

Log on:

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*Early Childhood
Recognition and
Response Project
Starting Strong
Conference
August, 2016*



Learning Objectives for the Day

Participants will be able to:

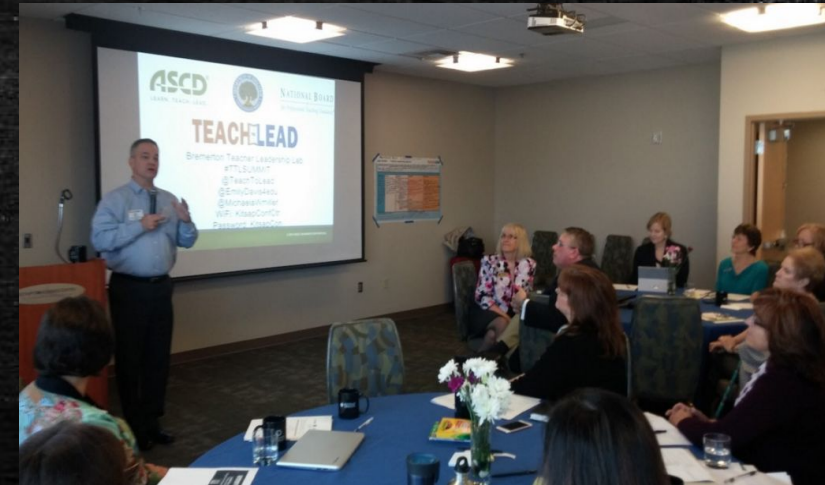
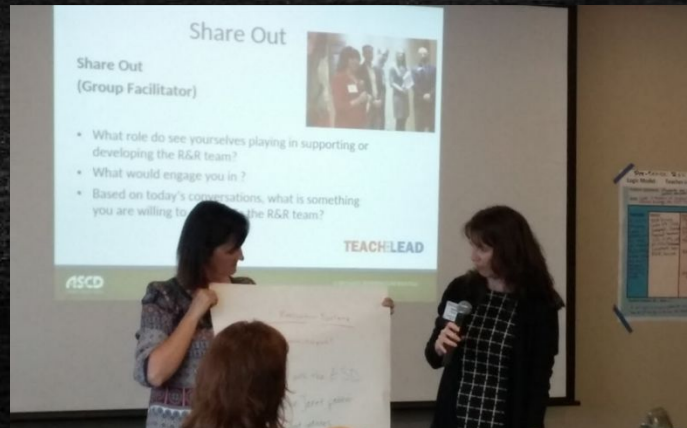
- Define Recognition & Response and its Importance for Early Childhood
- Replicate in their District
 - identify current resources
 - brainstorm variations to work for their district
- Receive Resources and Materials

