



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
 - More complex
 - “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

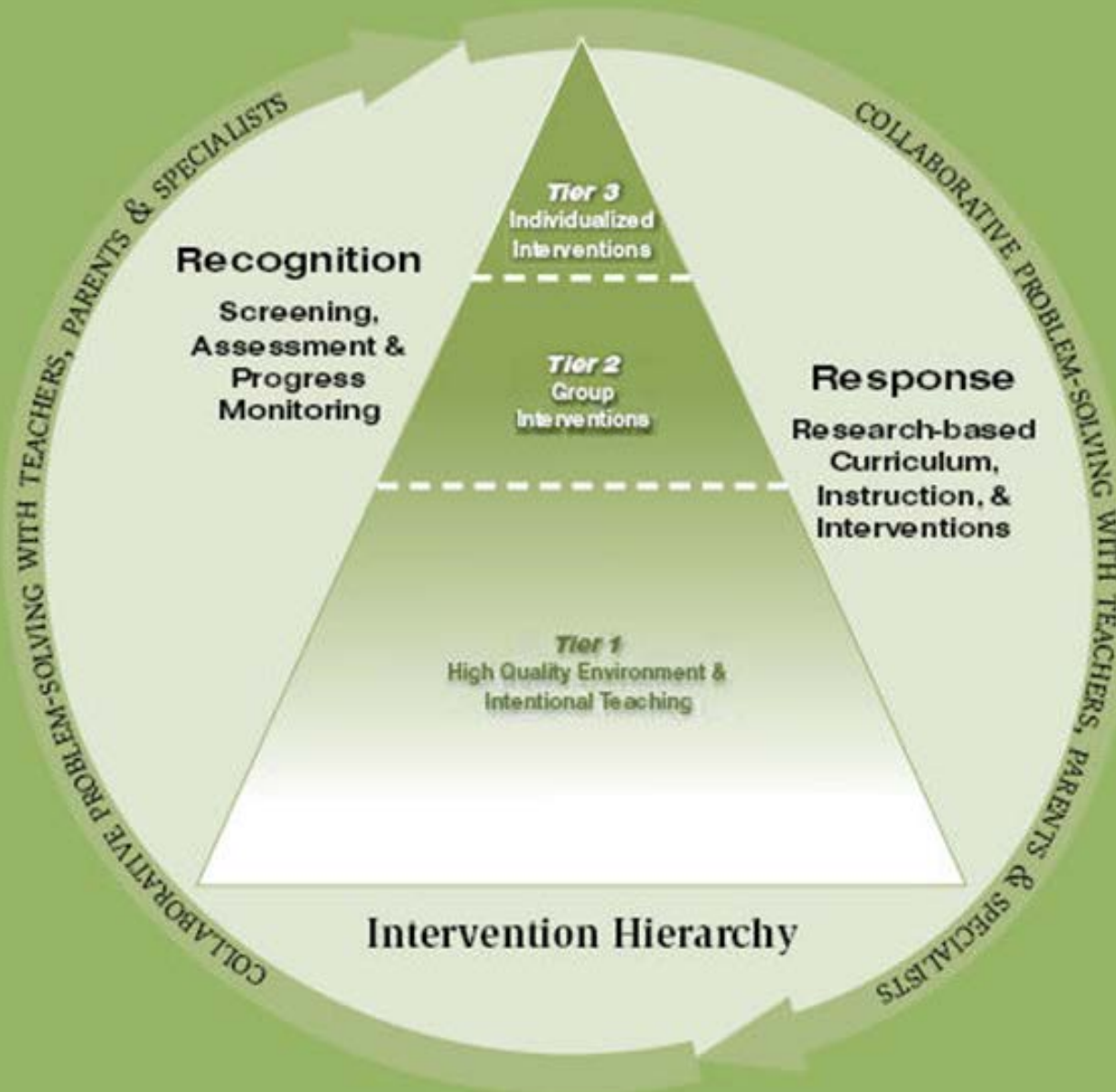


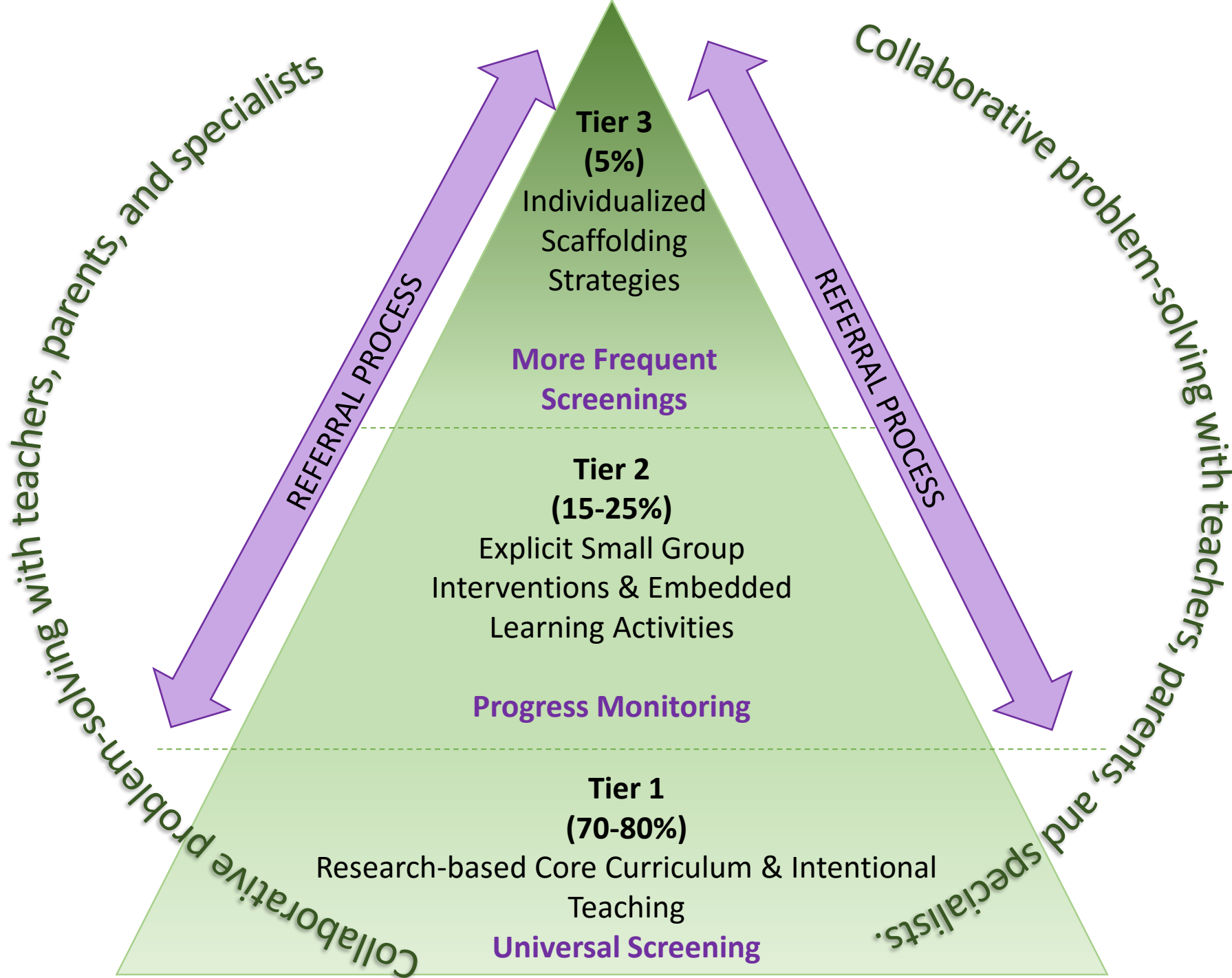
Three Elements

Recognition	Response	Problem-solving
Formative assessment information through screening and monitoring all children	<ul style="list-style-type: none">• Strong core curriculum• intentional teaching• targeted interventions	<ul style="list-style-type: none">• Best-evidence decision making• Planned interventions• Assess and revise



