
The Integration of Preschool Programs into School-Based MTSS



Strengthening Reading Ability from
Start to Finish



Second choice title...

“MTSS in the Wild Wild West”



In the beginning...

- The MTSS Core Team was charged with the challenge of integrating preschool into the MTSS framework
- This posed a challenge because of limited research and proven models to work from



“So we set to pondering...”

- Our initial ideas – create a preschool leadership team
- Used this type of model in the first year of pilot activities



*“Falling off the saddle is hard
on the backside, and harder
still on the pride.”*

-Cowboy Joe



What was tried: Lessons learned

- Three pilot programs
- 2 which gave up half way through the process
- 1 that continued, but struggled to fully implement



Back in the saddle...

- Enlisted more pilot sites
 - Wichita, McPherson, Lecompton ...
 - Emphasis
 - Integration with elementary building leadership team



“Way out yonder there was a school...”

- Meade Elementary/Junior High School
 - Agreed to work with the Kansas MTSS Core team as a pilot program (2010-Present)
 - Agreed to include on-site preschool program as a “grade level” in their overall structure
 - Identified curriculum, assessment and instructional practices for preschool through 8th grade



“Starting upright in the saddle”

- Year 1 Structuring Activities
 - Building Leadership Team Formed
 - Preschool Representation Solicited*
 - Formal MTSS Training Conducted



Application of MTSS to Preschool Programs

- Leadership teams must understand...
 - Appropriate practices for young children and how that differs from K-12
 - The relative “newness” of early childhood research creates some challenges
 - Read the guidance materials and adjust terminology to reflect preschool as appropriate



Focus Of a Preschool MTSS

- Evidence Based Core Curriculum
 - Supporting emergent literacy skills including oral language, phonological awareness, alphabet knowledge, print awareness
- Evidence Based Instructional Strategies
 - Intentional teaching and differentiated instruction within small flexible groups, learning centers. embedded learning opportunities



Focus Of a Preschool MTSS

continued

- Universal Screening/Progress Monitoring
 - General Outcome Measures (similar to CBM) that measure accuracy and fluency
 - Assess emergent literacy indicators that are predictive/precursor skills to five essential reading skills
 - Used in conjunction with other information for the purpose of making instructional decisions



Objectives of Structuring

Complete the Decision Making Notebook by:

1. Completing Comprehensive Assessment Plan

- Select assessment for universal screener and progress monitoring
- Select screener for the Diagnostic Process (K-12)

2. Selecting a model of instruction for intervention

3. Creating a master schedule



Objectives of Structuring (cont'd)

4. Completing the Curriculum Protocol

- Determine the core curriculum (PreK-6)
- Determine common vocabulary/comprehension strategies for core (7-12)
- Determine appropriate curriculum for interventions

5. Completing a Professional Development Plan

6. Developing an Action Plan



Assessment

Finalize the Comprehensive
Assessment Plan



Comprehensive Assessment Plan

Comprehensive Assessment Plan - Reading

Universal Screening Assessment				
Assessment Used	Grades	Decision Rules or Cut Points	Areas Assessed	Who is responsible for administration

Progress Monitoring of Intervention		
Assessment Used	Which Students & Grades	Decision Rules

Diagnostic Processes and Assessments				
Assessment Used	Which Students & Grades	Decision Rules	Areas Assessed	Who is responsible for administration

Progress Monitoring of Core Instruction			
Assessment Used	Which Students & Grades	Areas Assessed	Who is responsible for administration

Selecting a Universal Screener

- “Simple” tasks predict complex reading skills very well---especially if the measures reflect accuracy and speed.”
- “What is tested is simpler than what is taught: Both foundational skills and comprehension will need to be taught, even though comprehension may not be tested thoroughly.”