Our Time Together

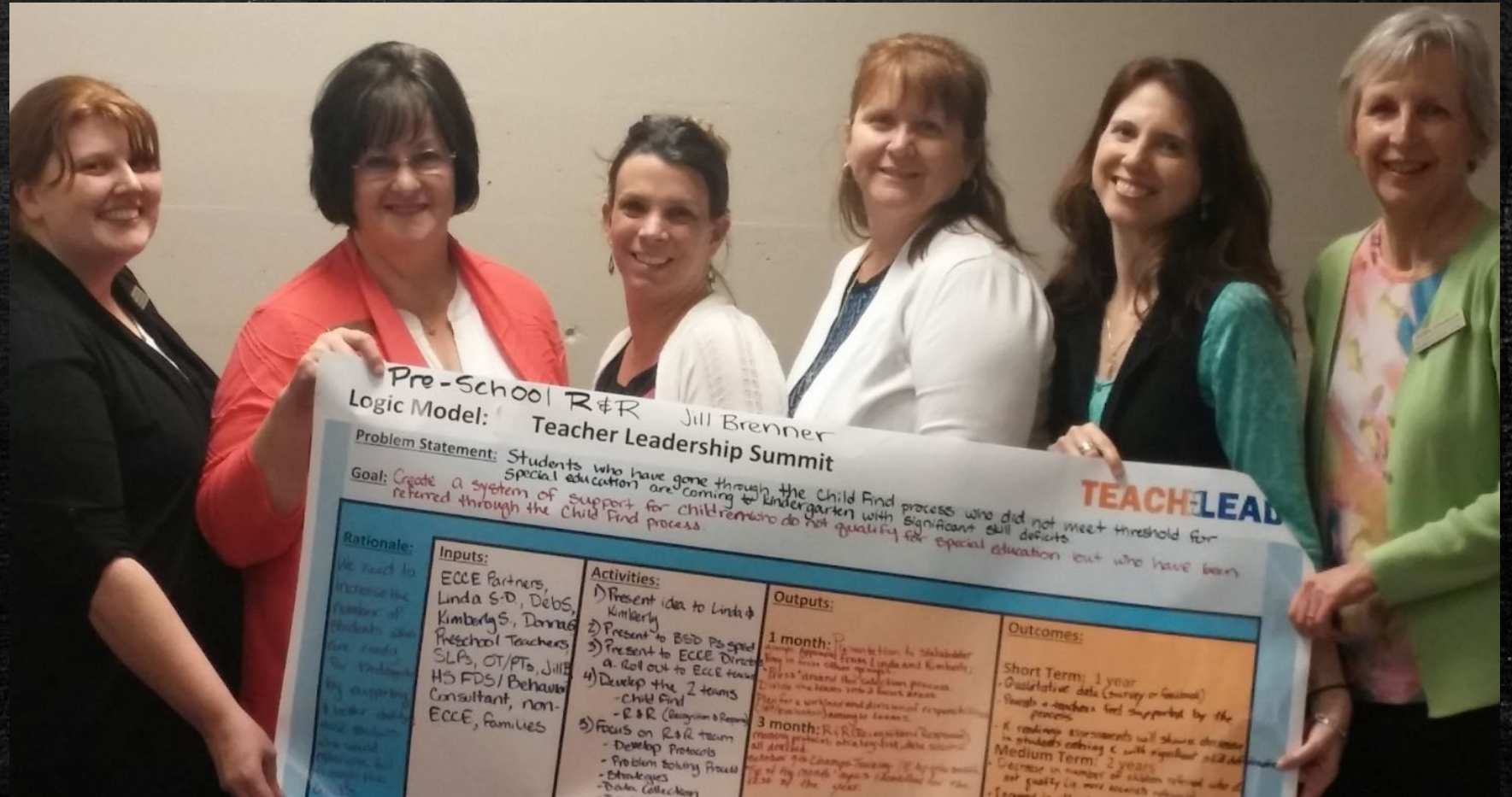
- Wordle
- Our Project
- Who we are & our need
- What is RtI, R&R, its importance to Early Childhood
- The R&R meetings
- You can do this in your District - Replication
- Time to work
- Time to share

How we got here: Teach to Lead Process

- 250 applications Tacoma, WA Summit
- 29 selected
- 3 selected to host a Leadership Lab
- Teach to Lead website: www.teachtolead.org



The Recognition and Response Team





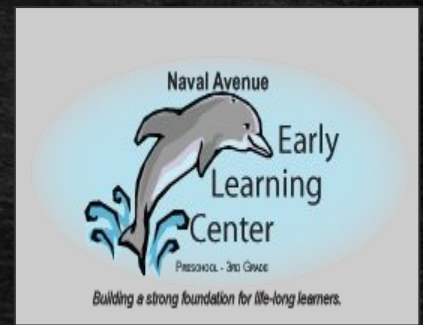
Entry Task

Log on to: www.menti.com

Code:

List words to describe
Recognition & Response

Welcome to Bremerton School District!



In The Beginning

Instructional Recommendation/DIBELS Kindergarten: September Data



The
ECCE is
formed
and
gets to
work!

3 Goals

- Literacy
- Numeracy
- Focus & self-control



Children with
Special Needs
attend local Head
Start (1981)



ECCE group
formed based on
data and research
(2001) I-728 new
money for funding;
set goals



Building on strengths
of our community,
provide resources and
professional
development

The Goal is to provide a quality Early Childhood Experience for all children coming into Kindergarten



Early Childhood Care & Education
"A Community Working Together"



