

Research-to-Practice In Action: Implementing Screening, Data-Based Decision-Making, and Tier 2 Intervention In District-Based PreK

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*Work Supported by Missouri Department
of Elementary and Secondary Education,
Office of Special Education*

Early Childhood Project

- What we did:
 - Winter and Spring screening in Picture Naming (vocab) and Which One Doesn't Belong (oral comprehension)
 - Used screening data to identify students for intervention
 - Implemented 9-week vocabulary-comprehension intervention
 - Pre-post (9 weeks) Assessment of Story Comprehension
 - Unit pre-post vocabulary tests (every 3 weeks)

Missouri-CRTIEC Partnership

- Rebecca works on a contract for Missouri's state department of education.
 - Commissioner wanted to include early childhood in state RTI work.
- Rebecca met with Judy Carta and Charlie Greenwood and a partnership was created!
 - UMN provides screening instruments and data support
 - Ohio State provides Tier 2 intervention materials, PM, and implementation and data support
 - Missouri provides teachers and students!

11-12 School Year Activities: FALL

- Recruited 2 districts with preK programs
 - Both districts implement RTI K-12
 - One was exclusively ECSE
 - One served young children at risk, with a minority of ECSE students
 - AM/PM classes x 9 classrooms=9 teaching teams and +/- 150 children
- Acquired PN and WODB screening materials and collected F/W screening data in Nov.-Dec.
 - Rebecca trained teachers after being trained by UMN
 - Rebecca scored and entered data

11-12 Activities: WINTER

- Selected students for intervention based on screening scores
- Sometimes PN and WODB synced, sometimes not; lots of teacher judgment used in addition to scores
- Delivered intervention materials and trained teachers and intervention facilitators
- Pre-tested Unit 1 and ASC
- Began intervention
 - Timed reminders for pre-post unit PM data collection

11-12 Activities: SPRING

- Spring screening in WODB and PN (April-May)
- Post-testing ASC and Unit 3
- Data entry...well, that was summer. Data analysis didn't conclude until September.

What we learned: Screening

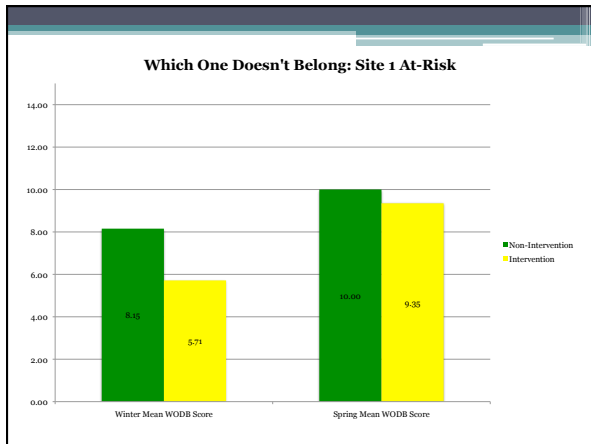
- F/W went pretty well...we waited too long to do S and Rebecca had to pitch in a lot to get it done.
- Turning data around to analyze it in a timely manner for intervention placement was challenging with only Rebecca for data entry.
 - How to set up data entry so that teachers can do it quickly and easily?

What we learned: Intervention

- Fidelity was pretty good: OSU support and checklists really helped compliance.
- Teachers: Many teachers loved the intervention, some were pretty neutral but compliant, and a few complained:
 - Why those words? Didn't like prose. Found stories/ repeated listens boring.
- Students: Great initial response and engagement from most. The third listen brought some boredom and resistance from kids. By week 5, some kids were resistant to coming to the listening station.
- Beyond the listening station: Teachers were using the books in the classroom.

Results! (It worked!)

- Screening: scores generally showed F/W-S improvement, which indicates that early intervention had its intended effect.
 - Screening scores for students who received intervention showed some movement toward closing initial gaps on both measures.
- PM
 - Vocabulary: Students learned the targeted words and definition task; performance similar to Ohio groups.
 - ASC: Little gains.



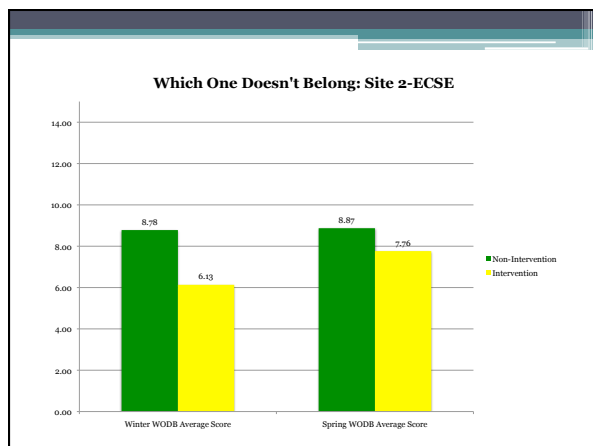


Table 2. Unit Vocabulary Test Scores for Definitional Vocabulary Items Only

Unit Test 1			
	M	SD	Gain
Pretest	1.79	2.48	
Posttest	9.70	5.58	7.91
Unit Test 2			
	M	SD	Gain
Pretest	1.03	2.02	
Posttest	6.53	4.86	5.5
Unit Test 3			
	M	SD	Gain
Pretest	2.47	2.60	
Posttest	9.78	4.76	7.31

Note: Number of participants ranged between 32-40 at each assessment points.

Table 3. Pretest and Posttest Scores on the Assessment of Story Comprehension

	Assessment of Story Comprehension		
	M	SD	Gain
Pretest	7.35	3.59	
Posttest	8.70	4.34	1.36

- ### Next Steps: 12-13
- FWS screening in PN and WODB
 - Add rhyming?
 - Intervention
 - Add review books, extend from 9-12 weeks
 - Mix book order
 - Examine 11-12 responders vs. non-responders to inform selection of students
 - Explore use of books outside the listening station for non-responders
 - Explore other intervention methods
 - Pilot IGDI PM measures