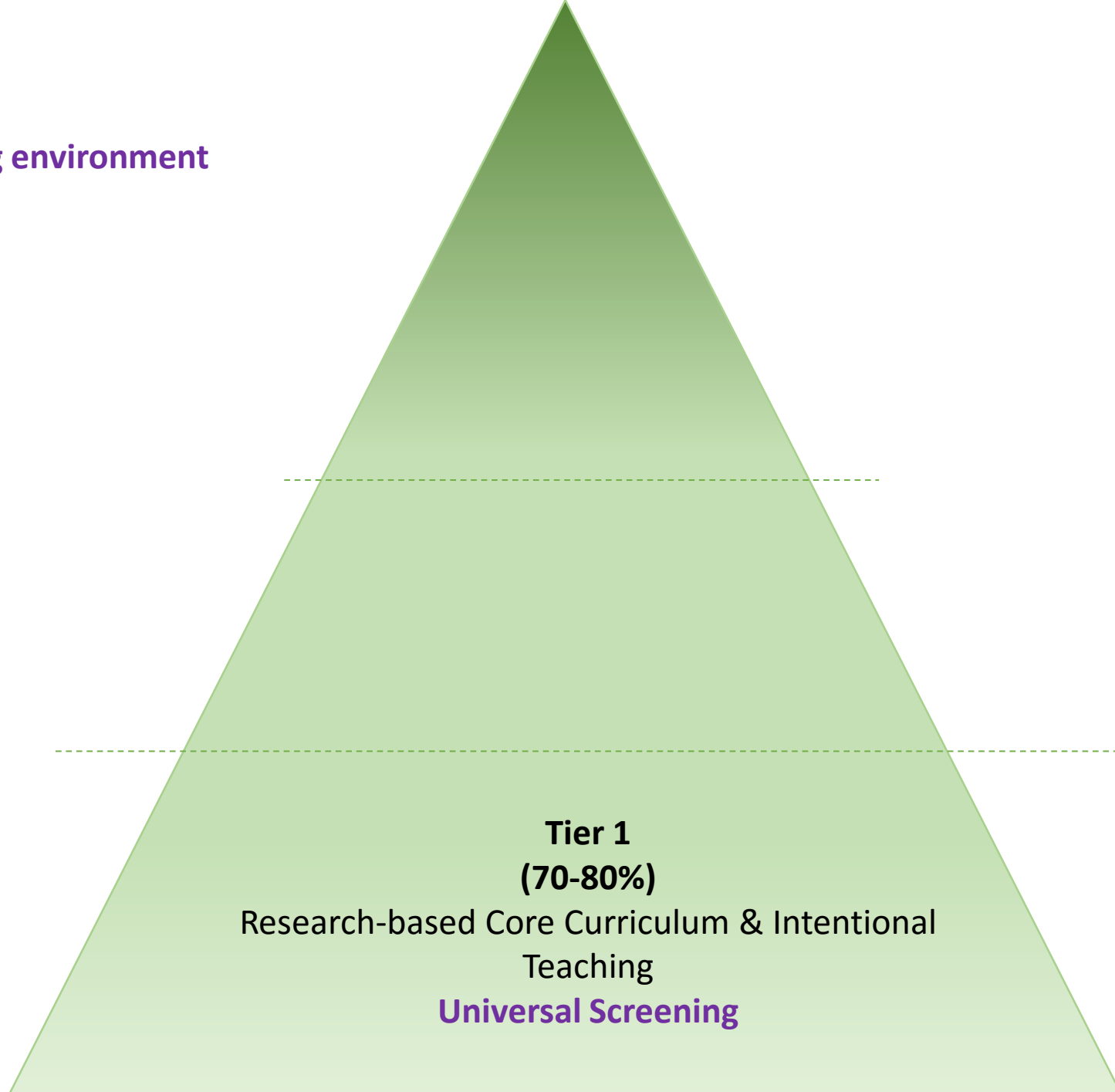
Recognition & Response System for Early Intervening

