Savannah-Chatham County Public Schools

Pre-Kindergarten/Pre-School Response to Intervention (RTI) Process Manual

Updated: September 2015

Pre-K RTI Procedures Check-list

Student's Name: _____ **Teacher:** _____ **Today's Date:** _____

Tier 1 – Pre-K Classroom Interventions   **Tier 1 RTI start date:**   /   /

Change or differentiate instruction as needed (process, product, environment, content)

Develop relevant and appropriate small group activities (See Appendix-FAQ: Small Groups)

Utilize anecdotal records and information from work samples for monitoring progress and planning appropriate instructional activities (See Appendix-FAQ: Work Sampling System and planning instruction)

Utilize **Area of Concern Checklist(s)** to determine if the student should be referred to Tier 2 for behavior, communication, and/or cognitive concerns

Obtain a copy of the **Parent Consent for Screening** form from the PK RTI Manual(p.7)

If the data indicates that more intensive interventions are needed, the Preschool/Pre-K teacher needs to complete the following forms: **Pre-school SST Referral Form**, **Documentation of Concerns Form** and/or the **Behavior Incident Form,** and **Area of Concern Checklist(s)**.

Send home **Tier 2 Parent Notification Letter** & invite the following people to attend and be a part of the SST for the Initial Parent Conference: Parent, RTI Coordinator, SLP (speech concerns), PSI Staff/ School Psychologist, Principal, District Pre-K Teacher Specialist, and District Academic Specialist

Tier 2 – Intervention Tier (minimally 4 weeks)   **Tier 2 RTI start date:**   /   /

Hold SST Meeting to discuss and develop appropriate intervention plan. Use the **Initial Parent Conference Form**. Discuss data from **Documentation of Concerns Form**, **Behavior Incident Form**, and/or **Scatterplot**

Classroom teacher provides the interventions and collects weekly data to monitor progress using the **Documentation of Concerns** form. The same intervention(s) must be provided for 4 weeks.

After **4** weeks, the SST will review the data to determine if the student is or is not making progress.

If the student **is making progress**, continue with same intervention or move on to the next skill.

If the student **is NOT making progress**, schedule a second SST meeting while continuing to provide interventions and document any changes. ******The SST should seek the advice of the PSI Behavior Specialist for more individual interventions if current behavior intervention has not been successful.*

If the student **has mastered/learned** the skill/behavior move student back to Tier 1. If moving a student back to Tier 1, the SST must meet to determine and document that outcome.

Scan T2 documents, email them to your school email, save as a PDF, and upload documents to Tienet

Tier 3 –Referral Tier (Interventions Continued)   **Tier 3 SST Referral Date:**   /   /

The SST, including the School Psychologist, will determine if an evaluation is needed.

If the SST refers for an evaluation, a copy of the **Parental Rights** are provided and explained to the parents and the Psychologist/DSS may generate a "consent to evaluate" to be signed by the parent at the meeting.

Use the **Follow-Up Parent Conference Form** *at all Tier 3 meetings.*

During the evaluation period, the classroom teacher must continue interventions and progress monitor using **Documentation of Concerns**, **Behavior Incident Form**, and/ or **Scatterplot** until eligibility is determined.

Scan T3 documents, email them to your school email, save as a PDF, and upload documents to Tienet.

Eligibility Meeting (Evaluation Results)   **Eligibility Meeting Date:**   /   /

The classroom teacher shares the intervention results/progress monitoring data at the eligibility meeting.

The Special Education staff shares the results of their assessments/observations/evaluations.

Eligibility is determined and Special Education services are provided through an IEP.

** Highlighted areas are required forms and will need to be uploaded to the Tienet Database

Scanning and Uploading Documents into Tienet
Pre-K RTI Students

SCANNING PK RTI DOCUMENTS:
- 1st.   Log into the copier using your badge or badge ID number
- 2nd.   Click the Home button that has a picture of a house
- 3rd.   Click Email
- 4th.   Type in your email address
- 5th.   Choose one or two sided scan
- 6th.   Load RTI documents face-up
  - *scan each set of documents separately (do not scan all together)
- 7th.   Click Start

SAVING SCANNED PK RTI DOCUMENTS FROM EMAIL:
- 1st.   Open the email that was sent to you from the copier/scanner
- 2nd.   Right click your mouse over the attachment
- 3rd.   Click Save As
- 4th.   Browse to where you want to save the document on your computer
- 5th.   Save/name document(s) under a specific title
  - *example: *A.Drought PK RTI Consent to Screen 9-11-15*

UPLOADING PK RTI DOCUMENT(S) INTO TIENET:
- 1st.   Log into Tienet
  - *School/District ID: ***SCCPS***
  - User ID: (*your teacher ID*)
  - Password: (*your teacher password*)
  - Log in to: ***INSTRUCTIONAL***
- 2nd.   **Search** for student
- 3rd.   Click student's **Documents** tab
- 4th.   Click the down arrow beside the box labeled **"Create New Document"**
- 5th.   Select **"RTI PK Documents"**
- 6th.   Click **Go**
- 7th.   Name the RTI plan in the **"User Comment"** field
  - *examples: PK RTI Behavior Plan T2*
  - *PK RTI Communications/Speech Plan T3*
- 8th.   Click **"Select"** beside the label **"File(s) to Upload"**
- 9th.   Select the PK RTI document(s) you wish to upload
  - *Several documents can be uploaded at a time*
- 10th.   Click **"Upload File"**
- 11th.   Click on the down arrow next to **Set Document**
- 12th.   Choose **"status from DRAFT to REVIEW"**; click **"ACCEPT"**; and **"OKAY"**

ALL PK RTI DOCUMENT PLANS ARE TO REMAIN IN "REVIEW" STATUS IN TIENET.

TIER 1

- **Classroom instruction using GELDS standards**

  ⇒ **Georgia Early Learning and Development Standards (GELDS)**

  ⇒ www.gelds.decal.ga.gov

- **Classroom Management System**

  ⇒ School Wide PBIS

  ⇒ Create a Quality Learning Environment

- *Bright from the Start Program* **guidelines**

  ⇒ www.decal.ga.gov

- **Co-Teaching Strategies with Para-professional**

Pre-School Behavior Checklist

Student Name: _____ Date completed: _____

Teacher: _____ Grade: _Pre-K_____

Academic Behaviors

_____ Demonstrates difficulty performing tasks/assignments
_____ Demonstrates difficulty following school routines
_____ Demonstrates difficulty complying with classroom/school rules

Inattention and Hyperactivity

_____ Does not attend to directions
_____ Does not attend to instruction
_____ Daydreams
_____ Demonstrates a short attention span
_____ Acts without apparent self-control

Emotional Responses

_____ Demonstrates unreasonable fears
_____ Demonstrates concerns for changes in the schedule/routine
_____ Demonstrates anxiety under normal circumstances
_____ Withdraws from individuals and tasks
_____ Appears sad or depressed

Disruptive Behaviors

_____ Fails to comply with teacher directions
_____ Seeks attention by inappropriate means
_____ Uses inappropriate physical behaviors with peers and adults
_____ Throws temper tantrums

Social Skills

_____ Does not engage in peer activities in any school environment
_____ Lacks acceptance by peers

Additional Comments: _____

_____
_____
_____
_____
_____
_____
_____

Pre-School Communication Checklist

Student Name—: _____ Date completed: _____ / _____ / _____

Teacher: _____ Grade: Pre-K

Please complete the checklist for students suspected of having communication deficits.

Sound Production

_____Speech sound substitution errors
_____Speech sound omission errors
_____Speech sound distortion errors
_____Errors interfere with the student's ability to communicate with adults and peers
_____Student shows frustration when misunderstood

Receptive Language/Listening Comprehension

_____Associates environment sounds with their source
_____Attends to adults and peers when they are talking
_____Needs frequent repetition and rephrasing of directions and instruction
_____Demonstrates an understanding of age appropriate general vocabulary
_____Demonstrates an understanding of basic concepts e.g. quantity, positions, etc.
_____Follows basic directions
_____Follows one to two step oral directions
_____Understands vocabulary and concepts from the grade-level curriculum
_____Classifies pictures and vocabulary appropriately
_____Understands same and different
_____Sequences pictures in the correct order/chronology
_____Answers y/n questions
_____Answers "wh" questions

Expressive Language/Oral Expression

_____Uses single word utterances
_____Uses two word utterances
_____Uses age appropriate Mean Length of Utterance
_____Communicates using age and environment appropriate grammar
_____Uses age appropriate general vocabulary
_____Retells stories using picture cues
_____Uses age appropriate social communication
_____Initiates conversations with peers and adults
_____Asks simple questions

Pre-School Communication Checklist

Other skills

       Speaks with an appropriate loudness level
       Demonstrates hoarseness or breathiness of voice
       Demonstrates appropriate pitch
       Demonstrates pitch or phonation breaks
       Produces phrase repetitions
       Produces word repetitions
       Produces unusually long pauses between speech
       Produces unusual physical responses while speaking
       Refrains from speaking in classroom situations

Additional Comments: _____

_____
_____
_____
_____
_____
_____
_____
_____

SAVANNAH-CHATHAM COUNTY PUBLIC SCHOOL SYSTEM

Parental Consent for Screening

Student:			Date of Birth:
Grade:	School:	GTID:	Current Date:

Dear (Parent/Guardian) _____ ,

Your child, _____ , has been referred for a screening by _____
due to _____ . We believe that an individual screening of your
child is needed for educational planning. The screening will include hearing and vision and may include assessment
in the following areas:

Social/Emotional/Behavioral	Adaptive Behavior	Sensory	Motor	Achievement
Cognitive	Processing	Communication		Classroom Observations

You may agree or disagree to have your child screened. If you disagree, please clearly state your reasons in the
space provided. If the screening results indicate a need for additional information, you will be notified in writing.

Name: _____   Title: _____

I have read or have had read to me, the above information requesting permission to screen my child.

