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CYFS Working Paper 2014-3

Preschool Multi-tier Prevention-Intervention Model for Language and Early Literacy (Pre-3T): Development Summary and Implementation Guide

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February, 2014

Preparation of this document was supported by a grant awarded to Drs. Susan Sheridan, Judith Carta, and Lisa Knoche from the Institute of Education Sciences (Grant # R324A090075). The opinions expressed herein are those of investigators and do not reflect the views of the funding agency.

Recommended citation:

Clarke, B. L., Knoche, L. L., Abbott, M. I., Sheridan, S. M., Carta, J. J., & Sjuts, T. S. (2014, February). Preschool Multi-tier Prevention-Intervention Model for Language and Early Literacy (Pre-3T): Development Summary and Implementation Guide. CYFS Working Paper No. 2014-3. Retrieved from the Nebraska Center for Research on Children, Youth, Families and Schools website: cyfs.unl.edu

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Preschool Multi-tier Prevention-Intervention Model for Language and Early Literacy (Pre-3T): Development Summary and Implementation Guide

The primary objective of this development study was to develop and pilot a three-tiered prevention model (universal, targeted, individualized) in early education for children at risk of reading difficulties. The aims of this study were to:

Aim 1: Define and develop a Pre-3T model to address the early literacy and language needs of young children in Head Start/ public preschool programs.

Aim 2: Implement a Pre-3T model in collaborating preschool programs and collect social validity and individual child data for testing its feasibility and for refining the model.

Aim 3: Improve the Pre-3T model based on results of pilot testing and develop materials necessary for implementing the model in preschool programs.

This objectives of this study were to develop and field-test a comprehensive model for early childhood that incorporated a hierarchy of research-based language and literacy supports guided by progress monitoring to prevent reading delays in early childhood. This model (1) focused on sensitive and functional measurement to monitor responsiveness to instruction and environmental supports; (2) ensured and monitored the delivery of research-based early childhood early literacy and language strategies at each level of service; (3) incorporated standard procedures for moving into increasingly intensive levels of intervention prior to invoking special education eligibility procedures; and (4) incorporated active parental engagement and collaboration at each level.

This study represented a collaborative effort among research teams at the Nebraska Center for Research on Children, Youth, Families, and School (CYFS) at the University of Nebraska-Lincoln and Juniper Garden's Children's Project (JGCP) at the University of Kansas. These teams have an extensive publication history in basic and applied research related to prevention models, early literacy and language development, and interventions and assessments for vulnerable children.

The purpose of this document is to provide a summary of the process by which the Pre-3T model was developed and a description of the final product and procedures used for implementation. This document includes a description of the developed model organized by the foundational framework, definitional components, and iterative development process. These sections are followed by detailed implementation guides that operationalize how the Pre-3T model designed through this study is implemented in practice.

Pre-3T Framework

Response to Intervention (RtI) is a multi-tiered approach to instruction that focuses on preventing children's later academic delay through a systematic problem-solving

process designed to allow for early recognition of students' learning difficulties and to provide a data-based method for evaluating the effectiveness of instructional approaches. RtI, or Multi-Tiered Systems of Support (MTSS), relies on the use of scientific, evidence-based instructional practices and frequent progress monitoring to provide the data necessary to make decisions about student performance and the need for more intensive intervention. By design, RtI models are highly functional and individualized and use research-based strategies. They are now becoming recognized as relevant and useful for advancing the early learning experiences of children from birth until entry into school-age programs (DEC et al., 2013).

We define a preschool multi-tier model (Pre-3T) as an organized approach to early childhood education that provides supports of varying levels of intensity in response to both classroom and individual student needs. It is a process-oriented educational model that occurs in the context of fluid and responsive learning systems (see conceptual model in Figure 1). The goal of Pre-3T is to prevent or ameliorate language and literacy difficulties at the earliest stage possible by providing services early, monitoring their effects systematically, and adjusting their delivery intentionally to support individual children's needs.

In a multi-tiered system, "tier" is used to connote the general level of intensity of services experienced by students. Service delivery *within each tier* occurs in a fluid, responsive and dynamic manner, such that modifications are made to strengthen learning opportunities based on individual students' needs. The relationship between services across tiers is also dynamic and fluid. Movement *across tiers* also occurs as a recursive and responsive process, with multiple sources of information used to ensure appropriate intensity based on a flexible and reciprocal feedback loop regarding student learning.

