



HEARTLAND

AREA EDUCATION AGENCY

Extending your reach.



RTI in Heartland

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Johnston, Iowa



Heartland Area Education Agency

Intermediate Public Agency Providing Services to
:

54 Public School Districts

28 Accredited Non Public



ECRI – Pilot Site

DIBELS

- University of Oregon

Preschool IGDIs

- University of Minnesota

Early Communication Indicator

- University of Kansas Juniper Gardens



RTI in Early Childhood

What is Heartland doing?



Preschool IGDIs

- Picture Naming
- Alliteration
- Rhyming
- Blending - Original Measure

Examining Early Numeracy Indicators



IGDIs for Infants and Toddlers

- Early Communication Indicator
 - Part C
 - 3 Tiered Approach
 - MOD

- Early Problem Solving Indicator
 - Currently in review process



Why? Three Basic Purposes

- Increase attention to literacy
- Identify children needing additional support
- Monitor Progress



Ah Has!

Educators had a lot of questions about how to teach literacy

- Skill sequences, activities, materials
- Setting Appropriate Goals
- How much growth to expect



What We've Learned

- Educators need ongoing support in understating basic measurement/assessment concepts and how to interpret data
- Educators need support in how to provide instruction
- Educators need tools to simplify the whole process: collecting, summarizing interpreting, sharing with parents