☐ Yes, I agree for my child to be screened as indicated above

☐ No, I do not agree for my child to be screened. Reason(s) for non-agreement: _____

_____

_____

Signature of Parent/Guardian: _____ Date: _____

- -

OFFICIAL USE ONLY

VISION SCREENING:

Date:	☐ Passed / ☐ Failed Near Vision:	(Right)	(Left)
Examiner:	☐ Passed / ☐ Failed Far Vision:	(Right)	(Left)
	☐ Passed / ☐ Failed Func. Vision Screen	(Right)	(Left)
Instrument: ☐ Near Card ☐ Ophthalmoscope ☐ Bernell ☐ Goodlite ☐ Snellen ☐ Other:			
Was this student wearing glasses when evaluated? ☐ Yes ☐ No			
Comments:			

HEARING SCREENING:

Date:	☐ Passed standard hearing screening
	☐ Failed standard hearing screening (Refer to School Audiologist)
Examiner:	☐ Passed functional hearing screening
	☐ Failed functional hearing screening (Refer to School Audiologist)
Method: ☐ Pure Tone (25 dB) ☐ Otoacoustic Emissions (OAE) ☐ Functional Assessment (see attached)	

Revised July 2012

Savannah-Chatham County Public School System

208 Bull Street

Savannah, GA 31401

(912) 395-5600

Preschool Student Support Team Referral Form

SST Referral Meeting Date:

STUDENT INFORMATION

Student's Name:	Birth Date:	GTID:
School District:	School:	
Grade:	Primary Language:	
Parent/Guardian:		
Parent Contact Information:		

Person Referring:

Primary reason for the referral: ☐ Cognitive   ☐ Behavioral   ☐ Communication/Speech

Explain, in detail, the reasons for the referral:

AUTHENTIC ASSESSMENTS: (NY – Not Yet, IP – In Progress, P – Proficient)

Personal/Social Development			Scientific Thinking			The Arts			Physical Development and Health		
NY	IP	P	NY	IP	P	NY	IP	P	NY	IP	P
Language/Literacy			Mathematical Thinking			Social Studies					
NY	IP	P	NY	IP	P	NY	IP	P			

Student's strengths, talents, or interests:

Student's academic, behavioral, and/or communicative weakness:

SUMMARY OF SST STATUS/RECOMMENDATION

A. Is there data to support that all Tier 1 classroom instructional strategies have been utilized?

☐ Yes ☐ No

If yes, obtain consent for screening (refer to Preschool RTI process in RTI manual).

B. Although counseled to use the RTI process, the parent has made a written request to complete an evaluation. ☐ Yes ☐ No

DOCUMENTATION OF CONCERNS

Student_____   Date of Birth _____
Program SCCPSS Pre-K Program   Teacher_____

DATE	DAY of The Week *(use first letter):* "M"-Monday "T"-Tuesday "W"-Wednesday "R"-Thursday "F"-Friday	TIME & ACTIVITY *What is going on in the classroom? (Large group activity, transition time, etc.)*	STUDENT ACTIONS *What did the child do or say? (Including what happens before problem behavior)*	INTERVENTION/ STRATEGY USED BY ADULT *What did you do in response? (Re-directed, proximity control, etc.)*	RESULTS *How did the child respond to your intervention? What did the child do next?*
Ex. Date form: 12/25/2014 or 12-25-14					

Behavior Incident Report

Program Name/ID_____   **Month:**_____

Teacher or Staff Name/ID:_____   **Date:**_____

Student Name/ID:_____   **Time of Occurrence:** _____

Location:
❑ Classroom   ❑ Hall   ❑ Playground/Gym   ❑ Lunchroom/Snack room   ❑ Bus/Transportation

Behavior Description: _____

Problem Behavior (*check most intrusive*)		
❑ Aggression	❑ Inappropriate language	❑ Running away
❑ Self-injury	❑ Verbal aggression	❑ Property damage
❑ Stereotypic Behavior	❑ Non-compliance	❑ Unsafe behaviors
❑ Disruption/Tantrums	❑ Social	❑ Trouble falling asleep
❑ Inconsolable crying	withdrawal/	❑ Other

Activity (*check one*)		
❑ Arrival	❑ Meals	❑ Departure
❑ Classroom jobs	❑ Quiet time/Nap	❑ Clean-up
❑ Circle/Large group activity	❑ Outdoor play	❑ Therapy
❑ Small group activity	❑ Special activity/ Field trip	❑ Individual activity
❑ Centers/Indoor Play	❑ Self-care/Bathroom	❑ Other_____
❑ Diapering	❑ Transition	

Others Involved (*check all that apply*)		
❑ Teacher	❑ Family Member	❑ Peers
❑ Assistant Teacher	❑ Support/	❑ None
❑ Therapist	Administrative staff	❑ Other_____
	❑ Substitute	

Possible motivation (*check one*)		
❑ Obtain desired item	❑ Gain adult	❑ Obtain sensory
❑ Obtain desired activity	Attention/comfor	❑ Avoid sensory
❑ Gain peer attention	t	❑ Don't know
❑ Avoid peers	❑ Avoid adults	❑ Other _____
	❑ Avoid task	

Strategy/Teacher Response *(check one or the most intrusive)*		
❑ Verbal reminder	❑ Re-teach/practice	❑ Family contact
❑ Curriculum modification	expected	❑ Loss of item/privilege
❑ Move within group	behavior	❑ Time out
❑ Remove from activity	❑ Time in	❑ Physical guidance
❑ Remove from area	different	❑ Physical hold/ restrain
❑ Provide physical comfort	classroom	❑ Other _____
❑ Time with a teacher	❑ Time with support staff	

If applicable, administrative follow-up *(check one or most intrusive)*		
❑ Non-applicable	❑ Arrange	❑ Transfer to another program
❑ Talk with child	behavioral	❑ Reduce hours in program
❑ Contact family	consultation/team	❑ Dismissal
❑ Family meeting	❑ Targeted	❑ Other

Comments:

Behavior Incident Report Instructions
(How and When to use this report?)

<u>Always</u> complete when a child engages in the following kinds of behaviors

- ➢ Aggression to another child or adult that results in physical pain or harm to that person (includes kicking, hitting, biting, scratching)
- ➢ Running out of classroom, off playground, or from group without responding to the calls of the adult
- ➢ Intentionally injuring self in manner that may cause serious harm (severe head banging, biting self)

<u>Also</u> complete when a child continues to engage in problem behavior despite efforts to redirect to use alternative skills. On these occasions, complete the form for children who are persistent in problem behavior and their problem behavior appears to be unresponsive to the child guidance procedures you use in your classroom. The form will not be completed if the behavior has not occurred before or if the behavior may be developmentally-expected (e.g., 2-year olds who tussle over a toy). These behaviors may be:

- ➢ Tantrums
- ➢ Inappropriate language
- ➢ Hitting
- ➢ Property Destruction
- ➢ Disruptive Behavior

FORM DEFINITIONS:

<u>Problem Behavior</u>

This category refers to the most serious behavior exhibited by the specific child. Only circle the *ONE* behavior that is the most intense; the behavior that lead the teacher to complete the BIR form.

Behavior	Definition	Examples
1. Physical Aggression	Making physical contact with an adult or peer where injury may occur	Striking, pulling hair, biting, scratching, pulling clothes, kicking, spitting
2. Self-injury	Physically abusing self	Self-scratching, head banging, self- biting, skin picking
3. Stereotypic Behavior	Engaging in repetitive actions, verbal or physical	Spinning objects, body rocking, flapping hands, mouthing objects repetitively
4. Disruption/Tantrums	Causing an interruption in class or activity	Throwing items, loud vocalizations, crying, screaming, cussing
5. Inconsolable crying	Crying for an extended period of time. All typical comfort strategies are unsuccessful	Crying, isolating self, refusing typical comfort strategies implemented by adults
6. Inappropriate language	Using words or phrases that are offensive or rude; not always directed at a person	Profanity, insults
7. Verbal aggression	Threatening, offensive, or intimidating words directed towards an adult or peer	Screaming, name calling, profanity, use of threats

8. Non-compliance	Refusing to follow direction	Refusing to participate with small group

9. Social withdraw/ isolation	Non-participation in classroom activities with peers/adults or withdraw from play or social interactions with peers or adults Extreme lack of participation or interest in classroom activities, games, songs, etc.	For toddlers, hanging at the door for extended periods of time waiting for parent, falls asleep in response to attempts to engage, turns face or eyes away from interaction, etc. Wandering aimlessly/ "In own world"
11. Running away	Leaving the unsupervised area alone and without permission	Leaving the classroom, playground, or group without permission or supervision
12. Property damage	Deliberately impairing or destroying items	Tearing paper, breaking items, writing on items
13. Unsafe behaviors	Engaging in dangerous acts with materials	Standing on furniture, inappropriate use of classroom materials
14. Trouble falling asleep	Showing signs of fatigue, yawning, rubbing eyes, irritable but not able to close eyes and rest	Will not lay on mat, restlessness, tossing, fidgeting

Activity

This category refers to where/when the specific behavior incident took place.

Activity	Description
1. Arrival	Child arrives at school for the day
2. Classroom jobs	Child completes daily tasks such as unpacking or hanging jacket
3. Circle/Large group activity	Structured large group, teacher-directed activity >6 children; Circle time activities
4. Small group activity	Structured, planned, teacher-directed activities <6 children
5. Centers/Indoor Play	Semi-structured play time; includes art, music/movement, dramatic play, writing, blocks, books, sensory, and science inside the classroom. For infants and toddlers, use this category for general play.
6. Diapering	Transition to changing table, undressing, dressing, new diaper
7. Meals	Includes breakfast, snacks, and lunch
8. Quiet time/nap	Includes nap time, quiet reading time, etc.
9. Outdoor play	Free play with and without equipment
10. Special activity/Field trip	May include parties, assemblies, and special events
11. Self-care/Bathroom	May include dressing, undressing, toileting, washing hands, etc.
12. Transition	Time in between activities or movement to a different classroom or school environment
13. Departure	Child leaves school for the day
14. Clean-up	Children are cleaning up an specific area before they move to next activity
15. Therapy	When receiving intervention services from a speech therapist, occupational therapist, physical therapist, or therapy assistant
16. Individual activity	Child engaged in one on one activity with adult

Others Involved

This category refers to individuals who are *directly affected* by the incident. It does not include individuals who were merely *present* during the incident. Check a category for every person who was affected by the behavior.

Possible Motivation

This category refers to why the behavior is happening for the child. Only check *one* motivation for each behavior incident.