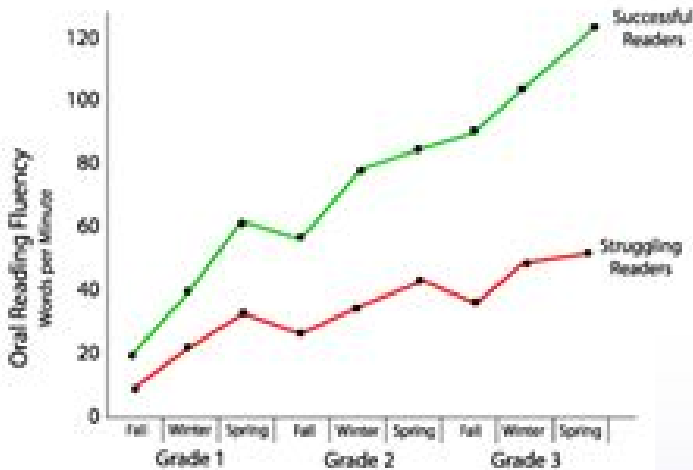
National Ave
ECEAP
&
Bremerton
School District



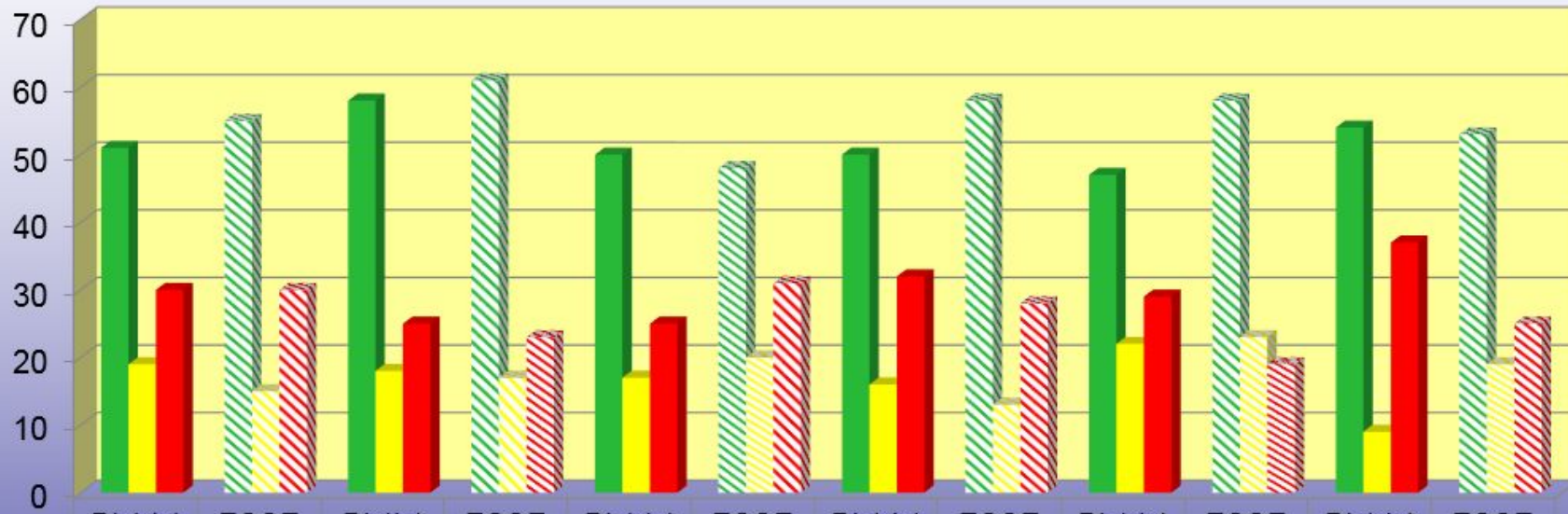
Literacy ~ Numeracy ~ Focus and Self -Control

The Reality

Reading Trajectories From Grade 1 to Grade 3



Instructional Recommendation DIBELS Next Kindergarten: September Data



	District 2010	ECCE 2010	Distict 2011	ECCE 2011	District 2012	ECCE 2012	District 2013	ECCE 2013	District 2014	ECCE 2014	District 2015	ECCE 2015
■ Benchmark	51	55	58	61	50	48	50	58	47	58	54	53
■ Strategic	19	15	18	17	17	20	16	13	22	23	9	19
■ Intensive	30	30	25	23	25	31	32	28	29	19	37	25

Our
Impact

Frame the Problem

- Children who are not eligible for services
- Others still have concerns
- How to help prior to Kindergarten
- If not us...Who?