Understanding Assessment

Cognitive

Screening

ASQ
Prechool IGDIs

Discrepancy

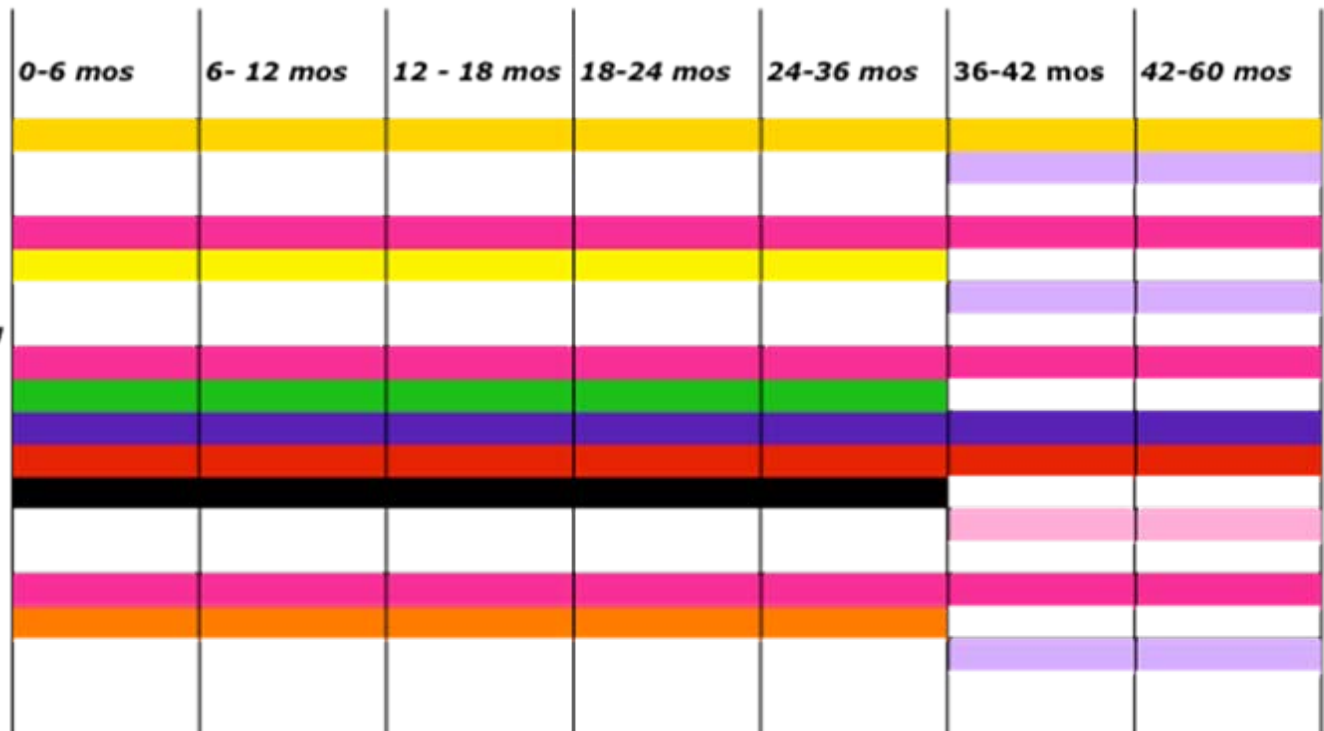
AEPS
DAYC
Preschool IGDIs

Instructional Programming

AEPS
ELAP
Oregon
Carolina
HELP
Creative Curriculum

Progress Monitoring

AEPS
EPSI
Preschool IGDIs



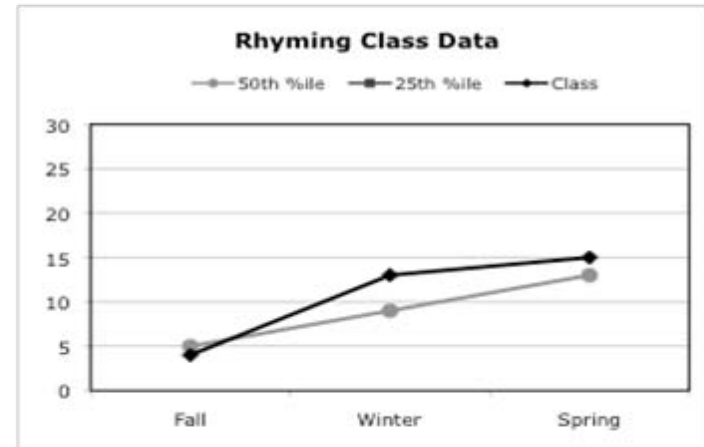
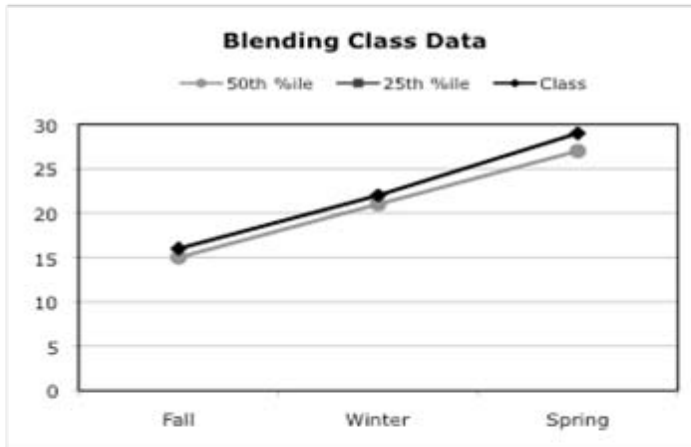
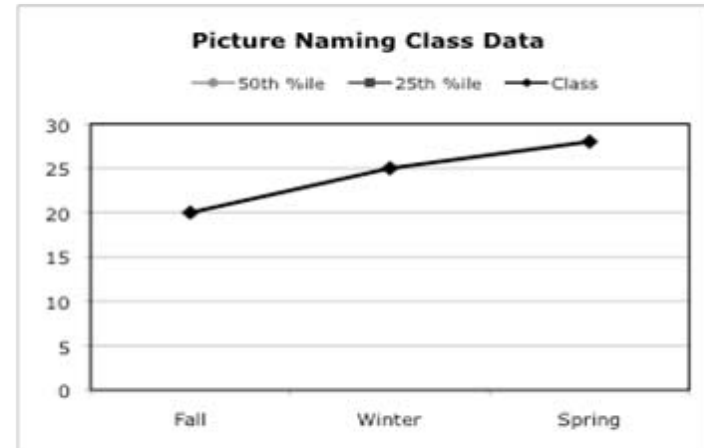
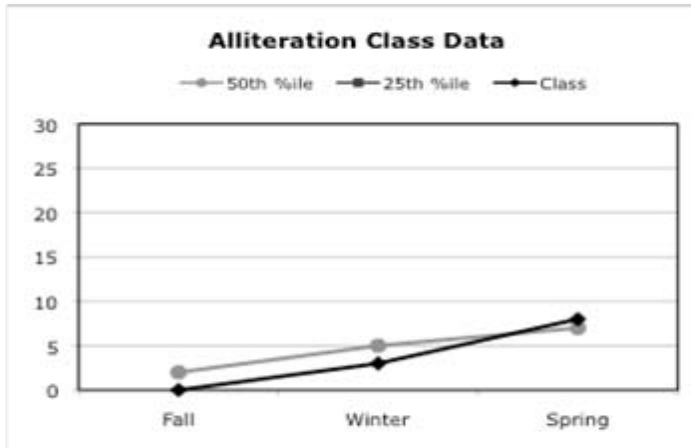


Providing Instruction

- Tier 2 Interventions
 - Dialogic Reading
 - ECI - MOD
- Instructional Strategies
 - Prompting Levels
 - Errorless Learning
 - Increased Opportunities
 - Etc.



Summarizing IGDl Data: Excel Template





Interpreting Data: Who Needs Intervention?