Strategy/Response

This category refers to how the teacher responds after the behavior incident or the consequence that is delivered. Only check the *one* response that seems the most intrusive, the harshest or takes the most teacher time to deliver.

Strategy/Response	Description
1. Verbal reminder	The teacher gives a signal to engage in an alternative, appropriate behavior
2. Curriculum modification	Modify lesson or activity to accommodate child's functioning level, i.e. shorten the time he has to sit in circle time.
3. Move within group	Child can stay with group but move to a different seat/location, i.e. have the child sit closer to teacher/assistant and further away from a specific peer.
4. Remove from activity	Termination of a specific activity, i.e. removing the play dough and putting it back in the cabinet for use another day
5. Remove from area	The child is removed from the location where an activity is taking place but can continue to work on that activity in a different part of the classroom
6. Provide physical comfort	The teacher will rock or hug the child
7. Time with a teacher	The child will spend some one to one time with his/her primary teacher
6. Re-teach/practice expected behavior	The teachers instructs the student on expected behavior, models the expected behavior, has the student practice the expected behavior, and acknowledges the expected behavior
7. Time with other adult in different classroom	The child is removed from primary classroom for a specific period of time to spend quiet time in a different classroom with a different adult supervising
8. Time with support staff	The child will spend some one to one time with administrator, counselor, behavior therapist or other
10. Redirect to a different activity or toy	The teacher will attempt to get child interested in a different activity or toy
9. Loss of item/privilege	The teacher removes the child's access to a reinforcing object, activity, or status for a specific period of time
10. Family contact	The teacher will call family member to discuss behavior incident
11. Time out	The child is removed from group, activity, or any interaction for a specific period of time
12. Physical guidance	The teacher uses minimal physical contact to support a child to another location when the student is not actively resisting. This technique is meant to be used when other less intrusive interventions have been tried and only as long as necessary to address a safety concern
13. Physical hold/restrain	The child is held by a staff member appropriately trained in an approved, evidence-based program. This technique is only to be used when other less intrusive interventions have been tried and only as long as necessary to address a safety concern

Administrative Follow-up

Only use this field if the Program Administrator has input on the consequence to be delivered after the behavior incident.

Administrative follow-up	Description
1. Talk with child	Program administrator engages in a discussion with a child about alternatives to his or her challenging behavior that ends in a plan for performing the alternative, prosocial behavior in the future. This technique is not appropriate when the challenging behavior is likely to have been motivated by accessing adult attention
2. Contact family	Program administrator calls a family member to discuss the behavior incident.
3. Family meeting	Child's family member attends a meeting to discuss a behavior incident.
4. Arrange behavioral consultation/team	An expert is called in to help develop an appropriate response to the child's challenging behavior with input from the program staff and family
5. Targeted group intervention	The child is provided additional instruction in social emotional skills through an existing small group that is matched to the child's specific needs
6. Transfer to another program	The child is moved to a different program/classroom
7. Reduce hours in program	The amount of time a child spends in the program is reduced for a limited amount of time
8. Dismissal	The child is permanently removed from preschool program

Comments
Feel free to add brief statements that may later act as reminders of certain incidents. This is not a required field and may not be necessary in all situations.

Savannah-Chatham County Public School System
208 Bull Street Savannah GA 31401
(912) 395-5600

Tier 2 Parent Notification Letter

Date: _____

To the Parent/Guardian of _____ :

       In order to provide your child with the best possible education, he/she has been assessed in a variety of areas. After reviewing the results of these tests, a decision has been made to adjust his/her instruction to better meet his/her needs. Students benefit greatly from having individualized attention to address their various needs. Your child may receive targeted assistance in the areas of academics, behavior, and/or communication. He/she will continue to be tested and/or observed occasionally to find out if the additional instruction is helping your child perform at their best.

       **We know your child's education is very important to you, and we have scheduled a Student Support Team meeting to discuss your child's progress on_____.
The meeting will be held in_____at_____.**

If you have any questions, please contact me at (912)

_____.

Sincerely,

_____

Please check one and return this form to your child's teacher by: _____/_____ /_____

_____I will attend the Initial Parent Conference/Tier 2 meeting.

_____I will be unable to attend the meeting on that date; I will be available on

_____/_____/_____ at _____:_____ am/pm.

TIER 2

Preparation for Tier 2 Meeting

- **Invite Parent using Tier 2 Notification Form**
- **Invite Student Support Team(SST)members through email using an Outlook Calendar Invite**
- **Use Initial Parent Conference form during meeting**
- **Review student data and be prepared to share previously used strategies**
- **Print a copy of the Parental Consent for Screening to be signed**
- **Have a copy of the Preschool Student Support Team Referral Form**

After the Tier 2 Meeting

- Upload Tier 1 documents into Tienet

- Implement   Tier 2 interventions and progress monitor

- Keep parents informed of student progress

- Plan for a follow-up SST meeting in 4 to 5 weeks

Georgia's Pre-K Program
Initial Parent Conference Form

Student Name:_____ Date of Birth:____/____/_____

Program Name: SCCPSS Pre-K Program

Date:_____/_____/_____Teacher Name: _____

Concern: (Include the context in which the behavior or developmental concern typically occurs)

If it is a behavior concern, what does the student gain from the behavior or what is he/she trying to communicate?

List one skill or target behavior the team will focus on: (What behavior will be taught?)

Skill Behavior	Strategy	Type of Documentation

List home strategies that will support the new skill or behavior:

Conference members (Signatures)   Relationship to Child

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Date of follow-up conference: _____ / _____ / _____

Before the initial conference, the teacher will need to check the student's records for information concerning whether the student has an IEP, has received services from Babies Can't Wait, is receiving services from private therapist, and has passed his/her entrance screenings (vision, hearing, and/or dental)

FREQUENCY CHART

FREQUENCY OF BEHAVIOR														
30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
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10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Date														

Note: Mark one number each time the behavior occurs on each date. If behaviors are high frequency or difficult to observe, pick the same amount of time each day, preferably at the same time of day.

Targeted Behavior
-Choose one (1) behavior-

Observer: Teacher   SLP   Behavior Specialist   PSI   Admin   Parent
(-Circle One-)

Name of Observer: _____Signature:_____

Notes:_____

_____

_____

Behavioral Scatterplot

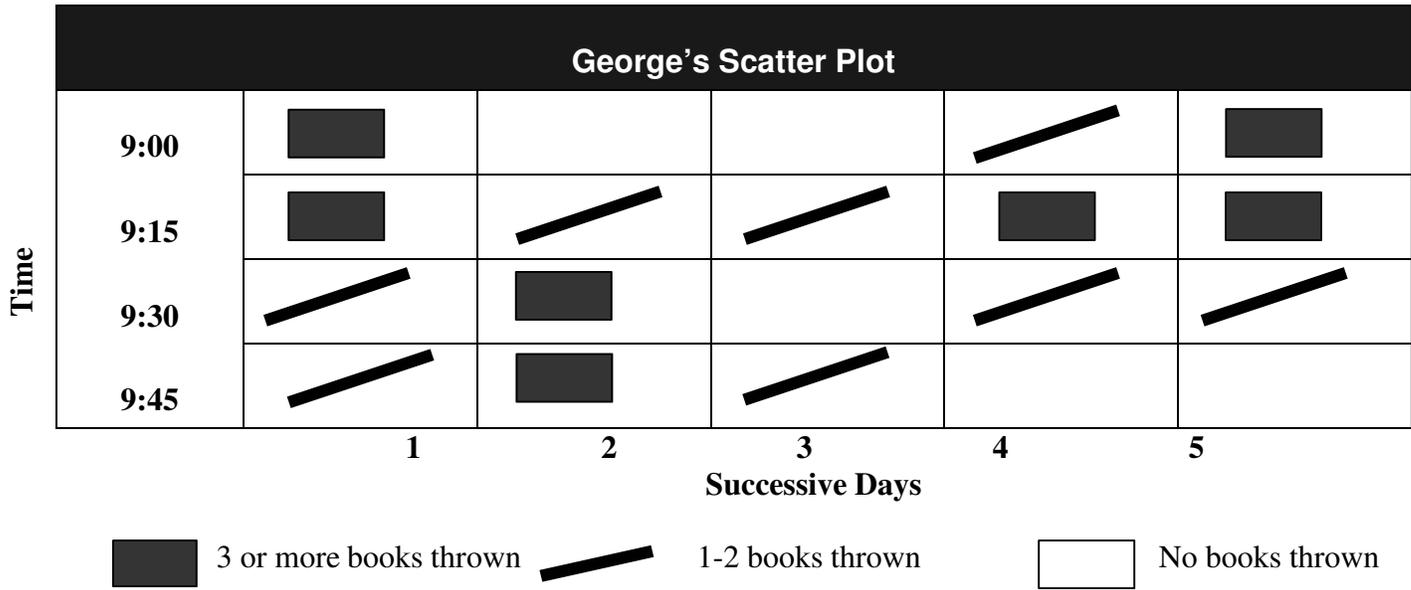*Progress Monitoring Tool*

Student:_____Grade: Pre-K   School: _____

Date: _____/_____/_____Teacher: _____

ONE (1) Behavior of Concern: _____

| Targeted Behavior	Time of the day	Monday	Tuesday	Wednesday	Thursday	Friday	Total
	7:45 AM						
	8:00 AM						

Student Scatter Plot Example:

George's Scatter Plot					
Time	**1**	**2**	**3**	**4**	**5**
9:00	▮ (3+)			╱ (1-2)	▮ (3+)
9:15	▮ (3+)	╱ (1-2)	╱ (1-2)	▮ (3+)	▮ (3+)
9:30	╱ (1-2)	▮ (3+)		╱ (1-2)	╱ (1-2)
9:45	╱ (1-2)	▮ (3+)	╱ (1-2)		

Successive Days

Legend: ▮ = 3 or more books thrown   ╱ = 1-2 books thrown   ▯ = No books thrown

TIER 3/SST Team

Preparation for Tier 3 Meeting

- **Invite Parent using the <mark>Tier 3 Parent Notification Form</mark>**
- **Invite Student Support Team(SST)members through email using an Outlook Calendar Invite**
- **The *School Psychologist* <u>must</u> be invited to all Tier 3/SST meetings.**
- **Use the <mark>Follow-Up Parent Conference form</mark> during meeting**
- **Bring Tier 2 Progress Monitoring information from <mark>Documentation of Concerns</mark> forms and/or <mark>Behavior Incident Report</mark> form(s), <mark>Frequency Chart</mark>(s), and/or <mark>Behavior Scatterplot</mark>(s).**
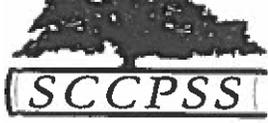
Savannah-Chatham County Public School System

208 Bull Street Savannah, GA 31401

(912) 395-5600

MANDATORY
TIER 3 Parent Invitation Letter

Date: _____

To the parent/guardian of: _____

The small group instruction and other supports your child has been receiving have not helped as much as we had hoped. Therefore, we are having this meeting to make decisions about changes to the instruction your child will receive. We will look at how he/she is progressing, and determine what needs to be done to help him/her succeed. Our goal, as always, is to help your child be successful in school. We would appreciate your attendance at this meeting. Your input and support are important to your child's success.