(Moats, 2005)



Universal Screening

EXAMPLES	USE	PURPOSE	QUESTIONS
<ul style="list-style-type: none"> •DIBELS Next (K-6) •AIMSWEB (K-8) •myIGDIs (Preschool) •mClass: C-PALLS . (Preschool) •Get Ready to Read - Revised(Preschool) •PALS-PreK 	<p>identify children who need more intense assessment to determine the potential for intervention.</p> <p>Secondary source for instructional planning</p>	<p>“First Alert”</p>	<p>Who is at risk?</p> <p>Who may need additional assistance?</p> <p>Who needs close monitoring?</p> <p>What might they need?</p>

Universal Screening for Preschool

- Two General Outcome Measures (GOMs) available at this time
 - myIGDIS – also referred to as “Get It, Got It, Go: Individual Growth and Development Indicators- Early Literacy (IGDIs-EL)
 - mClass CIRCLE Phonological Awareness and Language Literacy System (mClass CIRCLE: C-PALLS)



Universal Screening Tool Selected- K-8

- Aimsweb
- When it was purchased
- Who looked it over



Universal Screening Tool Selected- Preschool

- myIGDIs
- When it was purchased
- Who looked it over



Once the Universal Screening Tool was selected....



Diagnostic Process and Assessment K-12

EXAMPLES	USE	PURPOSE	QUESTIONS
<ul style="list-style-type: none"> •QPS •PAST •GORT IV •PALS •CTOPP 	use information to plan instruction, including intensive intervention strategies.	“In-depth View”	<p>What are the strengths? The weaknesses? Are other students exhibiting similar profiles?</p>



Diagnostic Process for Reading to Determine Instructional Focus (K-12)

- Students are placed in groups according to performance patterns for nonsense word fluency
- Students are placed in groups according to accuracy and fluency scores for phoneme segmentation
- Students in grades 9-12 not reaching benchmark or the 25th percentile on eighth grade maze passages will be given oral reading fluency passages to begin the diagnostic process



Oral Reading Grouping Sort

Group 1: Accurate and Fluent	Group 2: Accurate but Slow
Group 3: Accurate and Slow	Group 4: Inaccurate but Fluent



Curriculum

WWW.KANSASMTSS.ORG



Curriculum

- Curriculum is what we teach
- In the Structuring Guide, the focus of Curriculum is on determining the degree to which the content and sequence of skills is understood within and across each grade level and represented in the selection of materials.



Preschool Core Curriculum should...

- Be evidence-based/intentionally taught
- Support the development of the “whole-child”
- Provide integrated learning experiences that include opportunities for both teacher directed and child initiated learning
- Include instruction through large/small groups, learning centers, free play, routines



Preschool Core Curriculum should...

- Provide an appropriate scope and sequence outlining a predetermined order that skills should be taught
- Align with the Kansas Early Learning Standards
- Help children move from concrete to abstract
- Allow for schedules that are predictable, allow for an orderly routine while at the same time be flexible/responsive to meet individual learning needs



Preschool Core Curriculum should...

- Provide opportunities for unstructured PLAY
 - Play is an opportunity for children to practice skills in meaningful context
 - Play provides opportunities for rich language, reciprocal conversations
- How adults set up and participate within play environments dramatically increases/decreases opportunities for targeted learning



Emergent Literacy Curricular Focus

Preschool

- National Early Literacy Panel, 2008
 - Oral Language (speaking and listening)
 - Phonological Awareness
 - Alphabet Knowledge
 - Print Knowledge ****



Big Three to Big Five

1. Oral Language
2. Phonological Awareness
3. Alphabet Knowledge



1. Phonemic Awareness
2. Phonics
3. Fluency
4. Comprehension
5. Vocabulary



Preschool Curriculum Selected

- Creative Curriculum
- My Read It Again PreK



K-8 Curriculum Issues

- Keep current curriculum
- Not all teachers had been fully trained
- Picking and choosing
- Selecting additional curriculum for Tier 2&3



