POWELL COUNTY PRESCHOOL

SYSTEM OF INTERVENTION

Introduction

On December 3,2004 Congress reauthorized the Individuals with Disabilities Education Improvement Act (IDEA 2004). The language that Congress uses in IDEA 2004 stresses the use of professionally sound interventions and instruction based on defensible research, as well as the delivery of effective academic and behavior programs to improve student performance. Congress believes that as a result, fewer children will require special education services. Provisions of IDEA 2004 allow school districts to use scientific, research-based interventions as an alternative method for identifying students with specific learning disabilities. This process is generally referred to as Response to Intervention (RTI)

Kentucky Department of Education (KDE) has outlined the following as the foundational components of a Kentucky Intervention System:

- Universal screening
- Measurable definition of problem
- Baseline data prior to an intervention
- Establishment of a written plan detailing accountability
- Progress monitoring
- Comparison of pre-intervention data to post-intervention data for efficacy

On December 7, 2007 KDE reauthorized the Kentucky Administrative Regulations (KAR) to affect the Kentucky State Funded Preschool Program.

707 KAR 1:300 Section 1. Child Find Requirements.

(1) An LEA shall have in effect policies and procedures that plan and implement a child find system to locate, identify, and evaluate each child:

(a) Whose age is three (3) to twenty-one (21);

(b) Who resides in a home, facility, or residence within the LEA's geographical boundaries, including children with disabilities who attend private schools located within the LEA boundaries, children who are highly mobile such as migrant children, homeless children as described in 704 KAR 7:090, children who are wards of the state or are in state custody, and students who are advancing grade to grade resulting from passing a grade but who still may have a disability;

(c) Who is either in or out of school; and

(d) Who may need special education and related services.

(2) For preschool age children with disabilities, an LEA must ensure a smooth and effective transition from the early intervention program to preschool.

(3) Each LEA shall participate in transition planning conferences for children with disabilities served by early intervention programs.

707 KAR 1:300 Section 3. Referral System.

(1) An LEA shall have a referral system that explains how referrals from district or non district sources will be accepted and acted upon in a timely manner.

(2) The referral system shall be conducted in such a manner as to prevent inappropriate over identification or disproportionate representation by race and ethnicity of children in special education by ensuring that each child has been provided appropriate instruction and intervention services prior to referral.

(3) The LEA shall ensure that:

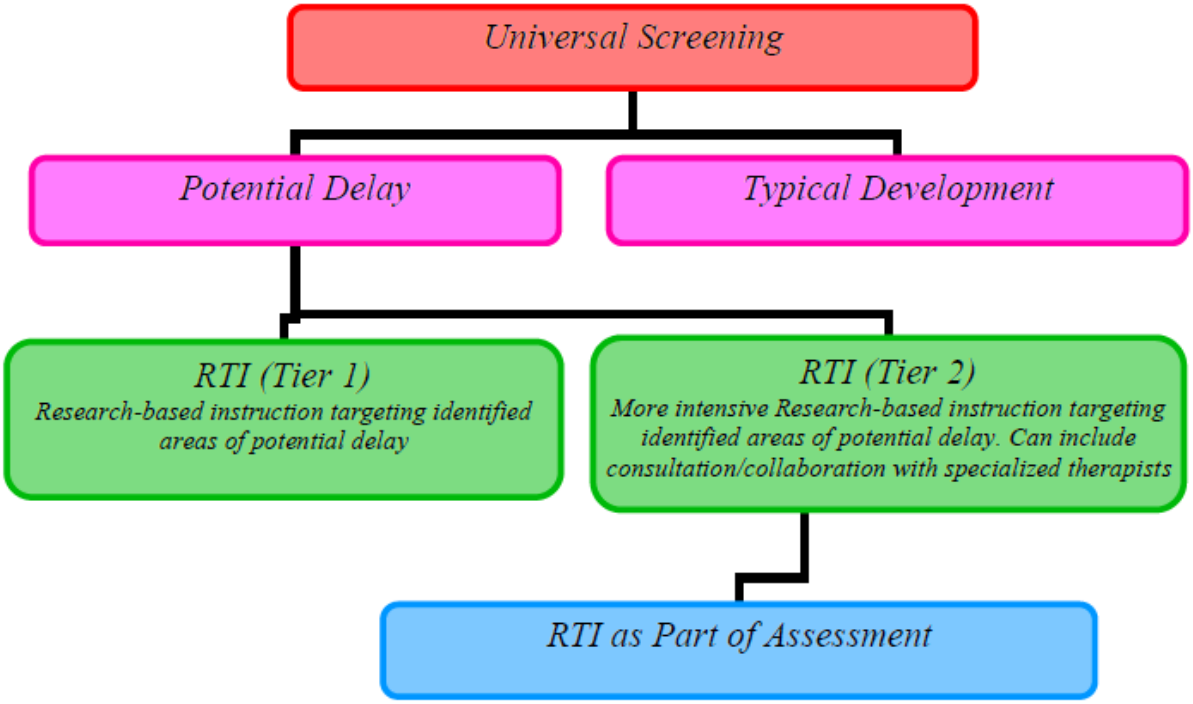
(a) Prior to, or as a part of the referral process, the child is provided appropriate, relevant research-based instruction and intervention services in regular education settings, with the instruction provided by qualified personnel; and