We will be having a Student Support Team (SST) meeting concerning your child on:

_____ _____ at _____.
(date)   **(time)**   **(school)**

If you would like more information, or would prefer the meeting be changed to a different day

and/or time, please contact _____ at_____.

The following individuals have been invited to the meeting:

Classroom Teacher, Speech Pathologist, Administrator, District Staffing Specialist, School Psychologist, Occupational Therapist, Physical Therapist, Program Manager

Sincerely,

_____   _____
Signature   *Title*

   I will attend this meeting.   **I will not attend this meeting.**

(Parent Signature):_____ Contact #:_____

PLEASE RETURN THE SIGNED FORM TO THE INDIVIDUAL INDICATED ABOVE.

Georgia's Pre-K Program
Follow-Up Conference
Form

Student Name: _____   Teacher Name: _____

 Program Name: SCCPSS Pre-K Program   Date: _____/_____/_____

Date of Last Meeting: _____/_____/_____

Review of Progress:

If acceptable progress was made, list the next steps (maintain implemented strategies, slowly reduce accommodations, focus on a new skill or behavior, etc.)

If acceptable progress was not made, list outside resources that will be contacted by the Pre-K program or the family (Pre-K consultant, resource and referral agency inclusion coordinator, school system, private providers in the community, etc.).

Continue with the original skill and or behavior or select a new one when appropriate. List the strategies and documentation method.

Skill or Behavior	Strategy	Type of Documentation

Conference Members (Signatures)   Relationship to child (mother, teacher, etc.)

Date of follow-up conference:_____/_____/_____

Follow-up Conference #: _____

Appendix

FAQ

- **RTI Regulations**

- **Planning Instruction**

- **Small Groups**

- **Assessment-Work Sampling System**

Behavior Strategies/Interventions

Communications (Speech/Language) Strategies/Interventions

- Articulation Checklist with Developmental Ages for Sounds

Teacher/Parent/Caregiver Strategies

FAQ's about RTI and Pre-School Aged Children

Regulations to support applying "RTI practices" for preschool –aged children

- Child Find Rule (**160-4-7.03**) requires that student referrals be preceded by evidence   based *academic or behavioral interventions*.
- Eligibility Rule (**160-4-7.05**) requires that students not be determined to be a child with a disability if the primary factor is lack of *appropriate instruction*.

When should a school district determine if a child has received "*appropriate instruction*"?
Determining whether the student received appropriate instruction should be addressed before or during the evaluation process. If it is determined that the child *has not* received "appropriate instruction", the instruction must be provided **before** eligibility determination.

Will determining "*appropriate instruction*" delay the evaluation process or deny parental request for an evaluation?
No, it should never delay the evaluation process (60 day timeline) nor shall it deny a parental request for an evaluation.

What are typical examples of documentation of "*appropriate instruction*" that should be considered for young children?
- Individual Family Service Plan (IFSP) from Babies Can't Wait (BCW)
- Speech, OT, PT reports from private providers
- Medical Consultations from the child's physician
- Regular early childhood provider report on child's academic, behavioral and developmental progress as it relates to the GA Early Learning Standards (GELS)
- Pre-K and Head Start reports on the child's academic, behavioral and developmental progress as it relates to the GA Pre-K Standards or the Head Start Outcomes
- Work samples, behavior charts/logs
- Lesson plans, observation reports
- Parent report

How is "*appropriate instruction*" documented if the child has been at home and is being referred by the parent/guardian?

- "*Appropriate Instruction*" can be documented by interviewing the referring parent/ guardian on what they have tried or done with their child.

- If the parent **has not** provided any instruction or intervention, the system should provide "*appropriate instruction*" and/or intervention during the (60 day) evaluation process by providing the parent with instructions, materials and examples. **Note: The parent/ guardian typically will assist the school district in providing the prescribed interventions and/or instructions, but they are not required to do so. The parent/ guardian always reserves the right <u>not to participate</u>.**

Are regular early childhood environments like Georgia Pre-K, Head Start, Private Preschool, or Daycare *required* to conduct RTI before referring a child to the school district for Child Find?

No, they are not required; however both Georgia Department of Early Care and Learning/ Bright From the Start (DECAL) and Georgia Head Start Association support GADOE's RTI initiative. Additionally, both have provided guidance to their constituents on best practices for providing Response to Intervention. Georgia Pre-K and head Start classes housed within school districts should refer to their respective agencies to obtain this guidance.

This FAQ is a companion document to the IQ Guide for Planning Instruction, and includes information to support programs in planning appropriate instruction.

Organizational Components

How do I organize lesson plans? Lesson plans are the key to effective teaching and a critical factor in achieving positive student outcomes. Lesson plans communicate a teacher's objective for lessons and guide the creation of a purposeful learning environment. Lesson plans should be complete and on site by the first school day of each week, organized chronologically or by topic, and kept accessible. Instruction in the classroom should be based on the needs of the children. Standards should reflect the intent/purpose being targeted by that particular activity. Clock times on lesson plans should correspond with the clock times on the daily schedule.

What documents/templates are used to create a complete lesson plan? Template options are located on the BFTS website at www.decal.ga.gov. The lesson plan template is individual teacher, school or system choice. **Do not delete any BFTS template components. First,** choose a Lesson Plan Template from the five provided. You may rearrange the order of the events on the template. **Second,** choose a Small Group Template from the four provided. Small Group Templates address the needs of students at various times throughout the year; choice of this template will change as your students abilities and needs change. **Third,** choose one of the Changes to the Environment Forms to reflect rotation of materials based on topic of study/student needs. **Lastly,** documentation of assessment plans can be reflected directly on the lesson plan template with the actual activity which is to take place, or teachers may use the Planning for Assessment Template which will be attached to weekly lesson plans.

What are the 12 week "Off to a Good Start" lesson plans? This lesson planning handbook was designed for teachers new to Georgia's Pre-K; however, it is a resource that all teachers are encouraged to use. Inside you'll find 12 weeks of comprehensive lesson plans, including developmentally appropriate activities and strategies for future planning. Specific sections are provided that give guidance regarding assessment and setting up small groups, as well as ideas for books, songs and transitions. You can find suggestions for use inside the *Off to a Good Start* handbook. These can be found on the BFTS website.

Instructional Activities

What activities are considered appropriate for Pre-K? Appropriate activities support all domains of learning and emphasize active exploration, interaction with materials, teachers, and other children. Teachers provide ample opportunities for children to choose materials with time to explore and manipulate. Open-ended activities allow children to explore, create solutions, and problem solve. Use strategies which allow students to work in their own interest areas, use their own learning styles, and at their own ability level. Teachers should be aware of children's learning styles and skill levels, and plan activities and materials accordingly. Rote/drill activities with   memorization, letter of the week, worksheets and dittos are inappropriate. Knowledge of early childhood development and assessment data is used to plan both individual and whole group instruction.

What is an Opening Activity? An opening activity helps prepare and focus children on the topic of study, current interests or special events which will occur during the day. An opening activity serves as a way to create excitement and interest in learning opportunities which have been planned for the day. Ideas for opening activities might be introduction of new materials, changes made to learning areas, special visitors, experiments   or the reading of a book on the topic of study. Field trips should also be addressed. Opening activities should   take place daily and vary throughout the year.

How many small groups should I have?
Small group is defined as two - eight children. Most teachers divide children into three or four groups, with five to seven   children per group. Groups should be created based on children's needs, but how many groups you have is up to you.

Do I need the same number of groups all the time?
No. One week you might have three groups, another time you might choose to have five groups.

Do I have to have two teacher-led groups?
No. You may have only one teacher-led group while the second teacher monitors several independent groups. This is a management technique that works well at the beginning of the year as children are

Can I put children in two groups of 11 for cooking or science experiments?
You may choose to divide children into two groups of 11 for cooking activities or other projects, but this cannot be counted as the required small group time. Remember a small group is defined as two - eight children.

How long should small group be?
Small group should be relatively short at the beginning of the year when children are learning routines. Most teachers find that 10 minutes is a good starting point. As the year progresses, you can increase this time.

Does small group always need to be the same length of time?
It may be different for different lessons – a math game might take only 10 minutes, while a small group reading discussion might engage children for 20 minutes.

Do I have to see each child every day?
No, but you should plan for each child every day. Some children will be in teacher-facilitated groups; others will be   engaged in independent activities.

Do I have to identify the children in independent groups as well as in small groups?
Yes. List the children, along with the activities you have planned for them, in both independent and small

What are some independent group activities? Can I use centers for independent groups?
Using your centers is a great way to spread independent activities throughout the classroom. However, don't tell children to "just go play." Give them specific tasks – writing in their journal, for example, or stringing beads in a pattern.   Be sure to identify standards for each independent activity.

How often do I need to change the children assigned to a small group? Can I keep the same children together for a week?
Small group composition should change frequently. This doesn't mean you have to change every day. However, once or twice per semester is not often enough. If you are grouping your children based on their needs and interests then this will happen quite naturally. Many teachers find that changing group assignments weekly works well for them.

How do I decide who goes in each group?
Small groups should be based primarily on assessment information and what you know your children need. You might also consider learning styles, children's interests, and topics of study when grouping your children.