Curriculum Protocol

Curriculum Protocol Example Grades PreK-5

CORE	<ul style="list-style-type: none"> • Little Treasures (PreK) • Treasures (1st-5th Grade) 				
Differentiation of Core	<ul style="list-style-type: none"> • Treasures Leveled Readers • Triumphs 				
Tier 2 (Targeted Skills)	<ul style="list-style-type: none"> • Interventions for All: Phonological Awareness-Zgonc • Road to the Code 	<ul style="list-style-type: none"> • Phonics A-Z (Blevins)/Treasures Decodable Text/Florida Activities • Phonics & Word Study/Treasures Decodable Text/Florida Activities • West Virginia Website: https://sites.google.com/a/wvde.k12.wv.us/reading-first-information/phonics-lessons/ • Build Up • Spiral Up • Rewards 	<ul style="list-style-type: none"> • Six Minute Solution • Read Naturally 	<ul style="list-style-type: none"> • Frayer Model • Vocabulary Strategies 	<ul style="list-style-type: none"> • Six Way Paragraphs • Teaching Students to Read Nonfiction (Blevins) • Treasures Leveled Readers • Comprehension Strategies
(Skills) Tier 3 (Comprehensive)	<ul style="list-style-type: none"> • Reading Readiness 	<ul style="list-style-type: none"> • Phonic Boost/Blitz • Corrective Reading (Decoding) 	<ul style="list-style-type: none"> • Six Minute Solution 	<ul style="list-style-type: none"> • Frayer Model 	<ul style="list-style-type: none"> • Corrective Reading (Comprehension)
	Alphabetic Phonics				
	Phonological Awareness	Phonics	Fluency	Vocabulary	Comprehension

Instruction



Evidence-Based Instructional Practices

- ✓ Explicit Instruction
- ✓ Systematic Instruction
- ✓ Scaffolded Instruction
- ✓ Ample Opportunities to Practice
- ✓ Differentiated Instruction



Emergent Literacy Instruction: Preschool

- Emergent literacy is best accomplished through learning experiences that
 - Spark children’s interest
 - Are introduced and practiced within a meaningful context
 - Supported through responsive and nurturing teaching techniques
 - » (Neuman, 2010)



Promoting Oral Language

- Strategies to engage in/extend conversations
 - Slow down the pace
 - Be a good listener
- Extending word knowledge/sentence complexity
 - Talking out loud (labeling, scripting, expanding)
- Targeted Vocabulary Instruction
 - Read pages 69-70



Storybook Reading

- Repeated
- Interactive
- Dialogic



Dialogic Reading

- Prompt Evaluate Expand Repeat
- Questioning
 - Completion
 - Recall
 - Open-ended
 - Wh
 - Distancing



Code Focused Instruction Preschool

- Instructional Strategies for “Breaking the Reading Code”
 - Phonological Awareness
 - Alphabet Knowledge
 - Print Awareness



Models of Intervention and Schedules

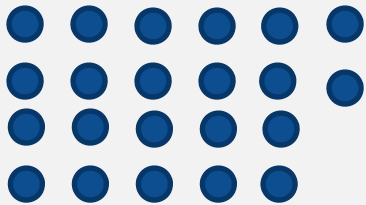
Models of Instruction



Example: Model of Instruction

Walk to Intervention (45 students)

Teacher A
(Enrichment /Grade
Level Group)
22 students



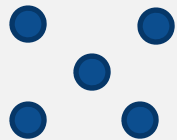
Teacher D
(Comprehension)
5 Students



Special Education
Teacher
(Phonemic Awareness)
3 students



Title Teacher
(Decoding)
5 Students



Teacher C
(Fluency)
5 Students



Teacher B
(Multisyllabic Words)
5 Students



Small Flexible Groups

Preschool

- Between 2-4 children, based on individual needs
 - Below instructional target
 - At instructional target
 - Above instructional target
- May be heterogeneous/homogeneous
- Game like activities/Dialogic Storybook Reading
- Differentiation (materials, altering activities, increased or decreased scaffolding)



Learning Centers/ Embedded Learning Opportunities Preschool

- Proactively designed based on individual learning needs providing opportunities for:
 - One-on-one instruction
 - Extended practice
- May be very focused (e.g. fishing for magnetic letters)
- May be embedded within a typical learning center (e.g. blocks, dress-up, art, outside, etc)
- May be embedded within routines (e.g. transition songs, arrival-sign in, etc.)