(b) Data-based documentation of repeated assessments of achievement or measures of behavior is collected and evaluated at reasonable intervals, reflecting systematic assessment of student progress during instruction, the results of which were provided to the child's parents.

(4) If the child has not made adequate progress after an appropriate period of time during which the conditions in subsection (3) of this section have been implemented, a referral for an evaluation to determine if the child needs special education and related services shall be considered.

Procedure

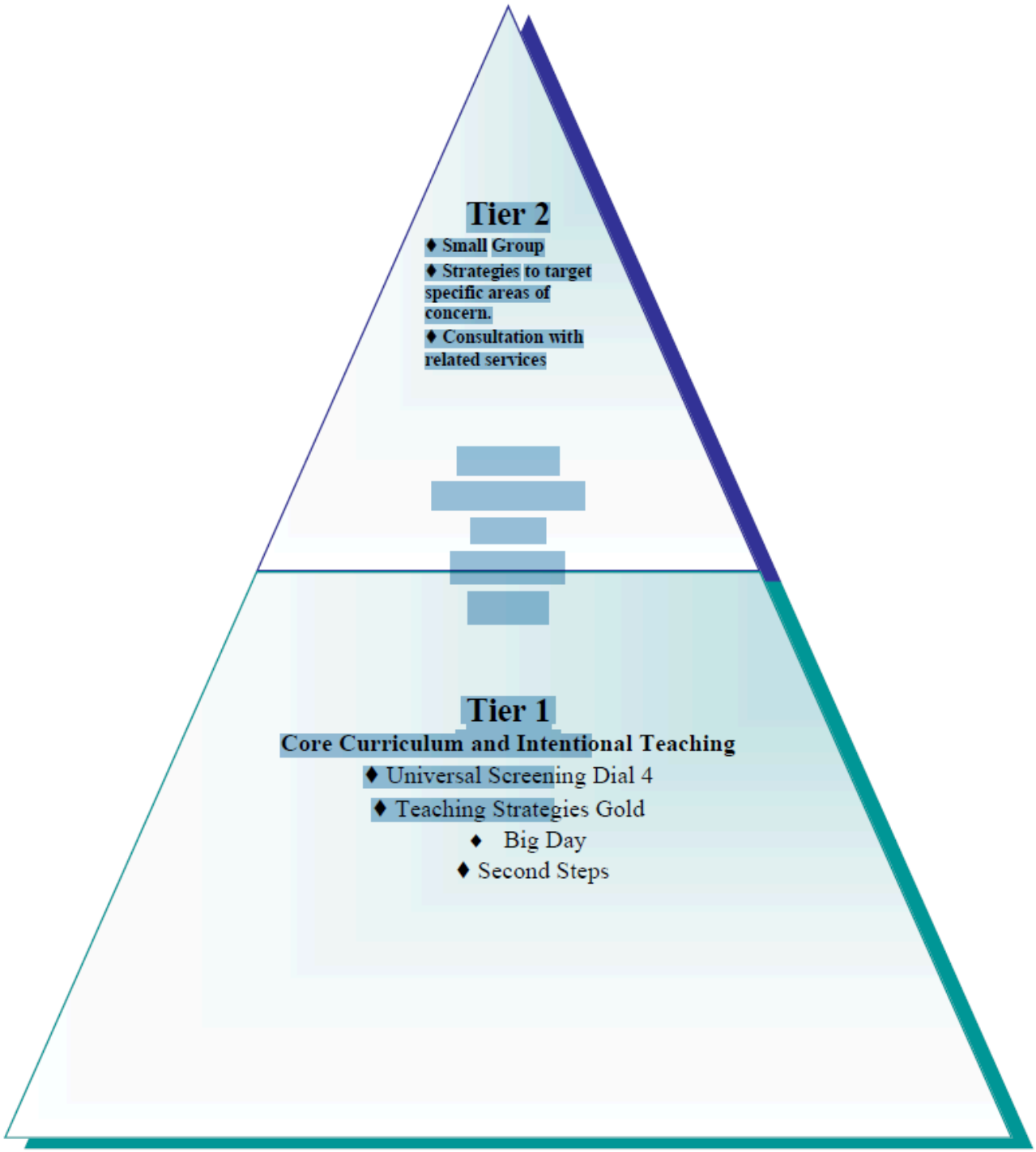
The Powell County System of Intervention has established the following flowchart to outline our process.