What are different ways to group children?
Homogeneously – all children in the group are on the same ability level. This allows you to focus your instruction on a   specific skill or need. Heterogeneously – there are mixed ability levels within the same group. This grouping of children promotes peer interaction. Depending on the lesson objective and the needs of your children, both ways of grouping should be used in Pre-K.

Can I repeat the same lesson for multiple groups?
There are some instances where you would repeat the same lesson for multiple groups of children – making a class book, for example. Other examples include a science experiment, a cooking activity or a follow-up to a field trip. Always   ask yourself – do ALL children need the same experience?

Please explain reading in small groups with a follow-up activity.
At least once per week there should be a small group lesson that involves reading to children and facilitating a follow-up activity. This activity can be designed to encourage discussion and interaction. For example, you could have the students predict the outcome of the story, identify the main characters, or retell the story. You might choose to have children expand and practice concepts from the book such as, identify characteristics of insects, or playing a counting game.

Does every child have to participate in the weekly small group reading activity?
No. You do not have to do this with every child during the week. However, many teachers choose to teach a small group reading lesson with various groups of children during the week.

What is scaffolding?
Scaffolding is providing support to a child to move him to the next level of learning or help him perform at a higher level than he would be able to on his own. It requires that teachers be aware of the small, discrete steps (continuum) involved in acquiring a particular skill and they know precisely where the child is on this continuum. Teachers can model and provide feedback to guide children to the next level by providing hints when they struggle to understand something or by offering a variety of answers for children to choose from when they need help getting to the correct response.

How do I show that I am scaffolding?
Scaffolding can and should occur throughout the day and may not always be demonstrated in planning documentation. Knowing the needs of students as identified through assessment documentation is key in planning lessons that scaffold learning. Basing lessons on assessment and grouping children accordingly will show you are aware of this important   concept.

How much should I write in my lesson plan?
Enough so that someone else (a substitute, your supervisor, the Pre-K consultant) can identify the purpose of your lesson, the materials you are using, the standard and the children who are involved. However, detailed, step-by-step   directions are time consuming and not necessary.

Can I put small group work in a child's WSO portfolio?
Absolutely. There must be a <u>variety </u>of child-initiated and teacher-initiated work in the portfolios. Small group   instruction is a prime time to collect samples of teacher-initiated work.

Can the same thing be in several children's portfolios?
Yes. Children that have participated in the same small group may have similar documentation. However, each child's portfolio should be unique. There will be many items that are only in one child's portfolio.

What makes something a ditto or worksheet?
A common characteristic of inappropriate dittos or worksheets is that there is a very narrow focus – only one right answer, for example. Typical examples of this kind of worksheet require children to circle or color or draw a line to indicate the correct answer. Another common factor is that the work is done entirely in the child's head; it is abstract with no concrete manipulation of objects. Pre-K children still need hands-on activities. Appropriate paper and pencil representations should always be grounded in these concrete experiences. Appropriate examples include math graphs or science data sheets; these help children begin to abstractly represent a concrete experience.

Does every small group have to result in a product?
No. For example, a small group may involve children playing a game or participating in a book discussion.

Do I have to assess every small group activity?
It is not necessary to assess every activity. Some lessons should be for introduction of a skill or for practice. Plan a few key assessments each week to make the process manageable. For example, one week you may decide to collect work samples from a science lesson, create a matrix for a math activity and take notes in the social studies domain during independent groups.

Notes:

This document includes information to support programs as they implement Georgia's Pre-K Child Assessment. Use of a common language and definitions ensures that teachers understand the intent and use of all artifacts.

REQUIREMENTS

What are the Work Sampling Online (WSO) System requirements?

1. It is highly recommended each teacher have a computer with internet access in their actual classroom, versus one that is shared with others. The system is delivered via the Internet and can be accessed from any Internet connection, as long as the minimum system requirements are met.

2. Each teacher needs a digital camera or tablet with camera in their own classroom, versus one in the office that is shared among teachers.

3. Each teacher needs access to a printer linked to the classroom computer. The best scenario is that they each have a printer in their own classroom, but if not possible, they may share printers as long as it is easily accessible to them during the day.

4. Each teacher needs **time** every day to upload documentation into Work Sampling Online. Be sure to support your teacher with daily planning time to ensure they are successful.

5. The computer used by the teacher will need to have one of the following browsers loaded: Chrome, Mozilla Foxfire, Internet Explorer (version 9 or higher).

What other materials are required?

- Preschool-4 Developmental Guidelines (WSO website)
- Georgia's Early Learning Development Standards (GELDS) (available at www.decal.ga.gov
- and in GELDS resource book)
- Work Sampling System Reverse Correlations (available at www.decal.ga.gov and in GELDS resource book)

What are the requirements?

1. Documentation (notes, photos, work samples, matrices) must be entered and linked online weekly. Documentation is NOT required to be collected in Personal Social and Physical Health & Development Domains (unless you have developmental concerns or the child has an IEP in that domain).

2. Notes should be written objectively describing what the child did or said.

3. Photos must be uploaded and linked online. Include a description that provides more information, such as a child's quote.

4. Work samples may be uploaded or kept in child's file folder. A description of the work sample must be entered and linked online if you choose not to upload the sample.

5. Matrices must be uploaded and linked online. A hard copy is not required for records.

6. Titles should reflect the type of documentation that is collected - Note (N), Photo (P), Matrix (M), or Work Sample (WS).Create a Developmental Checklist for each child for Period 1 and Period 2. NOTE: All 69 indicators are to be rated by the end of each Period.

7. Create a **Narrative** Summary Report for each child for Period 1 and Period 2. Complete attendance field.
8. Use group reports (Class Profile) to inform lesson planning.

What reports am I required to save and when should they be saved?
1. At the end of Period 1 (Fall), save to desktop or print each child's completed checklist.
2. At the end of Period 2 (Spring), print each child's completed checklist.
3. At the end of Period 1 (Fall), print two copies of the completed Narrative Summary. Give one to the parents and keep the other for your records.
3. At the end of Period 2 (Spring), print two copies of the completed Narrative Summary. Give one to the parents and keep the other for your records.
4. The completed checklist and the signed copy of the Narrative Summary should be filed and kept on site for three years.

Components:

Where do I find the student PANDA id?
Your Project Director needs to login to PANDA and print or email each teacher a copy of the Roster Report for their class. This report is available to them on the View/Edit Roster screen by clicking on 'Print w/o SSN', and it is the only report in PANDA that shows the PANDA Id. The PANDA Id field is a required field in WSO so you will not be able to enter a student into WSO until your Director gives you the PANDA Id. **What are appropriate <u>work samples</u> for assessment documentation?** Work samples should be used to document skills demonstrated by individual children such as writing samples, drawings, paintings and dictation. Most work samples can and should be linked for multiple performance indicators. Samples can also be used to document skills children have yet to develop.
What are appropriate <u>observational notes</u> for assessment documentation? Observational notes are meant to be child specific and contain information that is unique to that child such as their exact words or behaviors. Notes should be detailed in order to adequately document as many indicators as possible. For example, if you are documenting that a child "uses expanded vocabulary and language for a variety of purposes" you would need more than a statement "he shared an experience with the group"; use a quote including the expanded vocabulary used "Caleb pushes the Lego vehicle he created and says 'mine moves dirt, it's a bulldozer'." Observational notes can also be used to document a skill or behavior a child has yet to develop. A note is not considered negative if it is factual – recording what you saw or heard (the facts) without judgment. An example of an appropriate factual note would be, "When asked to come to circle time, Emma stomped her foot and said, "No!" An example of an inappropriate or negative note would be "Emma refused to come to circle time" because it does not include a specific description of what the child was observed doing or saying and it is judgmental. **What are appropriate <u>photos</u> for assessment documentation?** The purpose of an assessment photo is to document information that is best captured in a photo or difficult to describe in a note. Photos used for assessment should document the skill or behavior you are trying to assess. Examples of photos could include block structures, 3 dimensional art and dramatic play. **What are appropriate <u>matrices</u> for assessment documentation?** Matrices are used to assess easily observable, predictable behaviors/skills without asking the child questions. For example, to assess the performance indicator "follows two or three step directions," choose several transitions that occur in your classroom such as "listens for name called and lines up at "door" and "throws snack away and sits on rug when music starts." Matrices are developed by the teacher in advance as part of lesson planning. Matrices are a big timesaver as this allows you to enter information for multiple children at one time. **What reports should I use to inform my lesson planning?** There are two group reports - Class ratings and Class profile. They are located under the tab **"Reports."** These reports reflect the ratings marked on the developmental checklist.

How do I make ratings on the Developmental Checklist?

The checklist is created under the tab "Guidelines and Checklist" Create a checklist for each child once you have documentation entered. Checklist ratings should be made frequently throughout the Period as this updates your group report. A teacher can see all documentation that was linked for each performance indicator. After reviewing the rationale, based on the documentation and the teacher's knowledge, the teacher decides if a child is performing "not yet, in process, or proficient." These ratings can and should be changed and updated throughout the period. All 69 indicators are to be rated by the end of each period.

Which form do I use for parent conferences?

Use the *narrative* summary report found under the tab "Reports" Create a narrative summary report for each child at the end of the reporting period. Language in the report should reflect a child's progress using the developmental guidelines as well as individual examples of how the child exhibits that skill in each domain.

If a new student enters my classroom, how do I add that student to my class roll?

Before entering a new student, always contact prekassessment@decal.ga.gov to see if that student was enrolled at another WSO site. You will need to provide the student's full name and date of birth. If the student was enrolled, his/her data can and will be transferred to your class; therefore, you will have data to continue assessing and planning for the individual child.

If the student was not at a WSO site, you will be asked to enter the student the same way you entered your students at the beginning of the year. Go to the 'Manage Students' section and enter the student information. Be sure to enter the student's name/date of birth as it appears on the birth certificate.

If a student leaves my classroom, what do I do?

Archive!! When a child leaves your program make sure you enter all of the student's documentation. You will then archive the student's file. Click on 'Manage Students' then check the box next to the student's name that has left the class. Click on 'Archive'.

How do I reset my password?

Click on the "Forgot password" link on the WSO login page and you will be sent an email from schoolsuccess.net to create a new password.