Ex. 90 Minute Core (found in Resource Section)

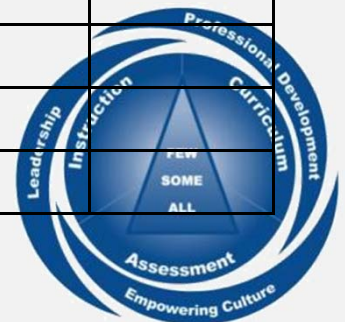
An Example of the Elementary 90 Minute Reading Block

Instruction	Range of Time	Class Configuration						Examples of Teacher-Led Activities
Initial 90+ minutes daily	25-60 minutes	Whole Group						Work with Core Comprehensive Reading Program (CCRP)
								Phonemic Awareness: ✓ Segmenting sounds ✓ Blending sounds Phonics & Fluency: ✓ Sound-letter relationships ✓ Blending & decodables ✓ Dictation and spelling Vocabulary & Comprehension: ✓ Robust Vocabulary Instruction ✓ Pre-reading strategies ✓ During reading strategies ✓ Post reading strategies
	TOTAL TIME: 45-60 minutes	Small Groups (Group 1-5**)						Group 1: segment sounds with Elkonin boxes
		15-20 minutes*	M	T	W	Th	F	Group 2: word building with letters & pocket charts
		Session 1	1	4	2	5	3	Group 3: review complex blending strategies
Session 2		2	5	3	1	4	Group 4: reread the decodable book	
Session 3	3	1	4	2	5	Group 5: choral reading of a new poem		
3X per week	1		1			1	Group 1 also need iii, which requires work on the following skills in addition to work with Elkonin boxes ✓ Phonemic segmentation with mirrors ✓ Common syllable patterns with spelling ✓ Reading a decodable book at instructional level	



Blocking a Walk To Intervention Schedule K-6

	Kdg	1st	2nd	3rd	4th	5th	6th
8:00-8:30	Intervention			Reading		Reading	
8:30-9	Reading	Intervention			Reading		
9:9:30		Reading	Intervention				
9:30-10			Reading	Intervention			Reading
10-10:30					Intervention		
10:30-11						Intervention	
11-11:30							Intervention
11:30-12							
12-12:30							
12:30-1							
1-1:30							
1:30-2							
2-2:30							
2:30-3							
3-3:30							



***By the end of spring the herd
was generally heading West***
“



By the end of spring the herd was generally heading West

- Core curriculum was agreed upon (PK-8)
- Universal Screening and Diagnostic Screening tools were selected and purchased
- A general schedule and intervention method was identified including dates for conducting Universal Screening
- A work/training schedule was identified for the Implementation phase of MTSS



Kansas Multi-Tier System of Supports Reading Implementation



Year 2- Implementation

- Teach/use a step by step process of data collection/analysis
- Set/refine instructional and system goals
- Use assessment techniques from least to most intensive for instructional grouping
- Identify/target professional development and other staff supports based on data collected
- Evaluate fidelity/effectiveness of interventions as well as system processes
- Refine/sustain



Right out of the chute

- New preschool teacher added to the team
- Preschool curriculum/myIGDIs had not yet been purchased
- Unfamiliarity/learning curve regarding items above
- Did begin with My Read It Again



Right out of the chute... continued

- On the upside, K-8 screening tools had been purchased and administered correctly
- Staff was comfortable with administering the assessment
- Universal screening schedule was in place and being followed
- Tier 2 curriculum purchased/ Tier 3 was still being investigated



Initial Data Collection K-8

- Indicated positive results for the majority of students
- There were some inconsistencies in performance within certain grade levels
- Brought to the forefront the importance of implementing the curriculum with fidelity across all grades (what happens/doesn't happen in one grade impacts future grades)



Preschool Struggles

- Initially preschool teacher was on her own
- She conducted all of the universal screening & additional instructional screening (PALS-PreK)
- It was difficult to see how preschool data may/may not inform K-8 data

..... however

A shining point was the effectiveness of the small group activity.





