

Burr EIP
Early Intervention Program

November 19, 2014
Parent Presentation

SCENARIO #1

You are working on homework with your child. You noticed your child reads slowly, misses some words, and mispronounces words you think he/she should know.

What should you do?

- *Turn and Talk*

THE LAWS HAVE CHANGED....

Discrepancy Vs. RTI Model

A Shift in Thinking...A Shift in the Law

How does this change our Special Education model?

- Discrepancy Model---to---Dual Discrepancy

What does it look like in our district?

- Glad you asked!!!



WHAT DOES EIP MEAN?

Early Intervention Process

- Targets struggling learners in language arts and math K-5
- Uses several assessments to select students
- Employs a Tier I-III system to address needs of struggling learners

LANGUAGE ARTS UNIVERSAL SCREENINGS

- F+P Benchmarks
- Spelling Inventory
- Concepts About Print (CAP) K only

Areas assessed:

- Decoding, fluency, comprehension
- 

Part One: Oral Reading *continued*

Sources of Information Used

Recording Forms

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
4	<p>"I'll take good care of him," said Spencer. "I promise. I'll brush him and feed him and give him water every day." "All right," said his mother. "Let's go to Apple Tree Farm. Maybe we can get a cat there."</p>								
6	<p>Spencer and his mother went to Apple Tree Farm. Many animals lived on the farm. There were cows and horses in the fields. There was a friendly farmer. And there were cats everywhere!</p>								
8	<p>Spencer had never seen so many cats and kittens!</p>								
Subtotal									

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Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Recounts the most important story events, such as: April was reading to her dog; she wanted her favorite author to write a story about Golden Boy; she wrote a letter to Julia Reed (or the author) and got one back; April started to write her own story.</p> <p><i>Note any additional understandings:</i></p>	<p>What happened in this story? Then what happened?</p> <p>What happened at the end?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>April likes to read and write. She likes authors and stories. She likes her dog.</p> <p>She loved her dog, Golden Boy, so she wanted a book written about him.</p> <p>April learned that when you write about a dog, you have to know the dog. She learned that she could write the book about her dog and be a good author.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell what you learned about April. What does she like to do?</p> <p>Why did April want her favorite author to write a story about Golden Boy?</p> <p>April learned a lesson about being an author. What do you think she learned?</p>	<p>0 1 2 3</p>
<p>About the Text</p> <p>In this book there are letters from people, a story, and a page from a book.</p> <p>April wrote a good letter to the author (and tells why the letter was good.)</p> <p>The letter she got from Julia Reed is probably what an author would really say.</p> <p><i>Note any additional understandings:</i></p>	<p>This book had different kinds of writing in it, didn't it? What were the different kinds of writing?</p> <p>Did you think April wrote a good letter to Julia Reed? Why (not)?</p> <p>Do you think what happened in <i>Dog Stories</i> could really happen? Why (not)?</p>	<p>0 1 2 3</p>

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Guide to Total Score	
9–10	Excellent Comprehension
7–8	Satisfactory Comprehension
5–6	Limited Comprehension
0–4	Unsatisfactory Comprehension

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

MATH UNIVERSAL SCREENINGS

- I-Ready

Areas assessed:

- Number sense, fluency,
problem solving



Of 30 students, $\frac{1}{3}$ play sports. Of those who play sports, $\frac{2}{5}$ play soccer.
How many students play soccer?

10

12

5

4

DONE



To find the difference $20 - 18$, Dee counts on from 18. What is $20 - 18$?



$$20 - 18 = \square$$



20



3



2



10

> DONE

What time did Mia go to school?



8:00 9:00 7:00 8:30

Done

The image shows a digital interface for a time-telling exercise. At the top, a yellow banner contains the question "What time did Mia go to school?". Below this is a large rectangular frame containing two illustrations: on the left, an analog clock with a blue border and white face, showing the time 8:00; on the right, a yellow school bus with "SCHOOL BUS" written on its top, and a girl in a green jacket and yellow pants standing next to it. Below the frame are four yellow buttons with black text, each containing a time: "8:00", "9:00", "7:00", and "8:30". At the bottom right of the interface is a grey button labeled "Done". The entire interface is set against a light purple background with a small green arrow pointing to the left on the left side.