2012-2015 School Years

Evaluate



218



90

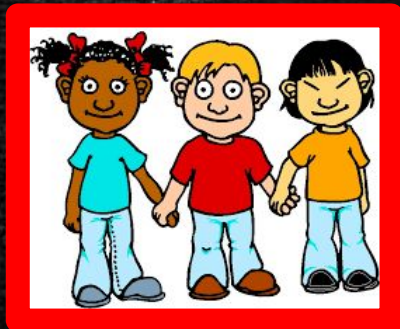


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Have a nice life...



54

We want to Connect With Even More Children Before Kindergarten...

Response to Instruction (RtI)

Recognition and Response (R & R)

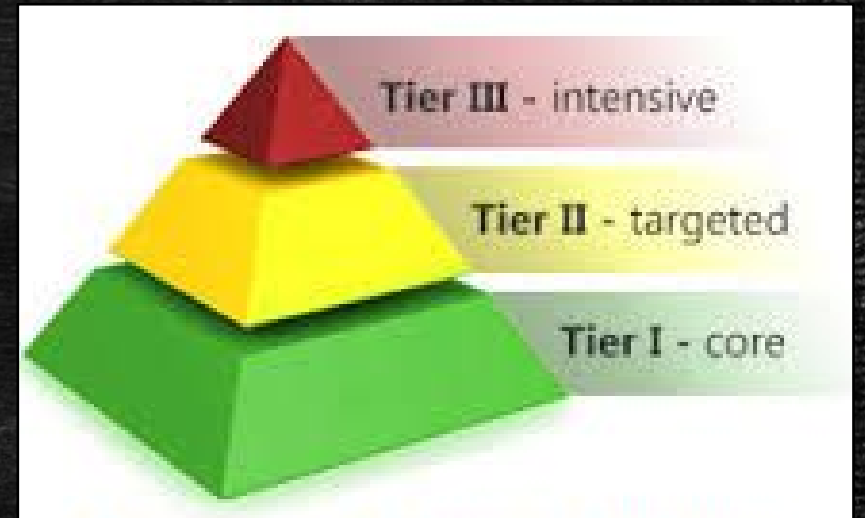


Recognition & Response is:

- A Parallel system to school age RtI
- Proactive vs a Wait to Fail model
- A process to identify preschool age children who are struggling, and provide supports

Response to Instruction (RtI)

- IDEA Reauthorization of 2004
- Proactive strategies
- School-aged Children
- Bremerton received extensive training



Services for School-Aged Children

Student demonstrates need

Initiates Rtl

- Family
- Teacher

Intervention Cycle

- Time/Intensity/Frequency Changes May Occur

Data reviewed

- 6 week Cycle Repeated if Needed
- Decision

Special Education Evaluation

- Standardized Assessments
- Data Driven

Eligibility Determination

- Services Initiated
- OR
- Return to Intervention Cycle

So what does that look
like for preschool
services?