Read It Again! Learners' Ladder

Lesson 2: Phonological Awareness

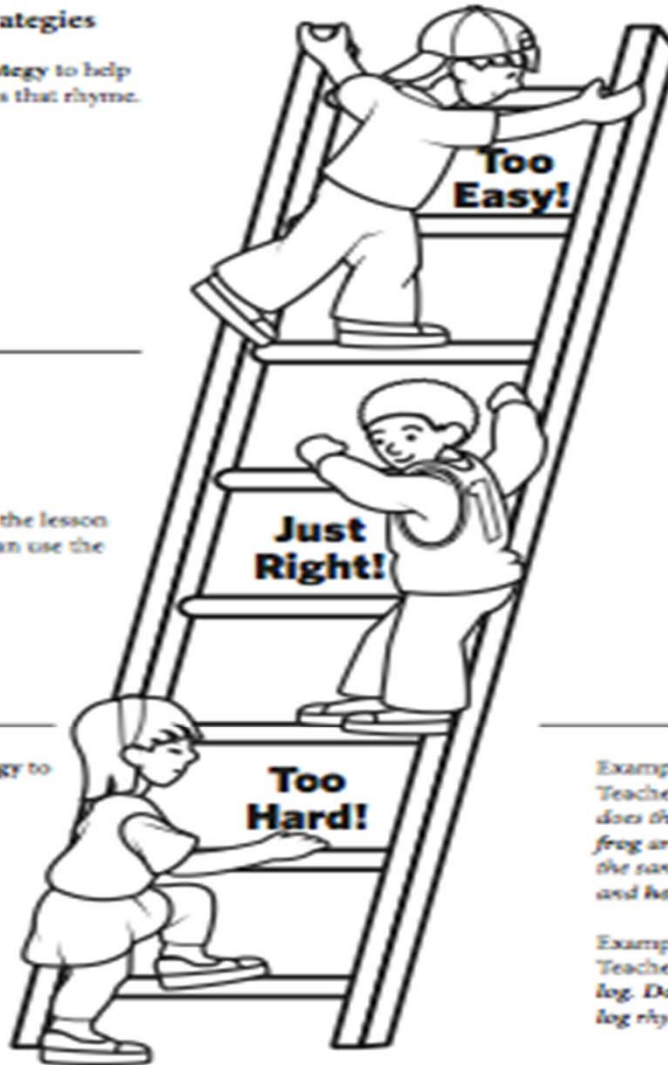
Scaffolding Strategies

Use the **predicting** strategy to help children consider words that rhyme.

[24]

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting** strategy to help children learn the meaning of target vocabulary words.



Scaffolding Examples

Example 1:
Teacher: That's right Cameron, *dog and hog rhyme!* Now I have another card. What are some possible words that might be on this card? Can you guess?

Example 2:
Teacher: When we read our book, you can listen for words that rhyme with *dog*. What are some words you think we might hear in this book?

Example 1:
Teacher: *Frog and hog rhyme. My mouth does the same thing at the end of the words frog and hog. Brianna, does my mouth do the same thing at the end of the words frog and hog?*

Example 2:
Teacher: Here I have two words- *dog and log. Dog and log rhyme! Tell me, dog and log rhyme.*



Using Data for Instructional Sorting

- Universal Screening data and diagnostic data (e.g. additional screening in more focused skill areas) used to sort students by instructional need
- At this time the instructional sort was used for K-8 only
- A similar process is now in place for preschool (we will share later)



Grouping Instructional Sort

<i>Group 1: Accurate and Fluent</i>	<i>Group 2: Accurate but Slow</i>
<i>Group 3: Inaccurate and Slow</i>	<i>Group 4: Inaccurate but Fluent</i>

Determining Instructional Focus Using Oral Reading Fluency

<p>Group 1: Accurate and Fluent Comprehension/Vocabulary</p> <p><i>Enrichment</i> <i>Benchmark</i></p> <p>Supplemental Support Intensive Support</p>	<p>Group 2: Accurate but Slow Fluency</p> <p>Supplemental Support Intensive Support</p>
<p>Group 3: Inaccurate and Slow Phonics or Phonological Awareness</p> <p>Supplemental Support Intensive Support</p>	<p>Group 4: Inaccurate but Fluent Self Monitoring</p> <p>Supplemental Support Intensive Support</p>

Supplemental Support :

