

Preschool Child Find & Response to Intervention Procedures



Department of Special Education & Early Childhood

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Preschool Child Find & Response to Intervention

Universal Screening

A research-based developmental screening instrument (BRIGANCE Early Childhood Screen III) will be utilized to identify children in need of assistance through interventions or further assessments. District-wide child find screenings are conducted annually, with two spring screenings and one fall screening scheduled. Child find in-takes are accepted year round through the Graves County Schools Department of Special Education & Early Childhood.

District Student Support Team (SST)

The district Student Support Team consisting of Director of Special Education & Early Childhood, Preschool Consultant, Speech-Language Pathologists, Preschool Resource Teachers, IECE Teachers, and School Psychologist will analyze all screening results. Screening data, observations, professional judgment, and classroom continuous assessment data when available will be utilized to determine if children are in need of assistance through interventions or further assessments. An intervention plan will be developed when indicated by data.

Intervention Process

If it is determined interventions are warranted for children who do not meet KERA At-Risk or Head Start eligibility criteria, the Student Support Team will complete and submit Preschool Intervention Data Forms to the Preschool Consultant. The parent/guardian will be contacted in order to participate in the intervention program. For children not enrolled in the Preschool/Head Start program, the committee will provide research-based intervention strategies delivered in a small group setting within the classroom. These intervention groups will be scheduled at the teacher's discretion and will total no less than six sessions.

For families unable to attend the classroom intervention groups, the committee will provide research-based home intervention strategies and Kentucky Early Childhood Parent Guides to the parent/guardian for implementation. Speech-Language Pathologists and/or Preschool Resource Teachers will model the intervention strategies to parent/guardians and explain the data collection documentation. Parents/guardians will be required to implement and document progress of the home implementation of the interventions. District Speech-Language Pathologists and/or Preschool Resource Teachers will document ongoing contacts with the parent/guardian and child to probe interventions and skills regarding the progress and effectiveness of the interventions.

The committee will determine if the interventions should be implemented prior to or as a part of the formal special education evaluation process.

Core Curriculum

Graves County Preschool/Head Start implements Teaching Strategies Gold, Handwriting Without Tears, STAR Early Learning and BRIGANCE Readiness activities as the developmentally appropriate research-based curriculum and assessment systems in all classrooms.

Classroom Intervention Process

Children enrolled in the Preschool/Head Start program will receive a minimum of 6 weeks of instruction prior to being referred to the SST for the development of an intervention plan. At the end of the six week period, classroom continuous assessment data, observations, and work samples will be reviewed by the SST to determine if an intervention plan will be developed. If the SST determines interventions are warranted, the parent/guardian will be contacted and given the opportunity to participate in the intervention plan. Intervention plans will be implemented in the early childhood classroom by the preschool staff. At the end of the intervention period, the SST will review progress monitoring data to determine if interventions have been successful, if intervention implementation needs to be extended, or if a referral to the Admission and Release Committee (ARC) will be made.

Interventions

Research-based interventions will be implemented in the early childhood classroom by the preschool staff for a minimum of six weeks. Progress monitoring will be documented weekly for the six week period. Research-based interventions may come from the following sources:

- Teaching Strategies Gold Planning Activities
- BRIGANCE Readiness Activities
- Handwriting Without Tears Activities
- STAR Early Learning Activities
- Basic Skills Checklists
- Other sources approved by the SST

Related Service Providers

The Preschool teacher may consult related service providers/professionals—Speech-Language Pathologists, Occupational Therapists, Physical Therapists, and others – as needed to support the intervention planning process.

Referral to Admissions and Release Committee

At the end of the intervention period, the SST will review progress monitoring to determine if a special education referral is warranted. All Graves County Schools Preschool Intervention Data Forms and documentation will be submitted to the Department of Special Education and Early Childhood. Graves County Schools Special Education Procedures will be followed when a child is referred to the ARC for consideration for referral.

Graves County Schools

Child Find & Response to Intervention Procedures

Incoming Students

1. Screening results indicate a need for interventions/evaluation in one or more areas of development.
2. Screening results are discussed with the parent.
3. Parents are notified that they will be contacted to set up a meeting to discuss interventions.
4. Preschool teacher will schedule a meeting (not an ARC) with parents/guardians to discuss interventions.
 - a. Prior to the meeting:
 - i. The SST will develop an intervention plan based on deficits found during the screening.
 - ii. SST will determine if the intervention plan should be implemented prior to or as a part of the evaluation process.
 - b. During the meeting:
 - i. The individual child's intervention plan will be shared and/or modified.
 - ii. A schedule of classroom interventions will be given.
 - iii. If the family is unable to attend classroom intervention groups then intervention strategies will be modeled with parent and the documentation process explained. The SLP or Preschool Teacher must document ongoing contact with the parent/guardian during the intervention process. Contacts may include:
 1. Email correspondence regarding progress
 2. Documented phone conference
 3. Home visit for interventions
 4. Classroom play sessions/ behavior observations
5. The intervention plan will be implemented in the classroom for a minimum of six data points/sessions with documented progress monitoring. SST will reconvene to review effectiveness of interventions.
6. If the SST determines an evaluation is necessary, an ARC will be scheduled to discuss referral and obtain permission for evaluation.
7. Evaluation process will continue within timelines for Eligibility.