Services for Preschool Students

Child Demonstrates need

- Family
- Teacher
- Other Professional

Child Find Screening

- Initiated by family
- Five Domains

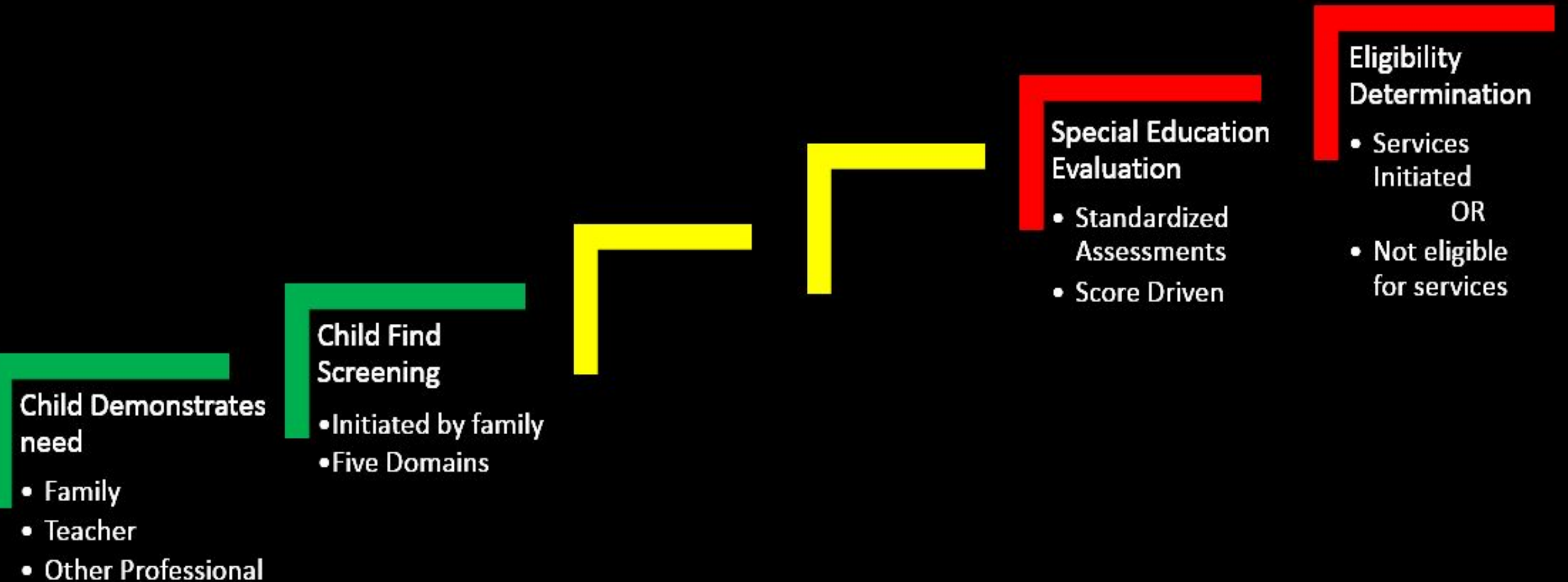
Special Education Evaluation

- Standardized Assessments
- Score Driven

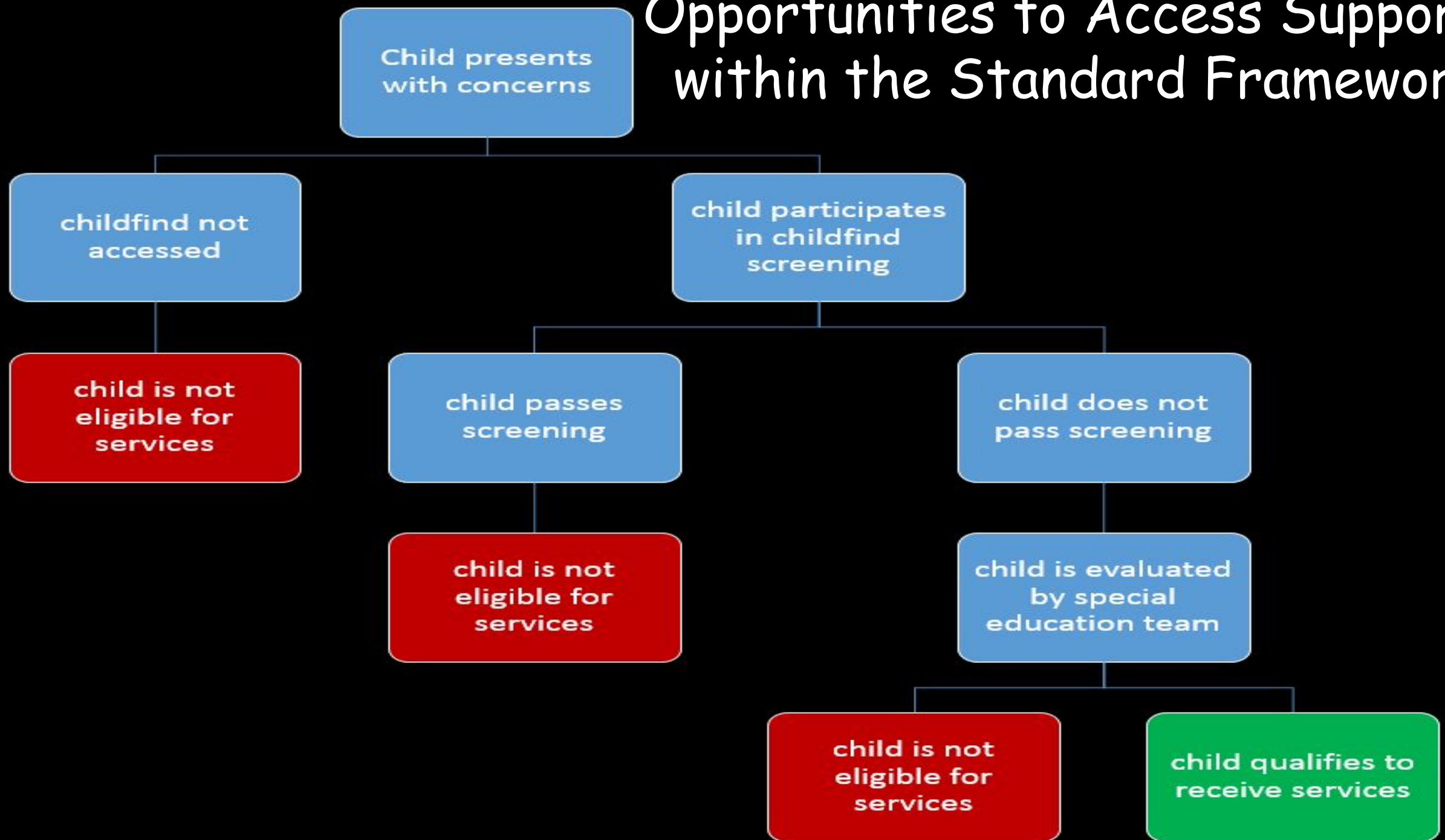
Eligibility Determination

- Services Initiated
OR
- Not eligible for services

Services for Preschool Students 3 year old Transitions



Opportunities to Access Support within the Standard Framework



Building the Bridge

Child Demonstrates need