Pre-3T is distinct from "business as usual" in early education in several ways. A Pre-3T framework is guided by an ecological orientation to practice, emphasizing the quality of the primary learning environments and relationships among them as fundamental for children's early learning. As such, when these are lacking, processes are necessary to strengthen children's instructional and social contexts and environments as the first step in the implementation of such a model. Delivery of educational practices is further guided by data that provide the context for evidence-based problem solving for individual students, including their capacities, progress, and needs. Given the many settings within which children live and learn, a cross-system approach that supports relationships and partnerships between educational programs and children's families provides increased and enhanced opportunities for learning. In practice, a fluid and responsive system of support is implemented wherein decisions about instruction and practices among caregivers (Greenwood et al., 2011) are based on an individualized, recursive process. A *continuum of supports and services* is provided to ensure maximum opportunity for students in an immediate and responsive manner.

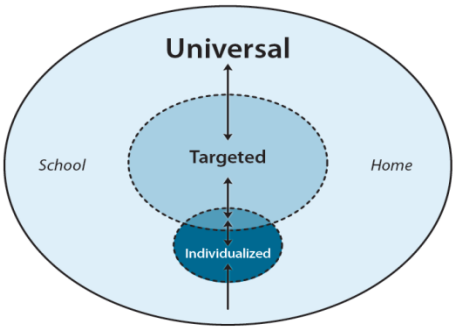


Figure 1. Multi-tier Conceptual Model

An essential feature of Pre-3T is its use of research-based processes across both assessment and intervention dimensions. First, the use of careful and systematic assessment (monitoring) of child progress provides the core within which data-based decision-making occur. Second, research-based interventions are delivered at various levels of intensity, across school and home contexts. This approach is innovative and progressive; it is designed and delivered with the deliberate intent to prevent the more traditional practice of "fail, dismiss, and refer to special education" (Fletcher & Vaughn, 2009).

In Pre-3T, significant emphasis is placed on practices at the *universal* level (Tier 1). The focus in Tier 1 is assuring that high-quality, research-based interventions are delivered to all children within the context of effective learning opportunities and instructional practices. The goal of Tier 1 supports is to ensure all children have access to high quality language and literacy experiences to support positive language and literacy skill development, therefore preventing delay or disability. This is accomplished through teacher professional development activities (reflective practice, coaching, feedback) related to high quality practices, general forms of family engagement, and student performance. Multiple methods and sources of data are used to capture teacher practices, environmental supports, and individual student learning. Universal instruction might be modified or intensified under certain conditions (e.g., a large percentage of students are lagging; research-based practices are being delivered inconsistently; environmental supports are sporadic). Teachers learn about universal family engagement practices to promote partnerships with families across all tiers. Multiple opportunities are provided for families to engage in literacy activities at home and school through school-based family literacy events and home-based reading and vocabulary practice. The assessment of student performance takes into account idiographic patterns of performance (e.g., aptitude in both students' native language as well as English).

At the *targeted* level (Tier 2), children who continue to show inadequate or delayed growth in response to Tier 1 universal strategies are identified and adaptations are made to intensify their learning opportunities across school and home contexts. The goal of Tier 2 supports is to intensify efforts toward the prevention of delays and identification of disabilities in language and literacy skills, and support language and literacy skill acquisition for children who might be experiencing learning difficulties. In Tier 2, the focus is on providing children who are limited in their language and literacy skills an opportunity to enhance these skills using explicit, systematic instruction. Teachers employ strategies to increase children's opportunities to respond and levels of individual child engagement, oftentimes within a small group context. Family engagement strategies are intensified for targeted groups of children to increase learning opportunities across home and school contexts. Intensified support strategies are routinely monitored and compared with students' progress at mastering specific skills with increased frequency to ascertain

whether this additional level of cross-system support is improving children's rate of learning.

For some children, universal and targeted intervention may not be sufficient. At the *individualized/intensive* level (Tier 3), intervention is focused on the individual student, addressing unique learning needs. Research-based problem solving processes provide the structure for Tier 3 services. That is, for students who perform significantly or consistently below benchmark levels on progress indicators, intensified problem solving with small teams of parents and educators ensues. Behavioral and learning targets are identified, defined, assessed and analyzed; these data are used to develop functional intervention plans to meet mutually-determined goals.

Although high quality services delivered universally are foundational to Pre-3T, individual performance drives the focus or intensity of instructional programming received by each student. In certain cases, early assessments may indicate the need for immediate movement to more intensive tiers of services. As movement across tiers is fluid and responsive, appropriate multiple levels of support for each child are flexible and can be provided at any point in time for a given child.

Pre-3T Model Components

Based on this conceptual framework for multi-tiered prevention-intervention programs, the development of the Pre-3T model focused on five components deemed essential to such support models: (a) research-based interventions, (b) progress monitoring, (c) data-based decision making, (d) differential grouping and instruction, and (e) family engagement. Additionally, professional development provided to teachers was a critical component to the feasibility and implementation of the model. Given its importance, professional development is included as a component of the Pre-3T model.