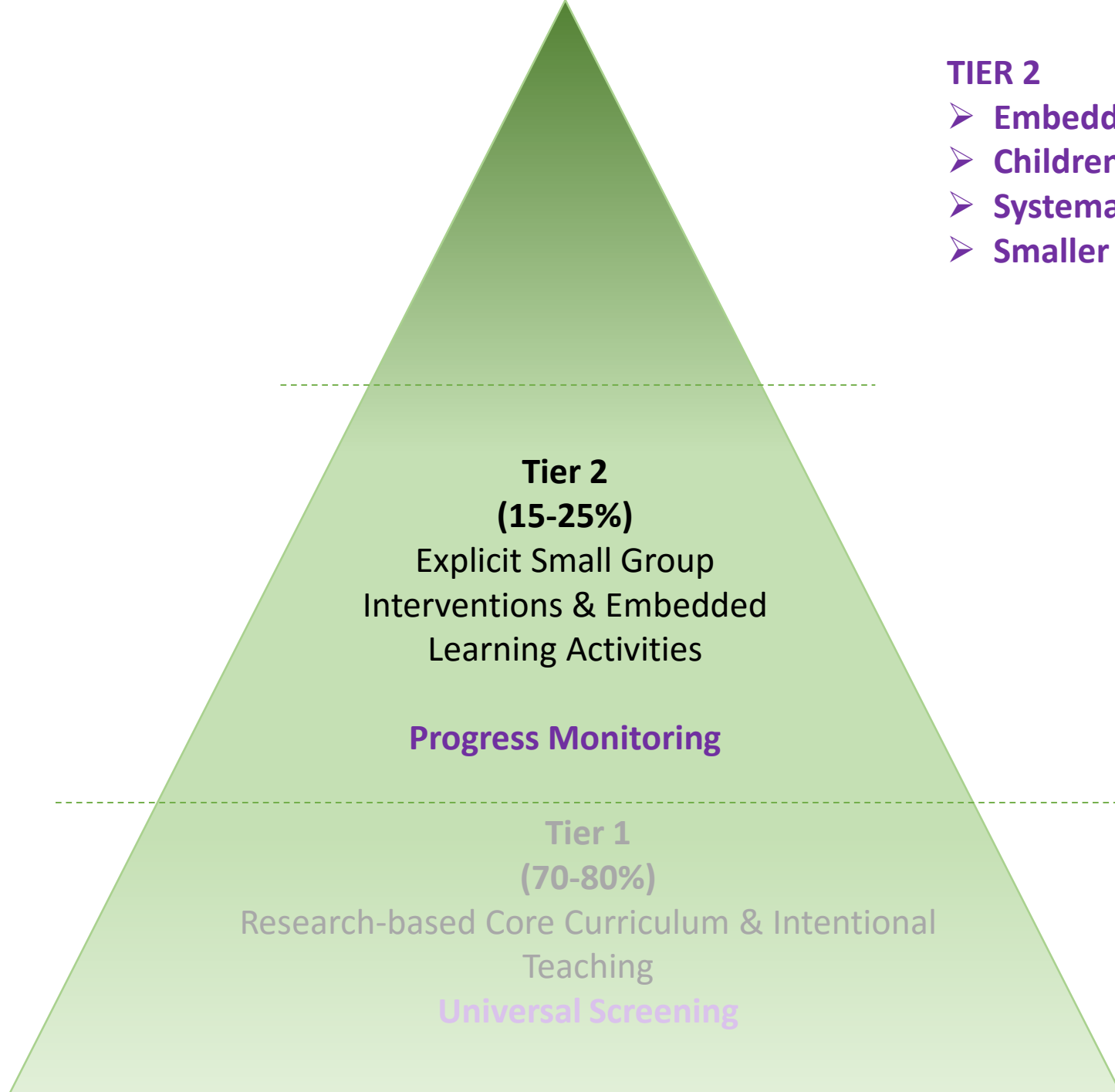




TIER 1

- Screening
- High quality learning environment
- Intentional teaching
- Engaging children