The students will first be assessed with a Universal Screening Tool. Based on the results of the screening the student will move in one of two directions. If the student scores in the typical range of development, then no further action needs to be taken. If the student scores 1.5 standard deviations, below in 2 or more areas or 2 standard deviations below in 1 area then the student will start the RTI process. This Process includes a Tiered system that provides research-based interventions and instructional strategies targeting individual areas of potential delay for each student within the five Developmental Domains. Student progress is monitored and based progression; student either will be dismissed for the RTI Process or will be move into a more intensive Tier. The intensive Tier includes more individualized and detailed instructional strategies that can incorporate collaboration/consultation with specialized educators, such as Speech pathologists, Occupational and/or Physical therapists. Student progression in this Tier is followed with dismissal or

continuation of RTI services or referral to possible Special Education services with continued RTI services

Tiered Process



Powell County Preschool System of Intervention
Parent Information

If your child is 3: They must have a disability, and a special education placement for preschool.
If your child is 4: They must have a disability or be income eligible to qualify for preschool.

This is to inform you of changes in the Powell County Preschool guidelines for identifying children with disabilities. It is now required that children, whose guardians are concerned about the possibility of their child having a disability, must receive interventions before they can be referred for an evaluation to determine eligibility for special education. To comply with the changes, we have changed our screening procedures.

If **no concerns are noted** during the screening process, these children will not proceed any further in the screening process. If **concerns are noted**, the children will have the opportunity to receive interventions until progress of goals can be determined.

For children who are **non-income eligible** these interventions may be offered as an intervention group from 9:00 a.m. to 11:00 a.m., for two days a week within an IECE classroom. If the child **does make** sufficient progress during the interventions, they will **not proceed** any further in the screening process and **will not be eligible** to attend preschool.

For **income eligible** children these interventions will be provided in the IECE preschool classroom.

After the RTI evaluation process is completed, the Admissions Release Committee will then meet to determine if the child has a suspected disability. If your child **has not made sufficient progress** after the interventions have been provided, your child **will be referred for special education evaluation**.

Please let us know if you have any questions regarding the Powell County Preschool System of Intervention. You may contact the preschool office at 606-663-3300.

Powell County Preschool Intervention Group

Parent information and Permission for Participation

Welcome to the Powell County Preschool Intervention Group. Your child participated in the preschool screening and has been identified as a student with a potential delay. The purpose of the program is to provide interventions in a structured group for a minimum of four to six (4 to 6) weeks. The children will receive researched-based instructional/strategies/programs in their identified area(s) of need based on the results of the screening. Because of the short duration of the program, it will be very important that your child attend each session.

As a parent/guardian, it will be your responsibility to provide transportation to the school where your child will participate in a preschool intervention group.

During the intervention period(s), school staff will provide you with updates on your child's progress. If your child has not made adequate progress, a referral for an evaluation to determine if he/she needs special education and related services will be considered. If an evaluation is conducted and the results indicate that your child is eligible for services, he/she will continue in the preschool program for the remainder of the year. If adequate progress is made during the intervention period, your child will not be eligible to continue in the preschool program. If at any time you have any questions about the program, please feel free to call the preschool office at (606-663-3300).

_____I give my permission for my child to participate in the Powell County Preschool Intervention Program. I understand that if adequate progress is made, my child will not be eligible for the preschool program.