Research-based Interventions

The overriding element of all tiers in the Pre-3T model is high-quality, research-based instruction in priority skills delivered universally to all students. In a preschool language and literacy model, this rigor in instruction at a universal classroom level required that research-based pre-reading curricular and instructional strategies be implemented with fidelity and focused on these critical pre-literacy skills: (1) oral language, (2) phonological processing, (3) print awareness, and (4) alphabet knowledge (Whitehurst & Lonigan, 1998). In addition, the language-rich universal level of instruction, across home and school settings, with frequent opportunities for children to hear diverse and complex vocabulary (e.g., Hart & Risley, 1999; Walker et al., 1994), engage in shared book reading (Dale et al., 1996; Lonigan et al., 1999), and have conversations (Rice, 1995; Snow et al., 2001) was foundational to the model.

Research-based early literacy and language instructional strategies with the greatest empirical support include ***naturalistic instructional strategies,*** and ***dialogic reading*****.** All of the strategies take place in the context of ***enriched literacy environments***

at school and at home (Neuman & Roskos, 1993). These research-based instructional strategies were used across tiers and settings (e.g., home and school).

Naturalistic instructional strategies. Instruction strategies focused on naturally occurring learning opportunities are based on the concepts of milieu teaching. Although the model did not utilize a formalized protocol for milieu teaching, aspects of this method, such as (a) following the child's lead; (b) promoting communication indirectly through environmental arrangement or directly through explicit prompts; (c) using natural consequences; (d) targeting specific skills (e.g., vocabulary growth); and (e) embedding teaching into ongoing interactions, were embedded in instructional strategies throughout the multi-tiered approach.

Dialogic reading. Shared book reading involved an adult and child(ren) reading together and incorporating a variety of techniques to engage the children in the text (Justice & Ezell, 2002; Senechal et al., 1996). Specifically, *dialogic reading (DR)*, in which adults elicit children's active involvement in reading and discussing books through interactive reading strategies (open-ended questions, expansions, following a child's lead; Arnold et al., 1994) was incorporated into instruction in the Pre-3T model.

Environmental enrichment. Our Pre-3T model considers literacy-rich environments (in both classrooms and homes) as prerequisite conditions within which specific instructional strategies are embedded and implemented. Environmental enrichment in the preschools and in homes facilitated young children's language and literacy by providing contexts supportive of evidence-based language and literacy instruction and skill-building. Environmental enrichment included "literacy-rich" play settings and language-enriched preschool classrooms characterized by high levels of adult interaction.

Progress monitoring

Our multi-tier prevention-intervention model required that all children were screened early and frequently to evaluate their individual response to instruction as a basis for informing the implementation of short-term instructional modifications. Assessment in the Pre-3T model consisted of a multi-informant and multi-method process using (a) standardized measures of early language and literacy, (b) progress monitoring tools including curriculum based measures, and (c) information collected across the home and school settings and from both parents and teachers. Progress monitoring data were collected in both English and Spanish. Data were provided regularly to teachers and families. Assessment data were used to facilitate data-based decision-making regarding differential instruction across all tiers.

Data-based decision making

In our systematic, responsive approach to early literacy instruction, consistent and sensitive procedures informed decisions about whether adequate gains were being achieved and what supports were needed to enhance student progress. Thus, each child's

performance on key pre-literacy indicators was monitored regularly and often, and the resulting data were used by teachers as a basis for making instructional decisions. Problem-solving processes provided an effective, structured framework for data-based decision-making. Literacy coaches facilitated such processes supporting educators to (a) identify children's strengths and primary learning concerns; (b) analyze conditions (skill deficits or environmental factors) that contributed to academic needs; (c) generate hypotheses for children's difficulties; (d) identify hypothesis-driven, responsive, research-based strategies; (e) monitor intervention integrity implemented by treatment agents in the natural environment; and (f) evaluate outcomes of interventions. The process maximized accuracy in skill selection, ensured fidelity of implementation in instructional strategies, and evaluated children's responses to strategies using continuous and sensitive data collection procedures. This problem-solving framework was applied to assess children's progress and make decisions regarding how to differentiate instruction and interventions across home and school contexts.

Differentiated groupings and instruction

Differentiated grouping and instruction referred to responsive level of supports offered to students. It was based on the premise that instructional approaches should vary based on identified needs and be adapted in relation to individual and diverse students in classrooms. Generally, similar skills were taught to all students across the three tiered groups; however, the intensity of instruction or dosage of the intervention (Torgesen et al., 2001) varied based on need. Intervention intensity was increased by decreasing group size and/or by increasing dosage or amount of intervention targeting specific skills. Differentiation often occurred in the form of increased opportunities to respond (i.e., more practice in conditions where lack of exposure was an issue); focused intervention on acquisition of prerequisite skills (i.e., skill training when gaps in previous, fundamental knowledge were present); or increased duration for learning and responding to occur (i.e., reducing constraints around immediacy of response in situations where more time was needed to respond appropriately).