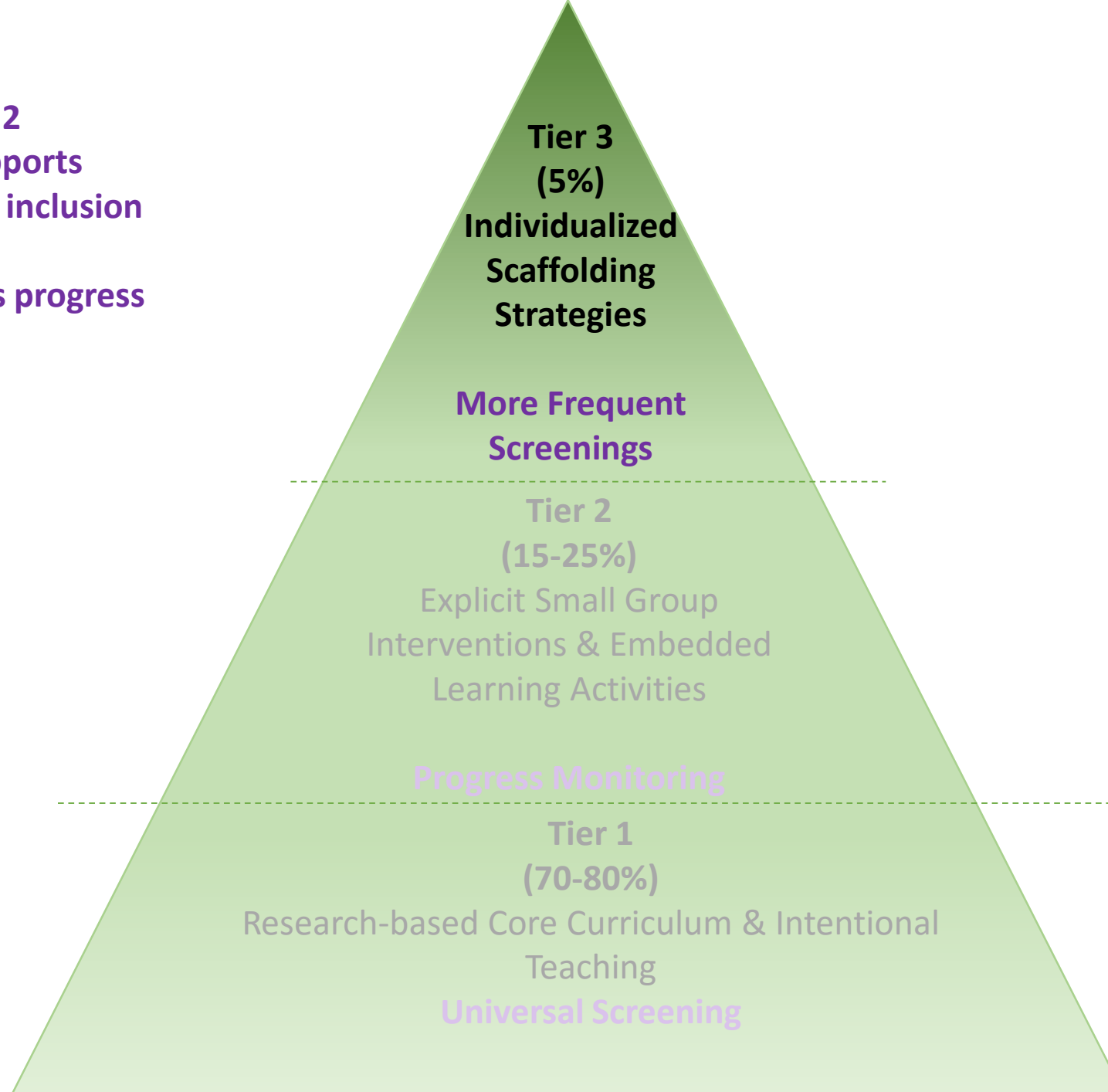


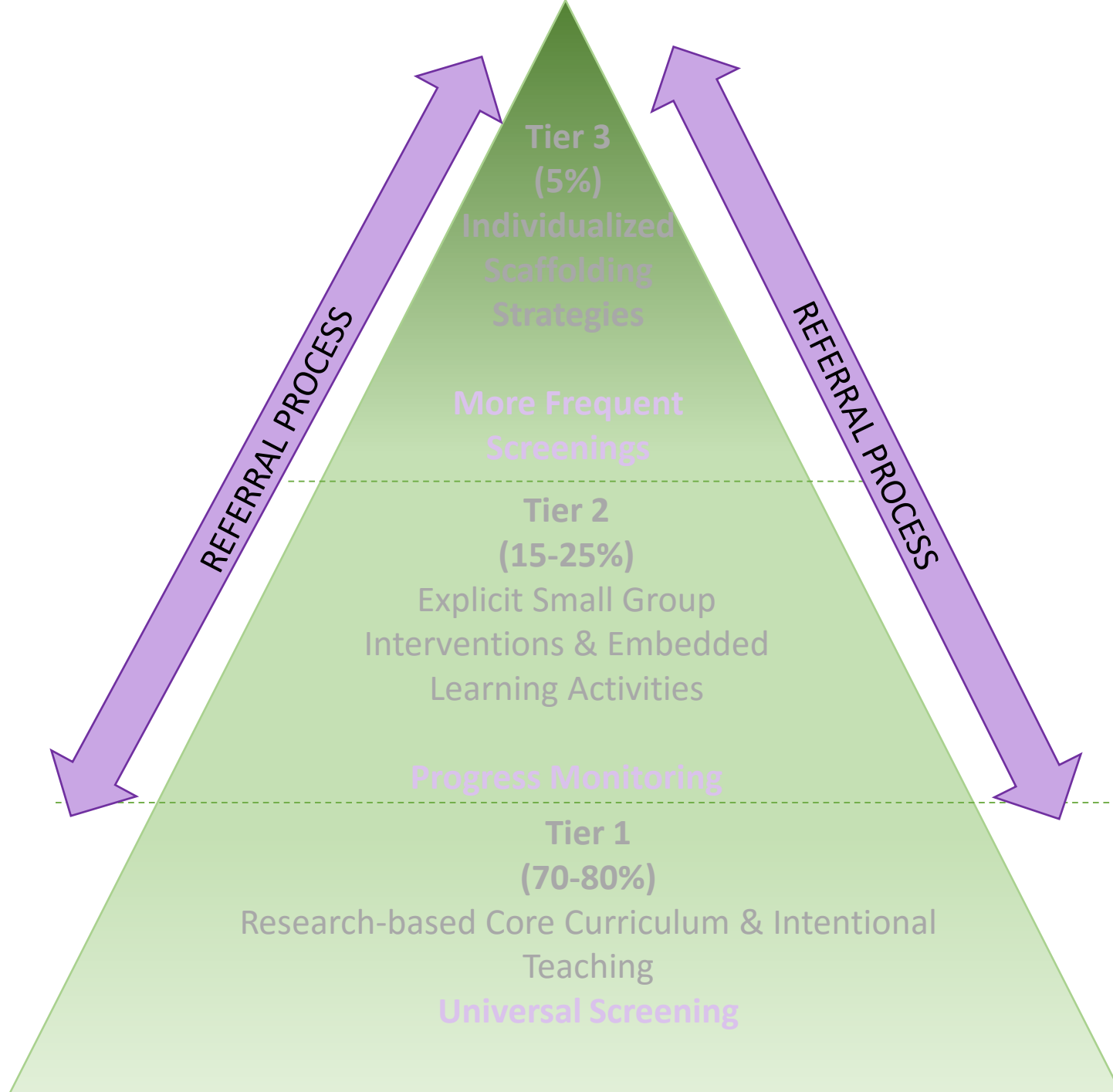
TIER 2

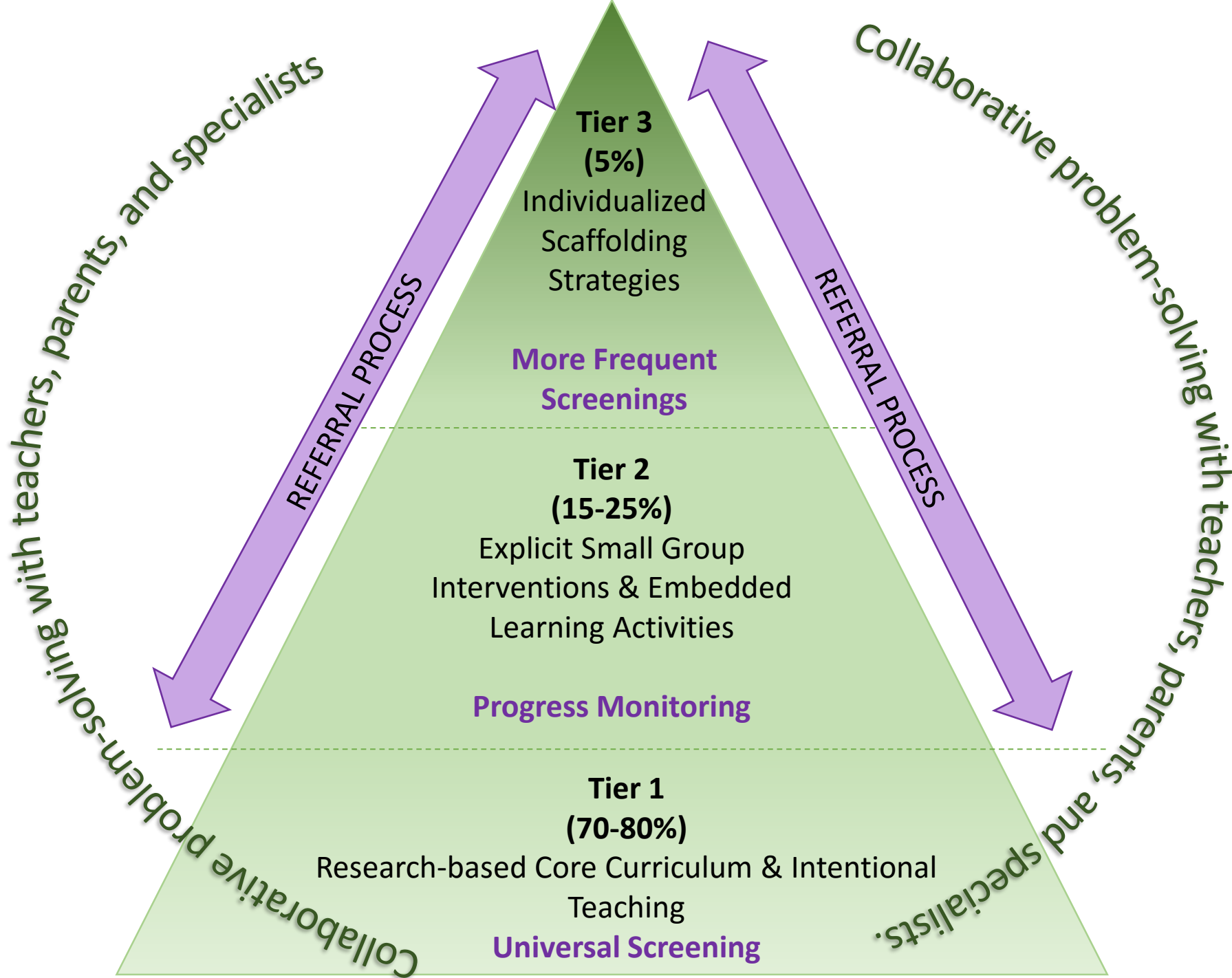
- Embedded learning activities
- Children requiring extra supports
- Systematic instruction
- Smaller groups