_____

_____

Parent Signature Date

_____

Student Name

Location: _____

Dates: _____

Time: _____

Powell County Preschool System of Intervention
Child Find Procedures

Income Eligible 4 Year Old Children

All children are screened with the Dial 4 in the spring screening. If a delay is suspected as a result of the screening, an intervention plan is developed in the areas of potential delay and progress is monitored/data is collected.

If at the end of the intervention period, the child has made adequate progress, no further intervention is required and the child continues in the regular preschool curriculum.

If at the end of the intervention period it is determined that adequate progress has not been made, a referral is submitted to the ARC, permission is requested for an evaluation for possible special education eligibility.

All income eligible 4 year olds will be enrolled in preschool in August.

Non-Income Eligible 4 Year Old and 3 Year Old Children

All children are screened with the Dial 4 in the spring screening.

If a delay is suspected as a result of the screening, following a conference with the parent where the Powell Preschool County System of Intervention is explained, screening results are reviewed with the parent and permission is requested for participation in the intervention program. An intervention plan is developed in the areas of potential delay and progress is monitored/data is collected during the Intervention Tiers.

If at the end of the intervention period, the child has made adequate progress, no further intervention is required and the child is not eligible to attend preschool.

If at the end of the intervention period it is determined that adequate progress has not been made, a referral is submitted to the ARC and permission is requested for possible special education eligibility. If based on the evaluation, the child is found eligible for special education and the parent gives consent for services, the child will continue in the preschool program and an IEP will be written and implemented in the identified areas of developmental delay.

Children Who Do Not Participate In The Screening (Not First Steps)

Parent or referring party/agency, completes and submits a referral for screening to the Preschool Intervention Specialist and a screening is scheduled.

If a delay is suspected as a result of the screening, following a conference with the parent where the Powell County Preschool System of Intervention is explained, the parent is provided with available times to bring their child to an IECE classroom for intervention services (2days/week)

If at the end of the intervention period, the child has made adequate progress, no further intervention is required and the child is not eligible to attend preschool.

If at the end of the intervention period, it is determined that adequate progress has not been made, a referral is submitted to the ARC, and permission is requested for evaluation for possible special education eligibility. If based on the evaluation, the child is determined eligible for special education and the parent gives consent for services, the child will be enrolled in preschool, and an IEP developed and implemented in the identified areas of developmental delay.

Children With Significant Delays and First Steps Referrals

Children with significant delays who may need intensive support (cognitive concerns, physical needs, multiple concerns, etc....) will proceed with a referral to the ARC for evaluation for special education with interventions provided during assessment procedures.
First Steps referrals depending on the review of the IFSP, related progress data and evidence of research based instruction and norm referenced assessments, may need no further evaluation and may be determined eligible to begin preschool. Children determined to need additional interventions than provided by the IFSP, will attend an IECE classroom for two days per week for up to two hour sessions with an adult accompanying them to receive intervention services. An IEP will be developed by the third birthday if child is determined eligible to receive services.
Children evaluated and who are found not eligible for special education services will not be eligible for preschool services.

Powell County System of Intervention
Parent/Agency Referral

Student: _____ Date of Birth: _____

School: _____

Parent(s): _____ Home Phone: _____

Father Work Phone: _____Mother Work Phone: _____

Address:

_____

I am requesting that _____ be referred to the Powell County
(Student)

Preschool for review.

The review is requested because [please include behaviors observed at home and strategies attempted to correct the problem at home).

_____

_____

_____

_____

_____

Has your child had any previous evaluations through any school system or private provider?

_____ Yes _____ No If yes, does the school have a copy of that evaluation _____

Who did the evaluation? _____

Please describe any significant factors (developmental, medical or situational) you feel may impact this student's ability to benefit from the current educational program.

_____

_____

_____

_____

_____

_____

Signature _____ Date Received by School _____

(Parent or Legal Guardian)

Parent Notification Form

Date: _____

Dear Parents/Guardians,

Within the Powell County Schools, services are available to all school children to provide support and instruction to students who are experiencing difficulty learning or difficulty with behavioral functioning. A child's progress in these areas is monitored and these findings are used to make decisions about teacher and other learning supports. This process is referred to as "Response to Intervention (RTI)."

Recent assessments and observations indicate that your child _____ is experiencing difficulty in the following area(s): _____.