- Family
- Teacher
- Other Professional

Child Find Screening

- Initiated by family
- Five Domains

R & R Problem Solving Meeting

- Offered to the family
- Support network invited

R & R Plan Implemented

- R & R Team follow up
- Next Steps Determined

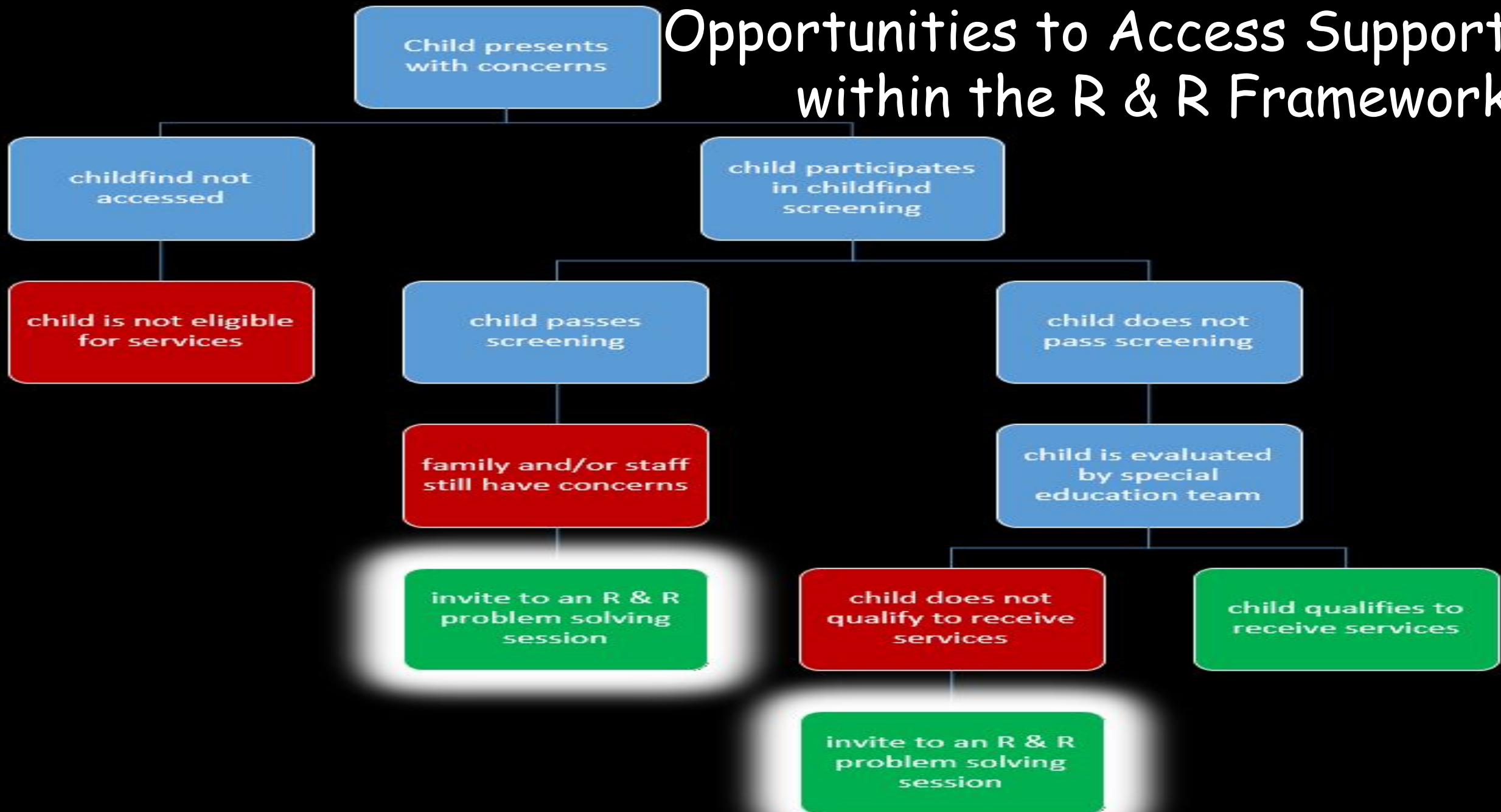
Special Education Evaluation

- Standardized Assessments
- Score Driven

Eligibility Determination

- Services Initiated
- OR
- Not eligible for services

Opportunities to Access Support within the R & R Framework



Child Find

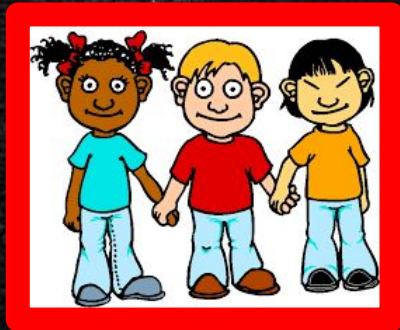
