Response and Recognition Process

Inclusion Network
What is the Recognition and Response Referral Process?

- Intervention system to help teachers and parents recognize children who show early signs of learning difficulty
- Respond in ways to support early learning and child success
Background of Recognition and Response

• Based upon Multi-Tiered Systems of Support (MTSS)/Positive Behavior Support (PBS)
• Developed by Frank Porter Graham Child Development Institute
• Intended for academic learning in Pre-K
• Differs from K-12 system
  o More complex
    o “System of systems” to cross agency boundaries and rely on strong collaboration
• Adapted to include our system
Purpose

• Recognize children with potential learning disabilities prior to referral
• Support teachers to develop children’s academic learning and social-emotional development
• Support general early childhood education program
• Plan focused interventions for individual children who require additional supports
• Link early intervention prior to kindergarten
# Three Elements

<table>
<thead>
<tr>
<th>Recognition</th>
<th>Response</th>
<th>Problem-solving</th>
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</table>
| Formative assessment information through screening and monitoring all children | • Strong core curriculum  
• intentional teaching  
• targeted interventions | • Best-evidence decision making  
• Planned interventions  
• Assess and revise |
Tier 1
(70-80%)
Research-based Core Curriculum & Intentional Teaching

Universal Screening

Tier 2
(15-25%)
Explicit Small Group Interventions & Embedded Learning Activities

Progress Monitoring

Tier 3
(5%)
Individualized Scaffolding Strategies

More Frequent Screenings

Collaborative problem-solving with teachers, parents, and specialists
TIER 1
- Screening
- High quality learning environment
- Intentional teaching
- Engaging children

Tier 1
(70-80%)
Research-based Core Curriculum & Intentional Teaching
Universal Screening
Tier 2
(15-25%)
Explicit Small Group Interventions & Embedded Learning Activities

Progress Monitoring

Tier 1
(70-80%)
Research-based Core Curriculum & Intentional Teaching
Universal Screening

TIER 2
- Embedded learning activities
- Children requiring extra supports
- Systematic instruction
- Smaller groups
TIER 3
- Builds in Tiers 1 and 2
- More structured supports
- More supports from inclusion specialist
- Monitoring to assess progress

Tier 1 (70-80%)
- Research-based Core Curriculum & Intentional Teaching
- Universal Screening

Tier 2 (15-25%)
- Explicit Small Group Interventions & Embedded Learning Activities
- Progress Monitoring

Tier 3 (5%)
- Individualized Scaffolding Strategies
- More Frequent Screenings

Diagram:
- Tier 3
- Tier 2
- Tier 1

Legend:
- TIER 3
- Tier 3
- Tier 2
- Tier 1

Support Levels:
- More Frequent Screenings
- Progress Monitoring
- Individualized Scaffolding Strategies
- More Structured Supports
- Supports from Inclusion Specialist
- Monitoring to Assess Progress

Research-Based Core Curriculum & Intentional Teaching
Universal Screening
Tier 1 (70-80%)
Research-based Core Curriculum & Intentional Teaching
Universal Screening

Tier 2 (15-25%)
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REFERRAL PROCESS

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More Frequent Screenings

Access Resources
Universal Screening

Implement Plan

Determine Action Steps

Evaluate Progress and Revise the QIP as needed

Develop and Prioritize Goals

Identify needs
Elements of the Recognition and Response Process
<table>
<thead>
<tr>
<th>Problem Solving Framework</th>
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<tbody>
<tr>
<td>Specialized Care Team</td>
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<tr>
<td>Individualized Care Plan</td>
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<td>Inclusion Improvement Plan</td>
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<tr>
<td>Follow up</td>
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Assess your program

- BPIECE (Practitioner or Director)
- Pyramid Model
- Observations
- Interactions with Providers
- VPK Assessment Data
- Readiness Rates
- Developmental Screening (ASQ3 and ASQ-SE2)
- Child Assessment
- Response and Recognition Referral Process
- CLASS
- 10 Building Blocks of Quality
<table>
<thead>
<tr>
<th>AREA</th>
<th>Educator’s Results</th>
<th>MAXIMUM POINTS</th>
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<td>ENVIRONMENT</td>
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<tr>
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<tr>
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<tr>
<td>TRANSITION</td>
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<tr>
<td>TOTAL</td>
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</table>
CLASS

• Emotional Support 3.4
• Classroom Organization 4.1
• Instructional Support 1.5

Developmental Screening (Several children with scores below the cut-off)
Observations:

• Several children exhibiting challenging behaviors.
• Teacher does not link to prior learning in her activities.
• Teacher does not give students the chance to problem-solve by completing their puzzles alone.
• Teacher does not prompt students to explain how they arrived at an answer.
• Teacher does not praise students.
• Teacher speaks very few words to her students during the day.
• Teacher tends to be in only one place in the classroom.
Can you create an improvement plan based on these data?