Your child's teacher is working with additional school staff to develop a plan which will address these concerns and your child's progress is being closely monitored. You will receive updates of your child's progress via the table below. If you have any questions or would like additional information, please contact your child's teacher or the Early Childhood District Resource Teacher, April Conley, at 606-663-3300.

Thank you.

Domain/Goals					
Domain Goal 1	%	%	%	%	%
Domain Goal 2	%	%	%	%	%
Domain Goal 1	%	%	%	%	%
Domain Goal 2	%	%	%	%	%
Domain Goal 1	%	%	%	%	%

Domain Goal 2	%	%	%	%	%
Domain Goal 1	%	%	%	%	%
Domain Goal 2	%	%	%	%	%
Domain Goal 1	%	%	%	%	%
Domain Goal 2	%	%	%	%	%

Powell County Preschool Intervention Plan

Child: _____
Teacher:_____
Plan Start Date:_____ **Plan End Date:**_____
Area Targeted for Intervention
Social ____ **Adaptive** ____ **Language** ____ **Cognitive** ____ **Motor** _____ **Arctic** ____

<u>Measurable Objectives:</u>

Area: Cognition
Objective 1:_____.
Objective 2: _____.

Area: Adaptive
Objective 1:_____.
Objective 2: _____.

Area: Motor (fine)
Objective 1:_____.
Objective 2: _____.

Area: Motor (gross)
Objective 1:_____.
Objective 2: _____.

Area: Social
Objective 1:_____.
Objective 2: _____.

Area: Language
Objective 1:_____.
Objective 2: _____.

Area: Articulation
Objective 1:_____.
Objective 2: _____.

Strategies/Instructional Methods: Prompts and cues, hand over hand, positive/corrective feedback, one-on-one instruction, small group instruction, modified tools: scissors, paper, writing tools, modeling

Consultation:
Speech _____ Date _____ Recommendations: _____
OT _____ Date _____ Recommendations: _____
PT _____ Date _____ Recommendations: _____
Psychologist _____ Date _____ Recommendations: _____
Intervention Results:
_____
_____
_____
_____
_____
_____

<u>Your Child:</u>
_____ **Will be referred for further testing.**
_____ **Has successfully completed the intervention period. He or She is not eligible to continue in the Preschool Program**

Parent Signature: _____ Date_____

Teacher Signature: _____ Date_____

Powell County Preschool RTI Data Collection Example

Name		D.O.B		Student ID#	
Teacher		RTI date		Location	

I. **SCREENING RESULT**

Hearing Screen Date:	**Vision Screen** Date:	**Communication Screen** Date:
Pass	Pass	Pass
Fail	Fail	Fail

II. AREAS TARGETED FOR INTERVENTION: Cognition

1. ???? will increase ability to identify 5 shapes and 5 colors with 80% accuracy on 3 consecutive trials as measured by weekly checklist.

III. INTERVENTIONS IMPLEMENTED/ Data Results

Duration	**Strategies and Implementation**	**Results**
Week 1	Visual/Auditory Prompts & cues, Corrective feedback, Positive reinforcement, Modeling, Direct Instruction, Manipulative	Circle Rect Trian Squa Oval **Total: /10 or %**
Week 2	Visual/Auditory Prompts & cues, Corrective feedback, Positive reinforcement, Modeling, Direct Instruction, Manipulative	Circle Rect Trian Squa Oval **Total: /10 or %**
Week 3	Visual/Auditory Prompts & cues, Corrective feedback, Positive reinforcement, Modeling, Direct Instruction, Manipulative	Circle Rect Trian Squa Oval **Total: /10 or %**
Week 4	Visual/Auditory Prompts & cues, Corrective feedback, Positive reinforcement, Modeling, Direct Instruction, Manipulative	Circle Rect Trian Squa Oval **Total: /10 or %**
Week 5	Visual/Auditory Prompts & cues, Corrective feedback, Positive reinforcement, Modeling, Direct Instruction, Manipulative	Circle Rect Trian Squa Oval **Total: /10 or %**
Week 6	Visual/Auditory Prompts & cues, Corrective feedback, Positive reinforcement, Modeling, Direct Instruction, Manipulative	Circle Rect Trian Squa Oval **Total: /10 or %**

Name		D.O.B		Student ID#	
Teacher		RTI date		Location	

I. **SCREENING RESULT**

Hearing Screen Date:	**Vision Screen** Date:	**Communication Screen** Date:
Pass	Pass	Pass
Fail	Fail	Fail

II. AREAS TARGETED FOR INTERVENTION:

Motor (Fine)

1. ???? will increase ability to manipulate pencil to draw a square with 75% accuracy on 3 consecutive trials as measured by weekly checklist.

