
• Dividing then blending onset (initial consonant sound) and rime (vowel and remaining rest of the syllable), visually.

(Adapted from Project REEL; Sandefur, Warren, Gamble, and Hicks, 2006)
Early Numeracy
Early Numeracy- Math Measures

myIGDIs Early Numeracy
universal screening & progress monitoring

mCLASS: CIRCLE
universal screening & progress monitoring
myIGDIs Early Numeracy

- Oral counting
- Number naming
- Quantity comparison
- One-to-one correspondence counting
mCLASS: CIRCLE Math

- Counting
- Shape naming
- Operations
- Number identification
- Shape discrimination
Questions?

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