~~Strategy Instruction (Grades 4+)~~

WWW.KANSASMTSS.ORG
Skill Instruction (Grades K-3)

Intensive Support: Skill Instruction (All Grades)



Matching Progress Monitoring to Instructional Focus

Focus of Instruction	Progress Monitor
Alphabet Knowledge	Letter Naming Fluency
Initial Phoneme Isolation Onset/Rime	First Sound Fluency
Phoneme Segmentation	Phoneme Segmentation Fluency
Short Vowels	Nonsense Word Fluency
Accuracy (Advanced Phonics)	Oral Reading Fluency Passages/R- CBM (Accuracy percent)
Fluency	Oral Reading Fluency Passage (wcpm)/R-CBM
Comprehension	Daze/Maze

Reasons why this was/remains a challenge for Preschool

- Smaller skill set = inability to match skills on screening tool with specific instructional target
- Specific instructional targets not easily identified = problems matching direct measures for progress monitoring
- What does this mean in practice? – we will touch this when we discuss what has since been developed for preschool



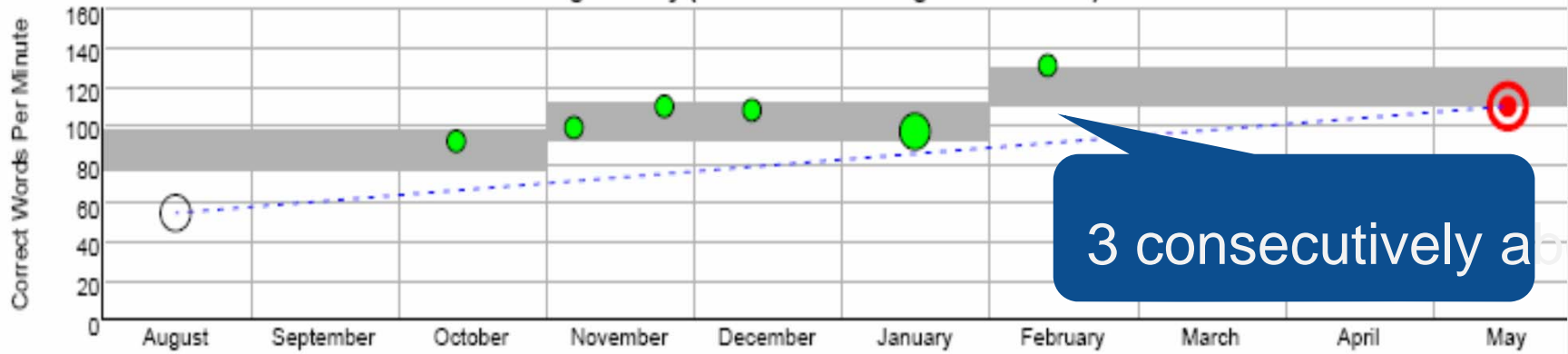
Frequency of Progress Monitoring

The recommended frequency of progress monitoring within the MTSS framework is:

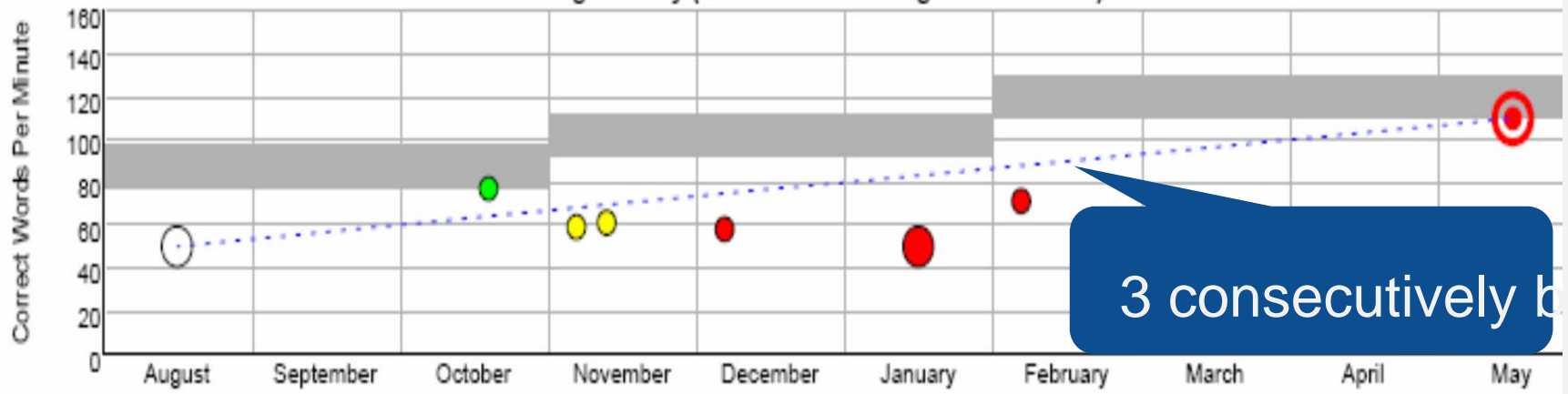
- every other week for students receiving supplemental instruction and
- weekly for students receiving intensive instruction.