FOLLOW UP DIAGNOSTICS

For Students Below Benchmark on Universal Screens

- Skills and Performance Assessments – Math
- San Diego Reading Assessment
- Dominee
- First Steps
- Number Worlds

Why EIP: Goal

- **To help and support all students.**
- To systematically gather and interpret data
- To use data to understand our learners
- To drive decisions around instruction

TIERED INTERVENTION- BROKEN DOWN BY % OF STUDENTS

~5 %

Tier III

Pull-out, daily and 1:1-1:3

~15% Tier II

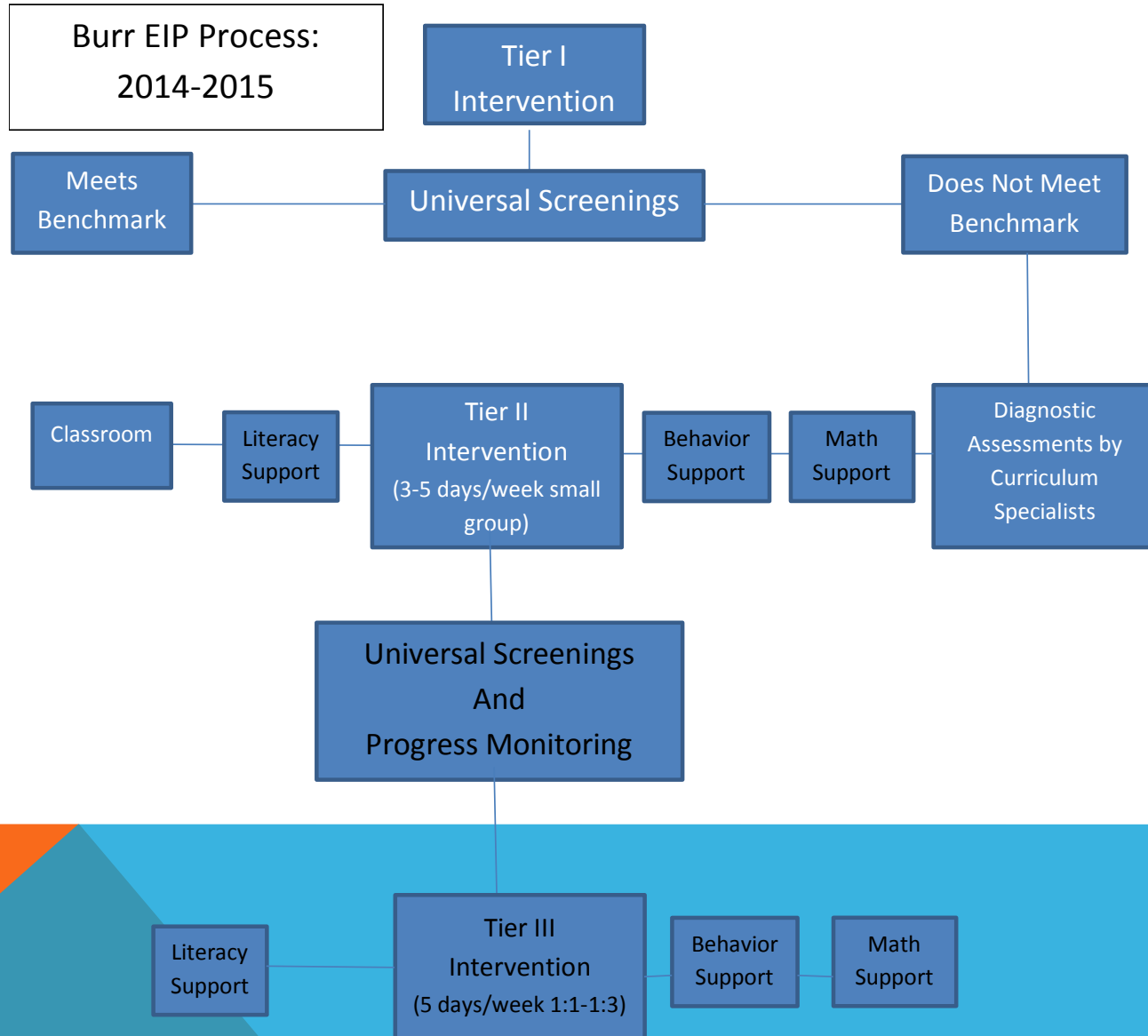
Consult/Collaborate

Pullout with specialists

~ 80% of students Tier I

What every student experiences
every day

EIP FLOWCHART



Note: Students can exit intervention at any tier based on data and progress.

EIP PROCESS 2014-2015

Tier I: (All students) In Classroom

Students receive grade level curriculum and differentiated instruction through small group and individual conferences. Teacher gathers anecdotal information about students. Teacher administers curriculum based assessments and universal screens.

Universal Screenings

The year is divided into three cycles based on when Universal Screens are given. We also have mid cycle checkpoints.

EIP PROCESS 2014-2015

Tier II: Inside / Outside of Classroom

- Extra support from teacher with consultation from curriculum specialists.
- Student meets 3-5 times a week for 30 minutes with LAS, MST, SPED teacher, IIT, and/or paraprofessional.
- Maximum of 5 students in a group.
- On-going frequent progress monitoring assessments utilized.
- Based on new progress monitoring and/or new Universal Screening data, the Intervention team will determine whether a student exits, has their program / support modified, or moves to Tier III.

EIP PROCESS 2014-2015

Tier III: Outside of Classroom

- Student meets 4-5 times a week for 30 min. with LAS, MST, IIT, or SPED teacher.
- Group size : 1:1 - 1:3