2012-2015 School Years

Have a nice life...



218

Evaluate



54



90



22



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Of the 76 students who did not qualify for special services, how many parents or teachers still had concerns?

Birth - Three Transition Evaluations

2015-2016 School Year

Evaluated

Did Not Qualify



Required Special Services



Two Reactions to Child NOT needing Special Services

- Relief
- OH NO, WHAT DO I DO NOW?



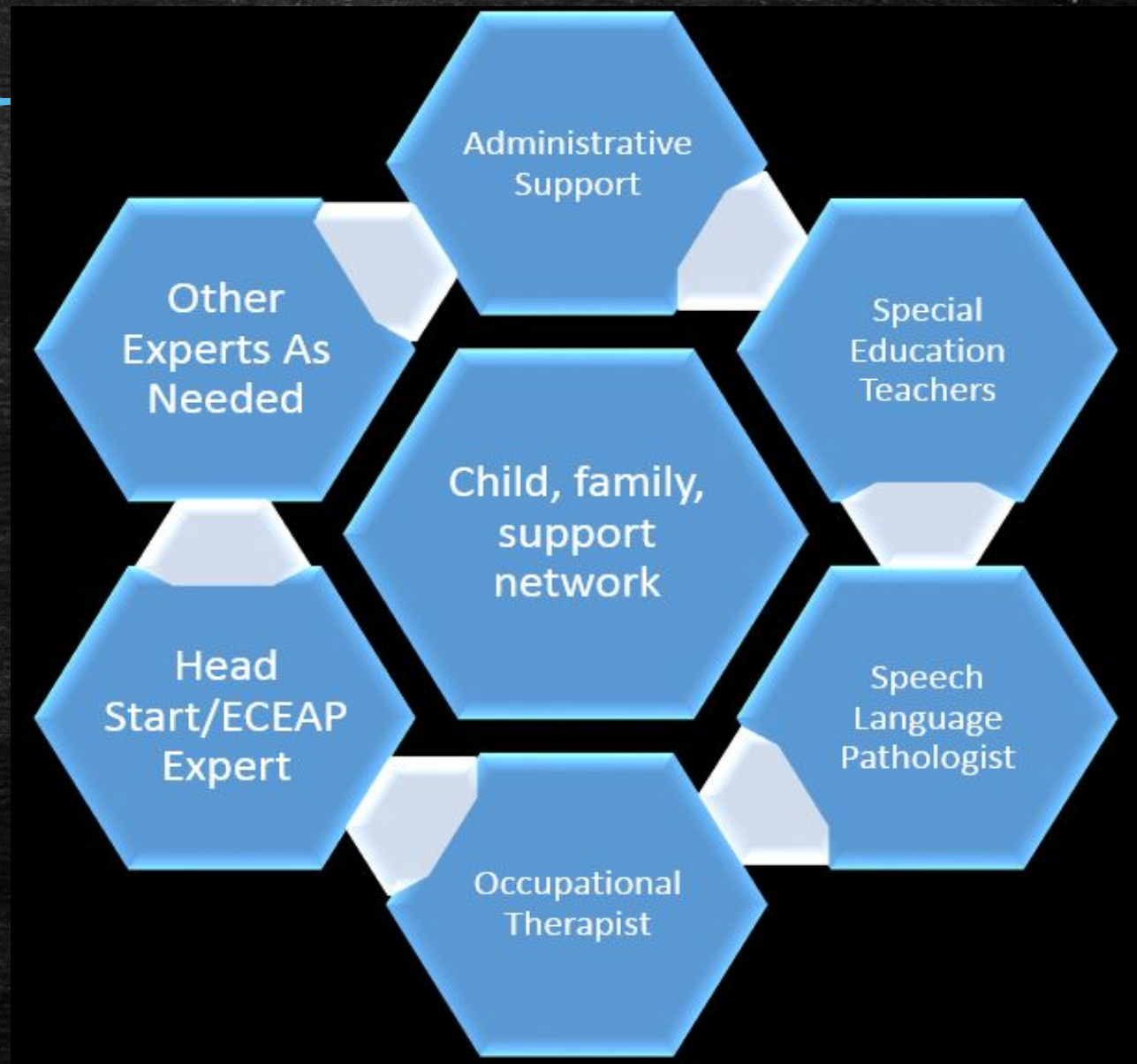
The Project: Increasing Access Through Recognition & Response