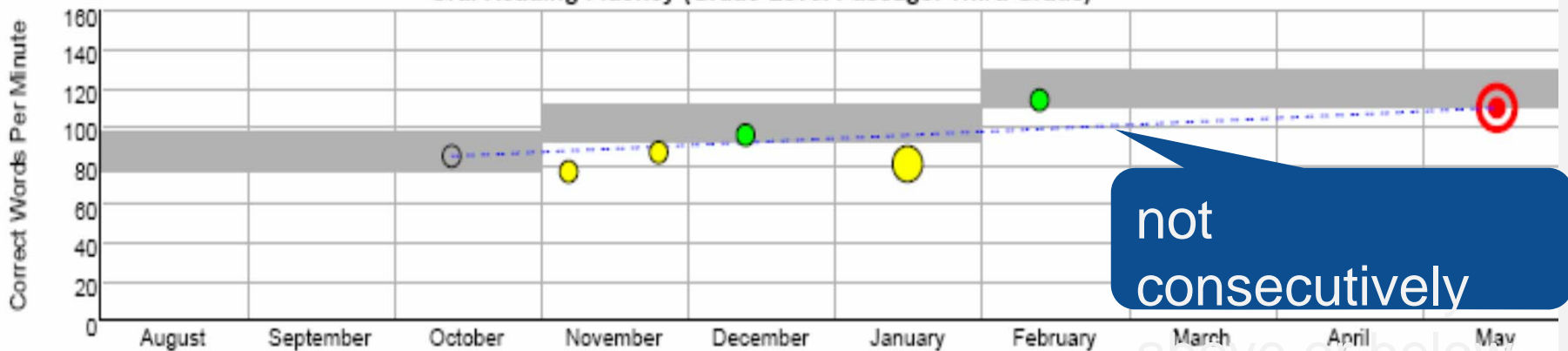
Oral Reading Fluency (Grade-Level Passage: Third Grade)



Oral Reading Fluency (Grade-Level Passage: Third Grade)



Oral Reading Fluency (Grade-Level Passage: Third Grade)



Determine Instructional Adjustment

When data show that a student's scores are below the aimline, follow these steps to adjust the intervention:

1. Check what you are monitoring
2. Check fidelity of instruction
3. Increase pacing of instruction
4. Change pace of intervention
5. Ensure alignment of programs
6. Adjust the instructional materials
7. Move the student to a different group

Refer to Steps 13-15 Preschool on this topic



Planning to Train Collaborative Teams

- When you return home, you will need to train the collaborative teams on the information you learn today.
- Think about issues related to intensifying instruction that you will need to present to the collaborative teams. Are there issues that your leadership team needs to be sure to discuss?
- Document these on the Action Plan



“If you are riding ahead of the herd, take a look back every now and then to make sure it is still there.”

-Will Rogers



A Few Expected Glitches

- Initial data indicated little/no progress after intervention for some students, however upon closer inspection the wrong PM tools were used
- Situations such as these are typical when teams are first learning the process- and provide a good opportunity for more intensive instruction/review



As the sun set on the horizon...