III. INTERVENTIONS IMPLEMENTED/ Data Results

Duration	**Strategies and Implementation**	**Results**
Week 1	Visual/Auditory Prompts & cues, Corrective feedback, Positive reinforcement, Pencil grippers, Slanted surfaces, Therapy putty/ activity boxes, Direct instruction, Extended time, Scaffolding	grasp | line | direct | Square **Total: %**
Week 2	Visual/Auditory Prompts & cues, Corrective feedback, Positive reinforcement, Pencil grippers, Slanted surfaces, Therapy putty/ activity boxes, Direct instruction, Extended time, Scaffolding	grasp | line | direct | Square **Total: %**
Week 3	Visual/Auditory Prompts & cues, Corrective feedback, Positive reinforcement, Pencil grippers, Slanted surfaces, Therapy putty/ activity boxes, Direct instruction, Extended time, Scaffolding	grasp | line | direct | Square **Total: %**
Week 4	Visual/Auditory Prompts & cues, Corrective feedback, Positive reinforcement, Pencil grippers, Slanted surfaces, Therapy putty/ activity boxes, Direct instruction, Extended time, Scaffolding	grasp | line | direct | Square **Total: %**
Week 5	Visual/Auditory Prompts & cues, Corrective feedback, Positive reinforcement, Pencil grippers, Slanted surfaces, Therapy putty/ activity boxes, Direct instruction, Extended time, Scaffolding	grasp | line | direct | Square **Total: %**
Week 6	Visual/Auditory Prompts & cues, Corrective feedback, Positive reinforcement Pencil grippers, Slanted surfaces, Therapy putty/ activity boxes, Direct instruction, Extended time, Scaffolding	grasp | line | direct | Square **Total: %**

Glossary of Commonly Used RTI Terms

Continuous Progress Monitoring
Students' classroom progress is monitored continuously. In this way, staff can readily identify those learners who are not reaching individual or classroom academic and behavior goals. Curriculum-based assessment models (NRCLD) and data from instructionally-based classroom behavior monitoring systems are useful in this role.

Early Intervening
Early intervening in this context refers to catching problems early, while they are small. The term includes, but is not limited to, services for young children. (NASDSE)

Family
A family includes recognized related and non-related members (i.e., siblings, grandparents, aunts/uncles, friends/neighbors) who contribute to a child's learning in a significant way.

Intervention
An intervention is an educational practice, strategy, curriculum or program. (US Department of Education)

Progress Monitoring During Interventions
School staff use progress-monitoring data to determine effectiveness of the intervention and to make any modifications as needed. Carefully defined data are collected, perhaps daily, to provide a cumulative record of the learner's response to the intervention. (NRCLD)

Research-Based Instruction
Classroom practices and the curriculum vary in their effect on academic and behavior outcomes. Thus, ensuring that the practices and curriculum have demonstrated their efficacy is important. If not, one cannot be confident that students' limited achievement or failure to meet behavior expectations is independent of the classroom experiences. (NRCLD)

Research-Based Interventions
When students' screening results or progress monitoring results indicate a deficit, an appropriate instructional intervention is implemented, either a standardized treatment protocol or an individually designed instructional intervention. The standardized treatment protocols are the academic and behavior interventions that researchers have proven effective. School staff is expected to implement specific, research-based interventions to address the student's difficulties. These interventions might include a "double-dose" of the classroom instruction or other instructional methods that are not adaptations of the current curriculum or accommodations. (NRCLD)

Response to Intervention
Response to intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on

a student's responsiveness, and identify students with learning disabilities" (National Center on Response to Intervention).

Universal Screening

School staff conducts universal screening of academics and behavior. This feature focuses on specific criteria for judging the learning and achievement of all students, not only in academics but also in related behaviors (e.g., class attendance, tardiness, truancy, suspensions and disciplinary actions). Those criteria are applied in determining which students need closer monitoring or an intensive intervention. Screening is a type of assessment that is characterized by providing quick, low-cost, repeatable testing of age-appropriate critical skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors (e.g., problem-solving and social interaction skills, tardiness, aggression, or hyperactivity). (NRCLD)