- Our new Recognition and Response system bridges the gap for children and families
- R & R Team meet with families and Early Childhood teachers for problem solving



R & R Problem Solving Meeting

- Ask family if they are interested in R&R Problem Solving Meeting and invite teacher
 - after Child Find
 - after evaluation if child is within normal limits



R & R Meeting Protocol

- Child strengths reviewed and celebrated
- Review, narrow, and prioritize concerns in interview format
- Family and teacher choose strategies to implement
- Provide further information on those strategies
- Follow up with family, teacher, other

Bremerton Recognition and Response Team Meeting Protocol

Welcome _____ Child's name: _____

Introductions and picture of the child

R&R information and the format of the meeting

Meeting Participants:

Facilitator: _____ Recorder: _____

Others: _____

Primary Concern: _____

Step 1: Identify the primary concern (5 minutes)

1. Have the family and the classroom teacher(s) describe the child's strengths and then the primary concern.

Family:

Teacher:

What We Currently Share During the R & R Process:

Current

- Community Resource page for families
- Visual Schedules
- Contingency Maps
- Strategy Sheets
- Social Stories
- Token Systems

Future Possibilities

- Personalized materials
- Games
- Other Early Learning materials
- In home or classroom supports
- More intense and frequent follow up

Victoria Hilt
Parent who
Participated in
the R & R
Process





Carverlynn Prothero

Director of
Emmanuel Lutheran
Child Care Center

"Teachers rave about strategies and that they can use for others as well"



"Parent reported they were very helpful ideas that he can use to help his child"

Your Turn! Replication In Your District



Resources & Materials From Our Team

- Strategy Sheets
- Visual Supports given to families and teachers
- One page description of R & R process
- Protocol used (adapted from Intervention Central)

Review of Learning Targets:

- Define Recognition & Response and State its Importance for Early Childhood
- Replication in Your District
 - identify current resources and brainstorm variations to work for your district
- Leave with Resources and Materials From Our Team

Exit Task:

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Code:

List words you would now use to describe:

Recognition & Response



My little green and brown
that he had me long ago

Contact us at
rrteam@bremertonschools.org

if you have any questions or
want to find out more about
what we are doing!

References

IDEA 2004

RtI information: <http://www.rti4success.org/>

R & R information: <http://fpg.unc.edu/node/2903>

Bremerton School District website: www.bremertonschools.org/preschool

Struggling readers graph: K. Stanovich 1986, 2000

Teach to Lead Website: <http://www.teachtolead.org>

Protocol (adapted from Intervention Central): https://www.newburghschools.org/departments/specialed/rti/RTI_Team_Introduction_Packet_1_NEC_SD_Dec_2010.pdf