- At the end of the implementation training the basic structures and procedures were in place for K-8. However there were other issues that came up in preschool – that helped inform the Core Team regarding the additional guidance needed if preschool were fully integrated into the MTSS framework.



About little folks

- When things get hard, it is easy to forget about the little guys....
- MTSS is about a SYSTEM and therefore preschool must be included as if it were a grade level and nothing less
- Preschool is more than 1 teacher



About little folks

- Kindergarten, and at times, 1st grade may have more in common than it does with other grades- so including preschool on the collaborative team may benefit all
- If we do this right we may be able to lighten the load at the beginning of the year Universal Screening/Kindergarten (preschool information used to begin grouping in the fall)



Other Things We Learned

- The importance of connecting with Preschool Child Find Screening – some of the children identified for the 4year old at risk classroom may have benefited from an extra year (if they were eligible)
- Reconsider what information is being collected in terms of “Kindergarten Roundup”
- Ramifications of “Transition Grades”



New Preschool Additions

- Because of our work with Meade and the other pilots, as well as additional and ongoing research that has been conducted the MTSS Core Team was able to integrate preschool into all of the existing training materials.
- <http://www.kansasmtss.org/resources.htm>



Specific Changes/Updates Since Meade

- Two Universal Screening Tools identified
 - myIGDIs & CPALLS (MCLASS – CIRCLE)
- Based on the tool selected a similar kind of instructional sorting process is provided that supports supplemental/intensive services
- myIGDIs has recently recommended %ile scores that can be used in the process



Sorting Process for Preschool

Group 1

- Above PN Aim Line
 - Equal to/above Mean in PN, Rh, ALL

Group 3

- Below the Mean in
 - PN, Rh, All

Group 2

- Below Aim Line
 - Equal to/above Mean in PN, Rh, All

Group 4

- Equal/above Mean in
 - PN
- Below mean in
 - Rh, All



Progress Monitoring

- Suggested monthly – though teams can elect to do more frequently
- Additional mastery monitoring data collection method is needed as the myIGDIs/CPALLS does not provide adequate/detailed instructional recommendations



Instructional Movement

- Methods for determining when/if more or less intensive instruction is needed and is based on the classroom mean or median scores (depending on the tool) and mastery monitoring information.



A moving target

- The research is still young, and continues to inform practice
- What has been created thus far is a starting point, but may change as we get new information
- However, the use of general outcome measures in the process will likely continue- of which much of our work is centered



Things You might consider

- Is MTSS already in place for your elementary school? If so, take steps to add a person who can represent preschool as a full member of the team.
 - Create an action plan for educating this new team member
 - Ask the new member to attend ALL BLT meetings, and invite questions/suggestions/areas for consideration related to preschool.



Things You might consider

- BLT Elementary School members
 - Create an action plan for educating these members regarding preschool specific information
 - Discuss how collaborative groups may include preschool members
 - Identify how this information might be used or support kindergarten roundup and/or transition from preschool to kindergarten



Things You might consider

- All members
- Update curriculum protocol / comprehensive assessment plan and all other documents included in the Leadership Team Notebook to reflect preschool integration.
- Identify a timeline for initial/full implementation with preschool
- Don't forget Preschool MTSS is implemented by the system NOT the preschool teacher alone!!!!



If you are all starting together

- Depending on the “Learning Curve” the team may adapt the timeline and allow some preschool practices to be implemented in a staggered manner
 - Focus initially on a strong evidence based preschool curriculum & use/understanding of screening tools



If you are all starting together

- Regardless of the preschool full integration timeline, require the preschool team member to be a full participating member at all BLT meetings.
 - It is important that preschool is a full member
 - Learning the process and practices of elementary will lighten the learning curve when it comes time for preschool specific practices



No Matter What

- Do not require preschool staff to implement procedures that other grade level staff would not be required to do (e.g. administer all assessments, analyze all assessments, group, progress monitor, etc.
- The team must ask themselves – how can the system support the work that needs to be done?



Questions?

- [mistyg@ku.edu](mailto:misty@ku.edu)