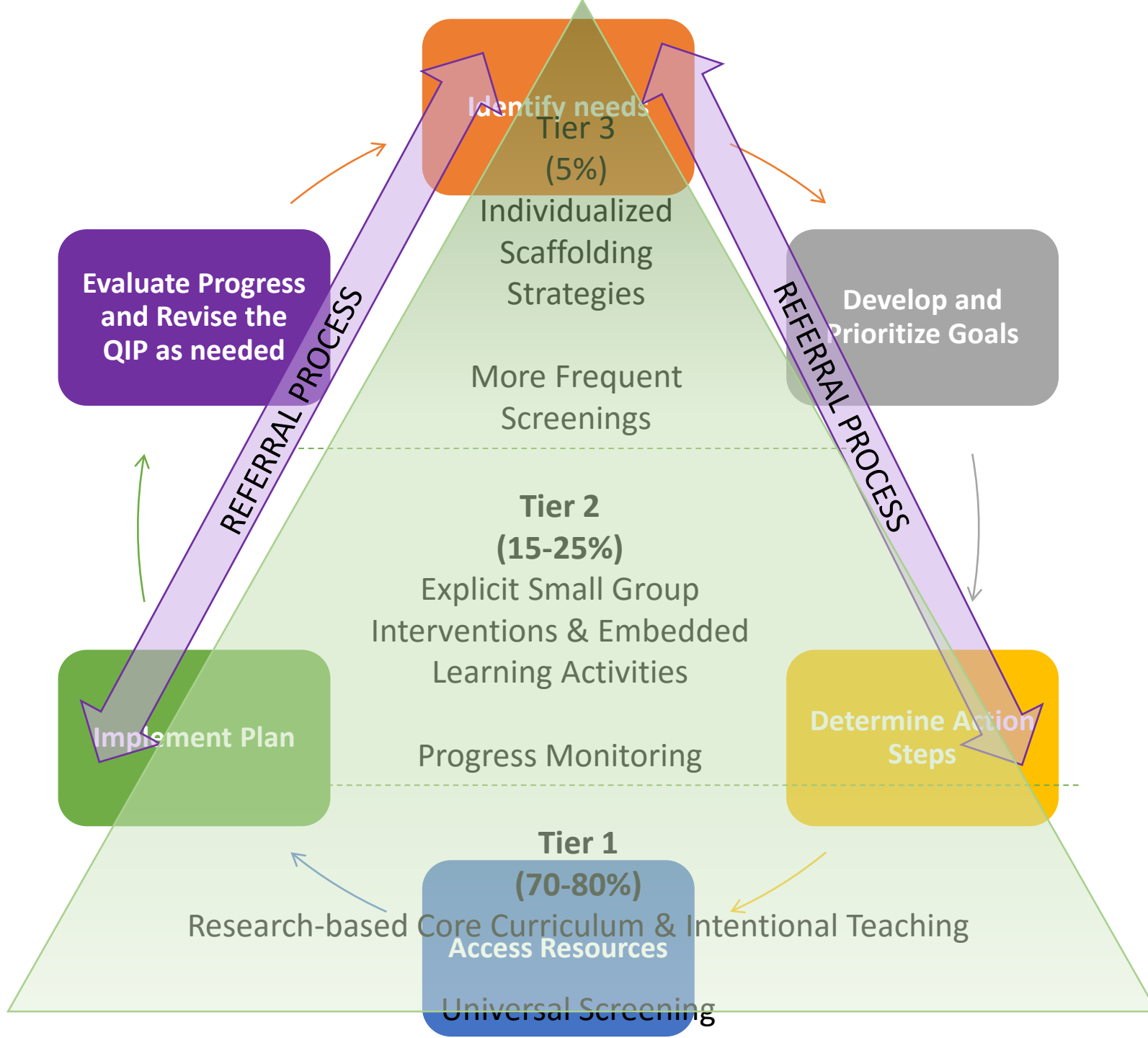
TIER 3

- Builds in Tiers 1 and 2
- More structured supports
- More supports from inclusion specialist
- Monitoring to assess progress