- On-going frequent progress monitoring assessments.
- Based on progress monitoring and/or Universal Screening data, the Intervention team will determine whether a student has their program / support modified, returns to Tier II, or Tier I (but closely monitored.)
- Students will be discussed and their progress will be updated at monthly grade level EIP meetings.

SCHOOL LEVEL EIP TEAM MEETING

Meets every 6 weeks and is comprised of:

- Jason Bluestein
- Bret Henkel
- Eileen Montgomery
- LAS: Gail Felberbaum, Lisa Henkel
- MST: Lisa Sherman
- Special Education Teachers: Fran Torrani, Jody Harkins, Liz Raucci, Susan Shea

GRADE LEVEL EIP MEETINGS

- Teachers describe which student(s) they are most concerned about and explain why they are concerned.
- Teachers bring work samples/data that clearly outline and depict their concerns.
- Teachers bring anecdotal notes from their small groups (or 1 on 1) instruction.
- Teachers decide on what area(s) they would like to target for future instruction.
- Interventionists update teachers on student progress in pull out intervention.

FAQs?

- How do I know how my child did on the universal screenings?
- How do I get my child into the EIP process?
- What do I do if I have an academic concern?

HOW CAN I HELP SUPPORT THE SCHOOL?

- Practice reading/practice a reading life.
- Practice math facts.
- Integrate math into life.
- Don't sacrifice EASY for UNDERSTANDING! There are no shortcuts for understanding math.
- Be patient – reading is a process.
- Go to the classroom teacher for help.

EXIT SLIP

You are working on homework with your child. You noticed your child reads slowly, misses some words, and mispronounces words you think he/she should know.

What should you do?

- *Turn and Talk*

FAMILY GUIDE TO RTI STATE OF CT

http://www.sde.ct.gov/sde/lib/sde/pdf/cali/family_guide_to_srbi.pdf



QUESTIONS?