Current Students

1. Students will receive a minimum of six weeks of instruction prior to referral to the SST.
2. A referral will be made to the SST will supporting assessments, observations, and data.
3. The Preschool teacher will schedule a meeting (not an ARC) with parents/guardians to discuss interventions.
 - a. Prior to the meeting:

- i. The SST will develop an intervention plan based on deficits found during the screening.
 - ii. SST will determine if the intervention plan should be implemented prior to or as a part of the evaluation process.
 - b. During the meeting:
 - i. The individual child's intervention plan will be shared and/or modified.
- 4. The intervention plan will be implemented in the classroom for a minimum of six weeks with documented progress monitoring weekly.
- 5. SST will reconvene to review effectiveness of interventions.
- 6. If the SST determines an evaluation is necessary, an ARC will be scheduled to discuss referral and obtain permission for evaluation.
- 7. Evaluation process will continue within timelines for Eligibility.



Graves County Schools
Preschool Intervention Data Form

Student's Name: _____ Date of Birth: _____

Home School: _____ Interventionist: _____

Home Address: _____

Parent/Guardian: _____

Contact Phone Numbers: _____

Developmental Screening: _____ Pass Fail

Vision Screening: _____ Pass Fail

Hearing Screening: _____ Pass Fail

Recommendation:

- Begin interventions
- Interventions not appropriate at this time

Target Areas for Intervention:

- Cognitive/Readiness
- Adaptive/Self-Help
- Gross Motor
- Language
- Social-Emotional
- Other: _____
- Speech Sounds
- Fine Motor

Start Date: _____ End Date: _____

Contact Log:

Date/Time:	Contact Person:	Method:	Response:

Permission for Intervention:

Parent/Guardian Signature: _____ Date: _____



Graves County Schools
Preschool Intervention Conference Form

Conference Date: _____

Conference Notes:

Student Support Team Member Signatures:

Preschool Teacher	
Parent	
Speech Language Pathologist	
Preschool Consultant	
Occupational Therapist	
Physical Therapist	
Other	

Recommendation:

- Develop intervention plan for implementation
 Interventions not appropriate at this time



**Graves County Schools
Preschool Intervention Plan**

Student: _____ School: _____

Teacher responsible for interventions: _____

Identify each area of concern by documenting specific skill and/or behavioral deficit targeted including baseline data. Intervention plan form must be completed for each area of concern.

Area(s) of Concern:

- | | | |
|--|---|--|
| <input type="checkbox"/> Cognitive/Readiness | <input type="checkbox"/> Language | <input type="checkbox"/> Speech Sounds |
| <input type="checkbox"/> Adaptive/Self-Help | <input type="checkbox"/> Social-Emotional | <input type="checkbox"/> Fine Motor |
| <input type="checkbox"/> Gross Motor | <input type="checkbox"/> Other: _____ | |

1) Describe Targeted Skill or Behavioral Deficit & Baseline Data:

Intervention/Activity #1:

Duration: _____ minutes Frequency: _____ times per week

Desired Intervention Outcome:

2) Describe Targeted Skill or Behavioral Deficit & Baseline Data:

Intervention/Activity #2:

Duration: _____ minutes Frequency: _____ times per week

Desired Intervention Outcome:

3) Describe Targeted Skill or Behavioral Deficit & Baseline Data:

Intervention/Activity #3:

Duration: _____ minutes Frequency: _____ times per week

Desired Intervention Outcome:

4) Describe Targeted Skill or Behavioral Deficit & Baseline Data:

Intervention/Activity #4:

Duration: _____ minutes Frequency: _____ times per week

Desired Intervention Outcome:

5) Describe Targeted Skill or Behavioral Deficit & Baseline Data:

Intervention/Activity #5:

Duration: _____ minutes Frequency: _____ times per week

Desired Intervention Outcome:

6) Describe Targeted Skill or Behavioral Deficit & Baseline Data:

Intervention/Activity #6:

Duration: _____ minutes Frequency: _____ times per week

Desired Intervention Outcome:

7) Describe Targeted Skill or Behavioral Deficit & Baseline Data:

Intervention/Activity #7:

Duration: _____ minutes Frequency: _____ times per week

Desired Intervention Outcome:



Graves County Schools
Preschool Intervention Progress Review Conference Form

Conference Date: _____

The SST reviewed the progress monitoring data and determined the following:

Student Support Team Member Signatures:

Preschool Teacher	
Parent	
Speech Language Pathologist	
Preschool Consultant	
Occupational Therapist	
Physical Therapist	
Other	

Recommendation following review:

- ___ Interventions were effective. Release from intervention process.
- ___ Interventions were inconclusive. Continue interventions.
- ___ Interventions were ineffective. Modify current intervention plan.
- ___ Interventions were ineffective. Begin process to refer to ARC.