<u>NOTES:</u>

How do I know whether to contact Pearson's Technical Support or whether to contact prekassessment@decal.ga.gov for help?

You should contact prekassessment@decal.ga.gov for help if you are unable to login, when you have new students enroll during the year, or if a teacher moves/leaves the class.   If you have general questions about the Georgia Pre-K Assessment process, you should contact the consultant assigned to your program. Contact Pearson directly for any computer issues, internet issues, if you experience problems in uploading photos, or have general navigation questions about WSO menus.

Why are the children assessed twice a year? Why not once a year?

Children grow and change at different rates. Their growth often occurs quite rapidly. Only by noting a child's specific performance at one point in time can you accurately assess the child's progress later. We assess twice a year so that the child's profile of skills and knowledge in one collection period can be compared with her profile in an earlier period. This facilitates assessment of progress and provides a chance to record change in performance.

Do I need to collect documentation on all 69 indicators?

Teachers do not need to provide documentation in the Personal/Social and Physical Health & Development domains UNLESS a child has an IEP in that area or the teacher thinks the child needs a referral. However, all 69 performance indicators must still be rated on the Developmental Checklist. Work Sampling System Online will still allow teachers to link documentation in Personal/Social and Physical Health & Development. Child assessment should be purposeful, not accidental. Teachers should plan and collect documentation (photos, work samples, matrices, and observational notes) weekly. For example, the teacher might take photos during center time in dramatic play, use a matrix another day during group music, collect work samples of children's artistic responses to a story they have heard in small group, and record observational notes another day in the Science center. Later in the rating period, the teacher can look for those indicators that have yet to be rated for many of the children and plan activities where data can be collected.

Once I have a rating for a child, am I done with assessing that child for that rating period?

No, the first rating helps establish a baseline and plan what type of activities should be planned next. An indicator rated "Not Yet" lets you know the child may need some prerequisite or basic activities, while a rating of "In Process" calls for reinforcement and a rating of "Proficient" would suggest the child is   ready for the types of activities appropriate for five-year olds.

How can I document a child as "Not Yet", when I cannot document anything negative?

There is a difference between being negative and factual. If you are working on patterns with a child and they are not able to copy a pattern, instead of writing a note that says "Billy cannot copy patterns," the teacher can write, "When shown a pattern by the teacher, Billy arranges red and blue cubes in random order." You can also upload examples of his attempts at patterning.

For more information on "WSO" go to: http://decal.ga.gov/Prek/PreKChildAssessmentProgram.aspx

Pre-K Intervention Process
Behavior Management-Tier 1 Intervention
C.A.L.M.

C   Control and Conference

1. Pre-K staff has a behavior or developmental concern about a student. Project director takes control of the situation by providing leadership to the team (communicating with the teachers and the family, implementing the intervention process, providing support and resources).

   Collect data and schedule a conference with the family. Prior to the conference review the student's records to determine whether he/she passed Pre-K entrance screenings (vision, hearing and/or dental) and whether he/she has an IEP or has received services in the past.

A   Analyze

2. Use data to develop an intervention plan for 1 behavior or skill.
   Use the initial Parent Conference form at the conference.
   Implement plan and collect data for 10 school days.
   Schedule second conference.

L   Link

3. Review data.
   If progress is being made, discuss next steps (set another goal, continue with intervention plan, slowly reduce accommodations, etc.)
   If progress is not being made, plan a different intervention and seek additional help (Pre-K consultant, resource and referral agency inclusion coordinator, school system, etc.)
   Schedule third conference.

M   Modify

4. If progress has been made, discuss next steps.
   If progress has not been made, discuss school system referral, modified days or suspension if appropriate.

Behavior Management Suggestions

Best Practices at Tier 1 for RTI

1. Adults should scan the room frequently to intervene before problem arises.
2. Use signals and cues to redirect the child to stay on task.
3. Ignore behavior that us not harmful or distracting to lesson or students.
4. Frequently review and remind of classroom rules
5. Post a picture schedule to remind of transition times.
6. Review directions frequently.
7. Maintain close supervision during transition times.
8. Reinforce the child when correct behavior is displayed.
9. Model appropriate way to interact with other students.
10. Consider loss of privileges as a consequence. Be consistent.
11. Provide a warning before transition times.
12. If child appears tense or out of control then provide a cooling off place.
13. Provide reinforcement when child is attending and responding properly.
14. When giving group directions make sure the child is attending. Ask the child to repeat he directions to you.
15. Empower peers with the word to use if child behaves appropriately towards them. What starts as playful to both children can turn into trouble if allowed to go too far. Teach peers to say "Stop, you cannot hit me."
16. Consider a secret code between the child and teacher as a reminder to get back on task.
17. Daily communication between home and school is vital. It can be simple notebook travels between home and school.
18. Prevent frustrating or anxious situations by giving the child tasks on his ability level, reducing the social interactions which over stimulates him or reducing the assignment.
19. Teach the child to verbalize his feelings before losing control.
20. Never use sarcasm to discipline.
21. _____
22. _____

_____
_____

THE ABC'S OF BEHAVIOR MANAGEMENT

Always consider the child's feelings. Be courteous and expect courtesy. Avoid embarrassing a child.

Be alert and observant. Develop an ability to always see or know what is going on in your group. Convey your alertness and attentiveness to the children. This is perhaps the most effective way to prevent problems *before they* occur.

Choose your words carefully when problems do arise.

Discipline yourself. In other words, control your temper. Some children enjoy seeing your reactions to their behavior. In addition, you may be inadvertently teaching children that angry outbursts are acceptable.

Excessive flattery as a technique to motivate or control is ineffective. Children regard this technique as phony "gushiness." It deteriorates the esteem the students hold for you as an adult. Acceptance of each child must be sincere and unconditional.

Firmness and fairness should abide.

Good humor goes a long way. Children who see you happy are more likely to be happy themselves. Don't be afraid to laugh at yourself.

Handle problems yourself as much as possible. Do not threaten to send a child to the supervisor. In fact, be very careful about threatening anything. Threats can cause a power struggle which generally escalates into a no-win situation.

Ignore those behaviors that are just to get attention.

Join the children at the back of the line. That way you can see all of them as they go down the hall.

Keep this simple idea in mind...We are not dealing with children who *are* problems, but rather children who *may have* problems.

Lead and train children at the beginning of the year.

Make positive statements as much as possible. Warm responses and wholesome child demeanor are largely a result of the degree of positivism the teacher shows the children.

Never underestimate the power of your appearance. Staff members should dress appropriately. Wear comfortable clothing and shoes, but exercise good taste. Remember

the manner in which you dress sets the climate for your group.

Options are important to children. Vary activities to reduce boredom and enhance their interest.

Proximity control is an effective preventative approach. Some misbehavior can be stopped by moving close to the child who is causing the problem.

Quiet activities can be just as much fun as noisy ones.

Routine rules and procedures such as room use, returning and leaving the room, distributing materials, and cleanup should be presented beforehand. Smoother transitions occur when time is invested in teaching children such procedures early in the program.

Show the children you are up for the challenge. A well-organized plan is the most essential key to good behavior. There is no substitute for being well prepared. Remember: Staff who fail to plan, plan to fail.

Try to predict what would confuse or distract children.

Use natural consequences as appropriate. Try to devise a consequence that is a natural outgrowth of the behavior. For example—have a child sweep the room if he or she has been throwing sand from the sand and water table.

Value each child and time spent with every child. Make the most of it. Understand that while children are with you, your role becomes both teacher *and* substitute parent.

Watch the amount of attention you give to individual children. Whether it is for a problem or not, children "tune in" to how much time you spend with others. Refrain from favoritism.
Children can sense this immediately.

X-pect to have fun. Meeting your own expectations always makes you feel good about yourself and the program.

Yelling is not effective with children. Teachers who use this approach may have quiet, controlled children one moment and angry, hostile ones the next.

Zoom in and handle problems quickly. The sooner the problem is handled, the less disruptive it will become. When you see disruptive behavior let the child know immediately. Otherwise, by "letting it slide" you are in effect, telling the child that the behavior is acceptable.

Response to Intervention (RTI) Strategies for:
Speech Sound Production

It is not unusual for young children between 3-5 years of age to have difficulty producing one or more speech sounds. The attached chart may help you decide which sounds they should already have for their age level, the following suggestions may help.

- o If your child is substituting one sound for another sound such as t/k or p/f emphasize the correct sound for your child in the world and see if they can repeat it after you.

- o If your child is omitting a sound, again emphasize the sound your child is omitting and see if they can model it right after you.

- o When reading books emphasize the sounds the child is having difficulty producing. Point to pictures and name them, have the child repeat the words after you.

- o Play rhyming games with the sounds your child is having trouble saying or saying nursery rhymes together may help your child also. The following website has many nursery rhymes that target specific sounds: www.KIDdiddles.com.

- o Practice the worksheets the Speech Therapist/ SLP provides

- o Screen your student's using the following checklist to determine if more screening will be necessary.

Articulation Checklist
(Developmental Age for Sounds)

Student's Name: _____DOB:____/____/____ Today: ___/___/___
Directions for checklist:
1.) Have the student repeat the following words after you.
*2.) Put a ✖ by the sounds that were **not** produced correctly.*

Sound	Initial		Medial	Final		Age for Sound
p	pat		happy	cup		**2**
b	bat		hobby	cub		**3**
t	tall		eighteen	foot		**3**
d	dog		lady	bed		**2**
k	cat		lucky	book		**3**
g	goat		wagon	big		**3**
m	monkey		summer	home		**2**
n	nose		money	fun		**2**
ng	running					**4**
w	water		awake			**2**
y	yellow		onion			**4**
h	hat		behind			**2**
f	fish		coffee	laugh		**4**
v	vase		seven	live		**5**
s	silly		pencil	miss		**5**
z	zoo		busy	buzz		**5**
sh	ship		wishing	dash		**5**
zh	measure					**6**
ch	chop		ketchup	watch		**5**
j	jelly		magic	page		**5**
th	this/thin					**7-8**
l	leaf		balloon	ball		**5**
r	robot		girl	hear,		**6**

Early Language Development Activities

<u>Language Tier 1</u>

Listening:

- Name foods, objects, and toys as your child can see them in the environment.
- Teach your child the meaning of the word "no". If you say "no", follow through and make your child follow the direction.
- Play "follow the leader" type games with your child, encouraging and helping him imitate your motor movements. Describe the action as you do it. (Example: *Let's CLAP. See, clap, clap, clap- Now, you do it."*)
- Read to your child every day. Encourage him to point to pictures as you name them. Act out silly parts of the book together.
- At times, talk for your child. *"I am jumping. Look at me jump."* In this way, he learns the words that match his actions.
- Use all the senses to play with your child. Use play-dough, songs, movement, smells (perfume, cookies baking, flowers from the garden), and words.

