

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

WWW.KANSASMTSS.ORG



GENERAL OUTCOME MEASURES

- Preschool Early Literacy Indicators (PELI)
- mCLASS Circle- Phonological Awareness, Language and Literacy Screen (C-PALLS)
- myiGDIS Literacy + (2.0)



Author: Ruth Kaminski

Vendor: Dynamic Measurement Group http://dibels.org/ann_peli.html

PRESCHOOL EARLY LITERACY INDICATORS (PELI)



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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



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)



WWW.KANSASMTSS.ORG



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/](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/>

WWW.KANSASMTSS.ORG



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)”



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:
 - <http://teachmetotalk.com/2008/02/12/first-100-words-advancing-your-toddlers-vocabulary-with-words-and-signs/>
 - <http://www.momswhothink.com/reading/list-of-verbs.html>
 - 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

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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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