IGDI - Rhyming

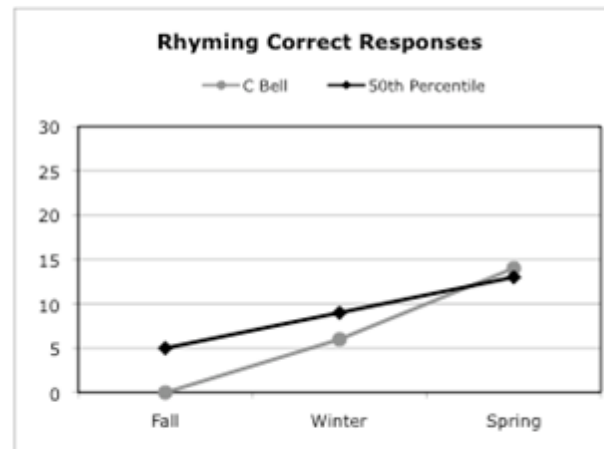
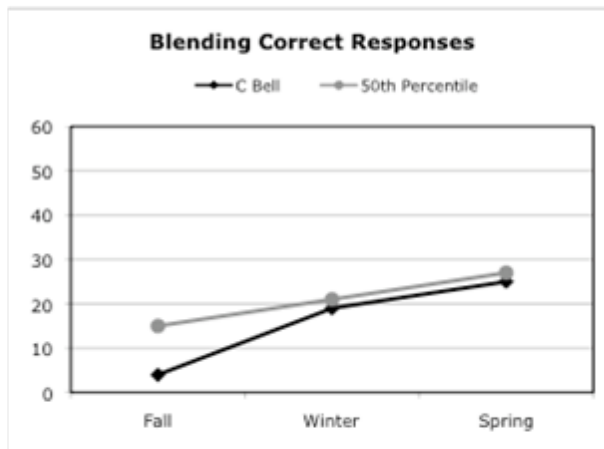
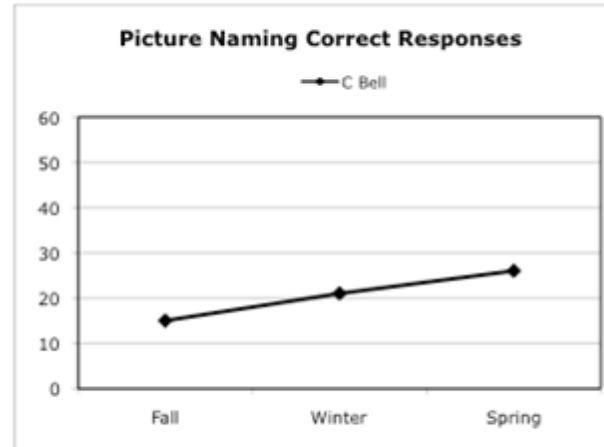
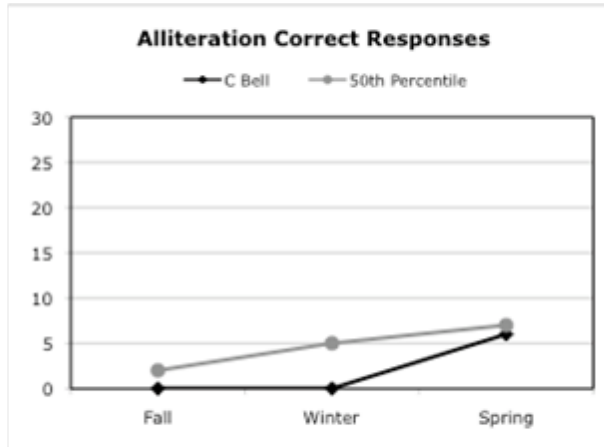
RHYMING Name	Number of Correct Responses			Number of Incorrect Responses			Percentage Correct		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Who, Tim	0	0	5	0	0	6			45%
Cor, C	2	8	13	5	1	0	29%	89%	100%
Lan, E	12	15	16	1	0	1	92%	100%	94%
Mil, F	10	12	16	2	0	0	83%	100%	100%
Sam, S	12	15	16	2	0	0	86%	100%	100%
Ace, N	0	8	12	3	5	3	0%	62%	80%
Mil, C	13	15	16	2	1	0	87%	94%	100%
Bel, C	0	6	14	9	4	4	0%	60%	78%
Bou, G	13	15	16	1	0	0	93%	100%	100%
Bru, T	4	7	12	4	5	2	50%	58%	86%
Mas, A	1	6	12	5	5	2	17%	55%	86%



Sharing Data with Parents

IGDI

C Bell





Challenges

- **HUGE** need for comprehensive tools that address the whole child
- Guidance when assessment paradigms seem to conflict



Misunderstandings:

- Creative Curriculum vs. IGDIS
 - Whole vs. Specific Targets
 - Natural observation vs. standardized assessment procedures
- RTI does not = Special Education



Challenge for the Field

- Progress Monitoring Tools for Preschool
 - All Domains

- Research Based Interventions



Questions?