Speaking:

- Encourage and accept all types of vocal and verbal responses from your child. Initially, do not correct sound pronunciation errors.
- Make silly sounds to match toys in the environment. (Example: The train goes "choo-choo", the toy dog goes "woof-woof", the ball goes "boing, boing")
- Imitate your child's attempts at speech, and refine them gradually. (Example: Child says "Tuck" and you say "Yes, Truck")
- Play repetitive games such as "peek-a-boo" and "where's the baby?" and encourage your child to say the words as you play.
- Sing the same song each day as you do daily activities such as bathing ("This is the way we wash our hair," etc.), dressing ("Put your right hand in, put your left hand in …"), driving ("Home again, home again, jiggidy-jog"), and going to bed ("Rock-a-bye baby
…"). Encourage your child to join in.
- Name body parts and clothing items each time you bathe and dress the child. Encourage him to imitate.
- Emphasize "hello" and "good-bye" as you greet and leave others. Encourage your child to imitate.

Response to Intervention Strategies: *Language Tier 2*

Telegraphic Speech:

This is the use of a few content words without functional word or grammatical makers that communicate (e.g. action, possession or location). When a child says, for example, "water now", it is understood to mean "I would appreciate a glass of water".

Suggestions for intervention: Repetition and expansion- parent is molding language by repeating and adding more words while encouraging the child to imitate.

> Child: *"Doggie"*
> Teacher/Parent: *"Doggie bark"*
> Child: *"Doggie bark"*
> Teacher/Parent: *"The doggie is barking."*

Echolalia:

This is the repetition of what is heard, either delayed or immediate. It can be used as an index of the child's level of comprehension and as a springboard to more appropriate responses. The underlying intent of echolalia should be determined.

Suggestions for intervention: Respond to Intent- parent replies immediately to inappropriate echolalia and relates the remarks to the present context.

Child: "*Chugga big red car*" (as a request to watch TV because he's heard it on the Wiggles)

Teacher/Parent: *"Do you want to watch TV? You need to say: "I want to watch TV."*

One Step directions:

Before giving directions make sure you have the child's attention. Use clear and concise language; gestures can also be used only if it enhances the meaning of your instruction.

Suggestions for intervention:
Play interactive games: hokey pokey, pin the tail on the donkey Follow commands: "show me" (baby's) nose, eye, mouth, etc. (familiar items), wave "bye-bye.

<u>**Response to Intervention (RTI) Strategies:**</u>   <u>***Language Tier 3***</u>

Use complete, grammatically correct sentences: Use books with repeated verses such as *Brown Bear, The Gingerbread Boy, There was an Old Lady Who Swallowed a Fly, Goodnight Moon*. Read the same book several times per week. Start by having your child fill-in the word you leave out. For example: *"Brown Bear, Brown Bear what do you_____??_____."* Eventually, your child will be able to fill-in more and more words and they are able to recite the sentences. This will help them be able to form longer, more grammatically correct sentences.

Grammar: If your child uses the wrong pronouns, leaves out words in sentences or uses words in the wrong order, don't tell them they said it wrong. Repeat the sentence back to them the way they should say it and emphasize the correct word. For example, if your child said, *"**Her** was riding a bike"*. Say, *"Yes, **she** was riding a bike."*

Grammar: Get in the habit of requiring your child to answer you in complete sentences. Model the correct way they should say it. Don't accept single word answers. If your child is unable to use a complete sentence try to get them to use 2, 3, or 4 words of the phrase. Keep building the length of the sentence.

"Wh" questions: Read a story. After **each page**, ask your child a "wh" question about that page. Point to the pictures and give cues to help them get the correct answer as needed.

- ❧ **What Questions**: Throughout the day, choose specific items and ask your child what it is. 1. What 5 things are around you? [Ex. – *What are these (keys, shoes, glass)]? 2. Ask your child what different members of the family are doing? (Ex. – "What are you doing? What is daddy doing?")*

- ❧ **Who**: Similar to the idea for what, ask your child *"Who is____?" (Answers: cooking, walking, talking, etc…)*

- ❧ **Where**: Take a bowl, box or other container. Place a toy, object, or small piece of food such as cereal in, out, on, under, beside the container and ask your child *"Where is the_____?"* If you are using food, and they answer correctly they can have the food. If you are not using food, give them praise, high five, a sticker or other small reward. Another idea is to ask your child to tell you where 5 people or objects are in the house. If they say *"right there" or "over there"*, model how to say it more specifically. For example, *"Daddy is in the kitchen"*.

Response to Intervention (RTI) Strategies: _Stuttering_

General Stuttering (Dis-fluency) Information:
It is not uncommon for young children (ages 3-5) to have disfluencies (pauses, repetitions, additions, or prolongations of words/sounds/phrases) in their speech. About 5% of all children are likely to stutter at some point in their development. It is also very normal for a child to go back and forth between periods of fluency and disfluency. The good news is about 80% of all children who stutter; do stop, even without treatment.

Ways to help your child:

- Slow down your own speech when talking to him/her.
- Take a few minutes each day to talk to your child in an easy, relaxed manner.
- Try to slow the pace of your household/classroom and family/student activities, minimizing the level of excitement.
- While you are talking, be sure to listen to what your child is saying without interrupting or finishing sentences for him/her.
- When he/she has difficulty speaking, it's OK to acknowledge it by saying, _"You had a little trouble getting that out."_

Activities to help reduce stuttering:

- Focus on increasing the child's production of fluent speech.
- Have the child say single words in a slow, relaxed way. Example – _"ball, dog, car"_
- Increase the number of words in a short phrase. Example – "red ball, big dog," "A big, red ball rolled. A dirty, big dog barked"
- Have the child say a sentence after you. Example – "I have a big, red ball."

*This process can take anywhere from a few weeks to six months or more.

RTI Strategies for Teachers/Parents/Caregivers of Preschool Children
Social-Emotional

The goal of these strategies is to provide assistance to parents and other caregivers by providing suggestions for adult-guided learning experiences with young children. Please remember these important guidelines when working with young children:

- **Play is how children learn!**

   (Play is critical in a child's cognitive, emotional, and social development; children love to learn and they learn best through "hands-on" activities and participation.)

- **Start with toys or activities that interest the child.**

   (Suggestion: if the child avoids activities and wants to play with only one set of toys or materials, you must remove these toys/materials for a time during the day while you engage them in a different activity.

   Example: Say to the child, "<u>First</u>, we will put the puzzle together and <u>then</u> you can play with [favorite object].")

- **Provide choices for the child that help build independence.**

   (Examples: *"Do you want to read the book about trains or the book about dinosaurs?" "What do you want to do first? Brush your teeth or put on your pajamas?"*)

- **Use consequences that are meaningful.**

   (suggestions: give your attention to the child when s/he does something desirable and ignore the child's undesirable actions; consequences are most effective if they immediately follow the behavior and are used regularly; explain to the child what is happening and why.)

- **Build learning experiences into things you do every day.**

   (Examples: during dressing, eating, bathing, art activities, play, travel, etc. name objects or body parts; practice picking up or holding objects correctly, sing familiar songs *["This is the way we wash our hands, etc."];* count the spoons in the drawer, sort the socks in the laundry basket by color or size; while traveling, look for red cars, yellow signs, etc.)

- **Talk directly to the child using adult forms of words in short sentences.**

   (Example: Don't talk down to a child; say "horse," not "horsey" to encourage language development and support social development. Don't talk over a child – if a child is not talking much, adults tend to talk about the child as if s/he were not there – this is harmful to the child's self-concept and negatively affects his or her ability to learn language.)

   Describe actions ("You are washing your nose.")

   Prompt the skill to be learned. ("Show me your nose.")

   Reinforce the child's attempts. ("Yes. That is your nose.")

   Maintain skills after they have been learned. ("Remember where your nose was?")

- **Limit the amount of television that your child watches and encourage indoor and outdoor play with adults, other children, and alone.**

   (Suggestion: set aside time to play with your child without making any demands on them; also allow time for children to play by themselves. **Make learning fun!**

- Look at picture books together throughout the day. Help your child point out interesting details or pictures. Ask your child to point to items you name. Example, say: *"Point to the boy sleeping." (Running, cutting, etc.) Or "Find the cat." (Dog, cow, etc.)*

- Play games that require the child to do something with a toy. Example: Say to the child, *"Bring me the ball." "Feed the baby." "Push the truck." "Pull the wagon."*

- Use objects to teach matching. Begin with two items of the same color and one of another color. When the child is able to match the two similar colors, introduce more colors or different objects. Use a checker board (inexpensive ones are available at Dollar Stores) and have the child place the red and black tokens on the same color squares.

- While dressing/undressing, point to and name body parts. Have your child repeat (or attempt to repeat the names and point to the body parts, too. (Help them point by placing your hand over their hand, if they are not pointing on their own.)

- Talk to your child about being a girl or a boy. Say, *"Sarah is a girl, you are a boy."* Name other familiar people who are the same sex as the child.

- Practice sorting pictures/objects into categories. Use animal rummy cards, pictures from magazines, family photos, etc. Example: *"Let's put all the animals in this pile and all the food in this other pile."* Sort objects around the house. Example: *"Let's put all of the socks in this pile and all of the washcloths in this other pile."*

- Help your child describe the things they do each day. Tell your child stories about themselves describing the events of the day (either before or after an experience). Talk about   experiences with your child (using the correct tense). Example: *"Yesterday, we went to 'Chuckie   Cheese'. Today, we are going to Aunt Mary's house."*

- Help your child predict what will happen. Example: *"If I dropped this glass of water, what would happen?"*) Give the child some examples if they don't know, or ask questions to help them. (Example: *"Would the glass break?" "Will the water spill?"*)

- Use storybooks for naming objects, animals, colors, actions (jumping, running, etc.). Ask "wh" (who, what, where) questions about pictures in the book. (Example: *"Where is the dog?" "What is the boy doing?" "Who is baking cookies?"*)

- Read simple stories to your child. You don't have to read them word for word; use your own words to tell the story. Use books with repetitive verses, such as *"Brown Bear, Brown Bear, - What Do You See?"* and encourage your child to fill in familiar words.