Elements of the Recognition and Response Process



Identify Needs

Develop and Prioritize Goals

Determine Action Steps

Access Resources

Implement Plan

Evaluate Progress and Revise the Plan

Reflect and Revise

Problem Solving Framework

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Specialized Care Team

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Individualized Care Plan

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Environmental Supports

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Inclusion Improvement Plan

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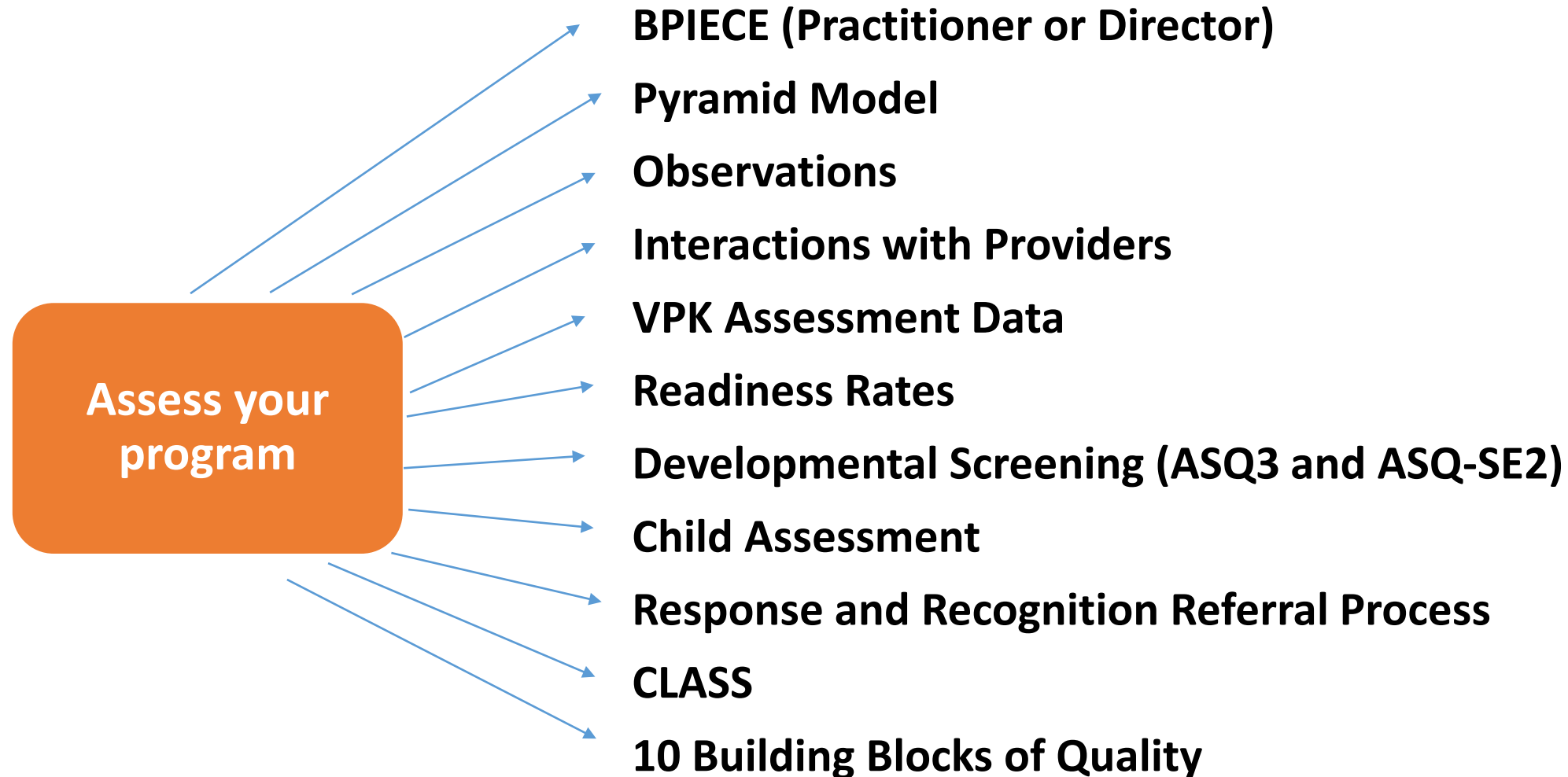
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Follow up

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DATA SOURCES



BPIECE

AREA	Educator's Results	MAXIMUM POINTS
ENVIRONMENT	3	8
FAMILY	4	8
COLLABORATION	1	5
INTERACTION	2	5
INSTRUCTION	4	8
SCREENING AND ASSESSMENT	1	3
TRANSITION	1	3
TOTAL	16	40



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?

