

How is this different from what I'm already doing?

High-quality preschool programs already incorporate many key components of Early Childhood SRBI. Implementing the entire Early Childhood SRBI framework allows programs and/or communities to create a complete system for providing supports to students.

When programs and/or communities work together, they can create a system that meets the needs of all students by providing:

1. A strong and effective core curriculum.
2. A system for supporting those children who need additional help in developing certain skills.

Special Education

Despite additional supports, a small number of children still may not make adequate progress in developing targeted skills. This may cause a family or teacher to suspect that a child may have a disability, prompting a request for an evaluation to determine whether a child may require special education. A referral for an evaluation to determine if a child requires special education is appropriate any time a teacher or family suspects that a child has a disability. Early Childhood SRBI should not be used to delay or deny this type of evaluation.

Additional Resources

www.sde.ct.gov

Early Childhood SRBI: A Guide for Preschool Programs

A Family Guide: Connecticut's Framework for RTI

Using Scientific Research-Based Interventions:

Improving Education for All Students

CT Preschool Curriculum Frameworks

CT Preschool Assessment Frameworks



Connecticut State Department of Education (CSDE)

Bureau of Teaching and Learning
165 Capitol Avenue
Hartford, CT 06106

www.sde.ct.gov • 860-713-6740



State Education Resource Center (SERC)

www.ctserc.org • 860-632-1485



The printing of this brochure was funded through a grant from the Emily Hall Tremaine Foundation.

EARLY CHILDHOOD SRBI

Supporting All Children

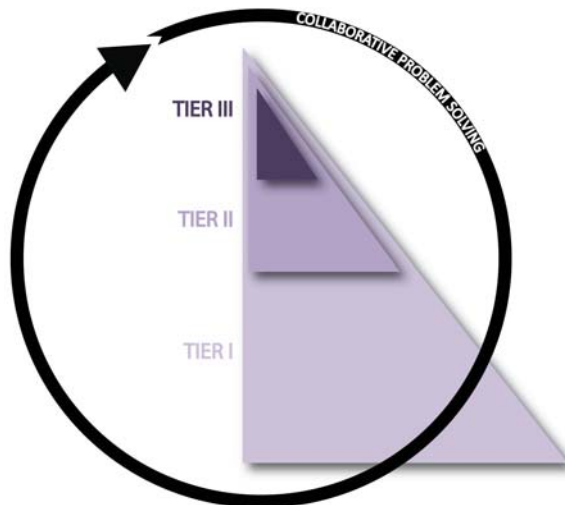


2010

High-quality preschool programs support all children, regardless of their range of experience or current skills, abilities, and interests. Early Childhood SRBI offers a framework for providing this support and ensuring that the needs of our youngest learners are met.

Key Components of Early Childhood SRBI

- High-quality core curriculum that addresses state learning standards in all domains;
- Assessment to determine how children are progressing;
- Individualized support, across multiple tiers, for children who are not making expected progress;
- Collaborative problem solving as a basis for making decisions; and



TIER I

All children receive high-quality curriculum and instruction.

TIER II

The school or program provides help for children who need more support than they are receiving from the core curriculum.

TIER III

The school or program provides more intensive interventions for children who need the most support.

Curriculum

Curriculum includes the skills, knowledge and concepts to be addressed and the plans for learning experiences through which progress will occur. In addition to planning for the materials and activities to support children's learning, intentional teaching includes consideration of the teacher's role in supporting children's growth, the needs and interests of individual children and how families will be involved.

The best way to determine if the curriculum is effective is to examine information about children's learning and growth. When children's skills are assessed over time, there should be growth in the areas addressed through the curriculum. If a large number of children are not making progress in a particular area, such as their mathematics learning or personal-social skills, it is important to examine how the core curriculum supports learning in this area.



Assessment

Early childhood teachers are continually observing children and learning about their knowledge, skills, and interests. Assessment is a more formal process that identifies the skills and/or knowledge to be observed. Assessment results show how children are progressing on targeted skills and concepts. This information shows whether the curriculum is effective for the classroom as a whole and whether it is helping individual children to grow and learn.



Individualized Support

Children grow and learn at very different rates when they are young; however, it is important to help all children make progress in their skills. If assessment results show that some children are making fewer gains than expected, providing additional support can give them the extra boost needed to achieve a new skill.

In early childhood, these supports often happen right in the classroom. For a child who is struggling to understand one-on-one correspondence, a teacher may provide extra opportunities for matching items in pairs and counting by having the child pass out one napkin to each of the other children at snack time. A child who has difficulty following classroom routines may benefit from the teacher reviewing the transition process or using visual cues.

When supports are provided, it is important to gather information about a child's progress on targeted skills to determine the success of the chosen strategy. This information guides decisions about whether to decrease or intensify supports or whether to add or change strategies.

Collaborative Problem Solving

All teachers bring strengths to the classrooms, but collaborating with other early childhood professionals helps teachers make informed decisions and learn new ways of supporting children.

It is challenging, but very important, to make sure that teachers have time to collaborate with other professionals when making decisions about children.