➢ Teach the concepts of numbers and counting. Regularly point out the number of items in the child's world – 2 hands, 4 legs on the chair, 1 nose, and 3 toothbrushes in the holder. Count the number of steps it takes to walk from the door to the car. Count the number of French-fries left on the plate. Count while washing hands, brushing hair, etc. (Repeating the numbers over and over is very important.

➢ Additional number/counting activities: Use a deck of playing cards to match the numerals 1 to 10. Use a strawberry container (green plastic ones from the grocery store) to make a "zoo cage" for toy animals. Write numerals 1-10 on pieces of paper that will fit on the bottom of the container and place one of the numbered papers into the container. Help your child count out (and put into the container) the number of animals that match the numeral in the container.

➢ Variation: Help your child count out the number of animals that match the numeral on the container upside down over the animals as their "cage." For this version, place the numeral on top of the "cage". (This works best if you have several "cages.")

➢ Point out colors everywhere in your child's world. (Example: *"You are wearing a red shirt." "The car is blue." "Show me the yellow crayon."*) Encourage your child to point to and/or to repeat the names of colors after you.

➢ Use adjectives to describe things to your child. *(Examples: light, heavy, full, empty, long, short, big, little, happy, sad, etc. "Show me the big block." "Which cup is empty?" "Look. The new TV is big." (hold your hands out widely to demonstrate) "But, the spoon is little." (use a small hand gesture to demonstrate) Use playdough and change shapes as you play. (Example: "Look, I made it round. Now, I made it flat.")*

➢ Put magnetic letters on your refrigerator for your child to move and play with. This helps build visual discrimination skills. As your child gets older, magnetic letters also help them learn to name the letters and the sounds the letters make. They are also a great tool for putting words together and learning to read them. Suggestion: Help your child draw a picture of a dog (or another animal or object that they like.) (Or find a picture in a magazine and let the child tear it   [or cut it out by following a line you draw around the picture.]) Put the picture on the refrigerator and use the letters (dog, etc.) to help hold the picture in place. Each time your child looks at the word and the picture together, they are making a connection between the picture and the word that will be useful when they get to Kindergarten and start learning "Sight Words."

➢ Play "Simon Says" games with your child to help them learn to do actions and to follow directions. (Example: *"Simon Says, clap your hands … jump up and down … kick the ball … put your hands on your head … touch your nose … etc.*)

RTI Strategies for Teachers/Parents/Caregivers of Preschool Children
COMMUNICATION

➢ Read to your everyday. Start a ritual of reading a book just before bedtime. [Research shows that reading to your child, instead of letting them watch TV just before bed, helps your child have a better night's sleep.] Let your child choose a book and let him/her "read" (in his/her own way) a familiar story to you. Children also enjoy books-on-tape, or stories that you record and they can play over and over while they look at the pictures in a book and listen to your voice.

➢ Play word games with your child. Work on pronouns by playing the "mine" game. Expand the game to include: "me, you, yours, his, hers, ours," etc. (Example: "This is my spoon." / "That is your spoon." / "That is his truck." "These are our trucks.")

➢ Draw a picture with your child. See if they can guess what it is as you are drawing it. (Have the child tell you about the picture they are drawing, too.) If your child says, "What's this?" Ask them to tell you what it is, instead of you telling them; say, "You tell me. What is it?" Praise your child's efforts at drawing (do not criticize by saying, "That doesn't look like it!") Instead, say "That's a great dinosaur!" (Or whatever they tell you it is). [The point here is not how skilled your child is at drawing. It's to encourage creativity, self-confidence, socialization, and language.]

➢ Ask questions that require the child to make a choice and give an answer. Instead of saying, "What do you want to drink?" say, "Do you want juice or milk?" If your child has difficulty answering, model the answer. Say it for them, "I want juice" (motion with juice container) then say, "I want milk" (and motion with the milk container); and, hopefully, then the child will reach for the one she/he wants. [The more they hear the answers they are expected to give, the more likely s/he is to repeat the words.]

➢ Ask "**wh**" (who, what, where, why) questions about experiences and stories read. (Examples: "Who did you play with on the playground today?" "What did you eat for snack?" "Where is the cow?") [State (or restate) the answers, "That's right, the cow is in the barn."]

➢ Help your child learn to say his or her name and age. Use the child's name playfully and often. Ask the child his/her name. If s/he only says the first name, then ask "Kareem who?" Ask silly questions like, "Is your name Mary Jones?" when the real name is "Mary White." Or ask, "How old are you? Are you 10?

RTI Strategies for Teachers/Parents/Caregivers of Preschool Children
FINE AND GROSS MOTOR

Teach your child how to stack objects. Use a variety of materials for building towers such as boxes, small or large cereal boxes, cans, square sponges, etc. Introduce smaller and smaller objects as your child gets better at stacking. Help your child stack and remove rings with one hand while holding the post/base with the other hand.

Encourage your child to use both hands to manipulate objects. One hand holds the object and the other hand manipulates the object. (Example: putting pop-beads together, taking the lid off a container, etc.) Have your child hold a container with one hand and remove objects from it with the other. (Example: take cereal or raisins out of a plastic cup). Use "play" sand, dried beans, rice, or water and have the child pour it from one container into another.

Provide your child with paper, crayons, or markers. Show your child how to scribble and encourage him or her to imitate what you do. If your child has difficulty grasping the crayon/ marker, put your hand over their hand and show them how to do it.

When you introduce writing lines and circles to your child, have the child make the shape in the air before trying it on paper. (Example: make a circle in the air, and then write it on paper.) Start with drawing lines "down" (from "top" to "bottom"), then show them how to write lines that are down and across (+). At first, you will need to place your hand over theirs and have them trace (over a highlighted or dotted) line. Use this same process to teach them how to write their first name.

Teach your child how to use safety scissors. Show your child how to place his/her fingers into the scissor grips and how to "open" and "close" the scissors (before you give them the paper). Remind them to keep their "thumbs up" for cutting (and remind them to open and close the scissors when they start cutting). If your child is having difficulty using scissors, you may need to back up to activities that help strengthen the hand muscles, such as; squeezing clay, tearing paper, using tongs to pick up small objects (like cotton balls) and place them in containers, using a paper punch, squeezing clothespins, or manipulating sock or paper bag puppets.

Practice body movements with your child. Encourage your child to imitate what you do, such as: hopping forward (like a bunny), jumping up and down (like a kangaroo), standing on one foot (like a flamingo), etc.

Practice moving objects with your child. Throw and catch a large ball with your child. Show your child how to kick a ball while standing. Roll the ball to your child and ask them to kick it. Try hitting a rolling ball with a bat (or hitting it when pitched).

o Teach your child how to use a spoon and fork. Place the spoon/fork in the child's hand. Place your hand over the child's and show him or her how to scoop/or poke the food. Encourage your child to feed him or herself using a spoon/fork rather than his or her fingers.

o *Potty* training requires demonstration and supervision. When you begin *potty* training, stay with your child and do not require him or her to sit on the *potty* for more than 5 minutes at a time. Set up a routine and take your child to the *potty* around the same times every day. (Examples: right after getting up from sleep, right after eating a meal, before going out of the house, etc.) Show your child how to pull his or her (preferably, elastic waistband) pants up and down using both hands. Allow your child to observe others using the bathroom (example: let little boys watch daddy; let little girls watch mommy; or an older sister or brother). There are a l s o a number of good children's books available on *potty* training ideas. If your child has poor balance, provide a foot stool or hand bar for using the toilet.

o Allow your child to put on and remove simple clothing. When you are not rushing to get out the door, let your child dress him/herself while you supervise. Let your child choose the outfit to wear, or put on his/her own socks and shoes.

o Provide opportunities for your child to fasten fasteners (buttons, snaps, zippers, buckles). Learning to button and zip is easier if the child practices with large items. Zippers on a purse or book bag are usually large. Buttons on dolls or stuffed animals are also usually large. You can make a button activity for the child to practice on by using poker chips or checker pieces (Avoid anything small enough to cause choking!). Make slots in a cardboard shoe box and your child c a n practice pushing the "buttons" through the hole in the box. When using clothing, demonstrate how to fasten the item for the child; provide assistance, but encourage him/her to do as much as they can by themselves.

RTI Strategies for Parents/Caregivers of Preschool Children
DATA COLLECTION FOR: _____ (child's name)

FINE MOTOR

Week of : _____to _____	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Use crayons or markers.							
Sing songs and do motions to song or clap.							
Let child use safety scissors.							
Practice picking up raisins/cereal and putting it in cup.							

RTI Strategies for Parents/Caregivers of Preschool Children
DATA COLLECTION FOR: _____ (child's name)

COGNITION

Week of : _____to _____	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Do simple puzzles.							
Name colors around you.							
Play matching games.							
Practice repeating numbers 1 - 10.							

RTI Strategies for Parents/Caregivers of Preschool Children
DATA COLLECTION FOR:_____(child's name)

SOCIAL/EMOTIONAL

Week of : _____ to _____	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Be consistent with expectations.							
Allow opportunities for pretend play.							
Give choices often.							
Allow opportunities for independent play.							

RTI Strategies for Parents/Caregivers of Preschool Children
DATA COLLECTION FOR:_____(child's name)

ADAPTIVE/SELF-HELP

Week of : _____ to _____	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Use of spoon/fork.							
Provide stool for independent hand-washing.							
Practice with large buttons and zippers.							
Clean up and put away toys.							

RTI Strategies for Parents/Caregivers of Preschool Children
    DATA COLLECTION FOR: _____(child's name)

COMMUNICATION

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Read a book.							
Predict what will happen next.							
Encourage words instead of gestures.							
Ask "wh" questions.							

RTI Strategies for Parents/Caregivers of Preschool Children
    DATA COLLECTION FOR: _____(child's name)

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.