Family engagement

As their child's first teacher, parents were considered to be highly instrumental to the development of preschool children's language and literacy skills. Promoting partnerships with families to support parent engagement in language and literacy activities and enhancing the curriculum of the home was a critical component of this model. To foster family engagement, the Pre-3T model utilized a partnership-centered approach that focused on identifying family strengths and increasing *competence* and *confidence* in supporting their child's language and literacy skills. Defining elements of this approach included: (a) establishing partnership-centered beliefs and attitudes that families are necessary and capable of supporting their child's learning, (b) creating a welcoming and inviting atmosphere that encouraged family engagement, (c) providing invitations and opportunities for parents to engage in language and literacy activities with guidance and support, (d) increasing communication regarding their child's progress and curriculum

goals and instruction, and (e) increasing opportunities for joint decision-making and problem-solving.

Professional development

High-quality, sustained, and intensive professional development was important for effective implementation of the Pre-3T model. The professional development model included on-site, workshop training sessions as well as regular coaching. The focus of training included basic principles and practices associated with early literacy and language instruction, research-based strategies, procedures for monitoring children's progress, and how to engage parents and other family members to provide language and literacy supports at home. The instructional coaching model extended the training experience. Coaching included immediate, on-site feedback utilizing an emergent training model (i.e., building a trusting relationship with the teacher, shaping promising teaching practices, generalizing these teaching practices, providing conceptual labels, linking practice with research-based knowledge, and finally encouraging self-exploration) and was used to provide continuous, individualized professional development.

Iterative Development Process

The development and refinement of the Pre-3T model occurred through a series of four phases: (a) refining the model based on expert and consumer feedback, (b) field-based model refinement, (c) full model pilot test, and (d) data analysis and model finalization. Phase 1 of the iterative development process focused on gathering consumer and expert feedback on the overall framework of the model. During this phase, focus groups were conducted to determine initial perceptions of the feasibility and efficacy of the model to inform model refinement. Phase 2 focused on field-testing and revision of model components. The goal of the field-testing was to refine the model to increase its feasibility and promise of efficacy. In the third phase, the refined model was pilot tested to test the feasibility of full teacher implementation and determine its promise of efficacy. The final phase, Phase 4, included a detailed review of the feasibility and efficacy data to develop a finalized Pre-3T model reflective of the iterative process as a whole.

Three cohorts of children, families and teachers were involved in the iterative development process. Demographic information for each cohort is included in appendix B. Additionally, five literacy coaches (two in Nebraska and three in Kansas) were involved in the development of the model. The coaches were experienced early childhood education professionals with master's degrees and a background in teaching and instructional practice.

Phase 1 (June 2009 – May 2010): Refine the specifications of the multi-tiered intervention model in line with consumer (preschool staff and parents) and expert feedback on feasibility and acceptability of the model.

The Pre-3T model was originally developed based on current knowledge from the state of the field in Response to Intervention (RTI) models, early language and literacy

intervention, and family-school partnerships. After careful review of the literature, the research team comprised of experts in these areas drafted the model to include innovative, integrated model components specifically designed for implementation in early childhood settings.

The primary objective of Phase 1 was to gather information to further refine the model for field-testing through key stakeholder input. While refinement targeted all components of the model, particular emphasis was placed on the identification of tools for progress monitoring, as well as the development of a multi-dimensional classroom observation tool (see appendix C). A comprehensive plan for progress monitoring that included screening, standardized assessment and progress monitoring tools for English- and Spanish-speaking students was developed via expert consultation, as well as preliminary trials.

Additionally, another important objective of Phase 1 included developing a multidimensional classroom observation tool designed to capture features of high quality universal language and literacy instruction upon which to build increased support (Tiers 2 and 3). Review of current tools, expert consultation, tool development and preliminary field-testing occurred on a recursive basis to develop such a measure that could be used for this study.

Expert review. An expert review of the proposed preschool multi-tiered language and literacy model was solicited for the purpose of revising the model. The key components of the model (i.e., research-based interventions, progress monitoring, data-based decision making, differentiated grouping, and family involvement) were presented to two research consultants with expertise in preschool language and literacy interventions, Drs. Laura Justice and Karen Stoiber. Additionally, the instructional quality observation checklist and progress monitoring plan were discussed.

The consultants validated all of the proposed components of the model as being research-based and following recommendations for best practice. They also believed the model to be innovative in its efforts to combine all of the proposed components, especially family engagement, into a cohesive tiered intervention model. Potential revisions to the observation checklist to improve the validity and feasibility were provided and the tool was subsequently revised to streamline the observation process. Feedback and resources regarding establishing benchmark criteria for the progress monitoring tools were also provided. These tools were considered by the research team in developing the decision-making protocol for the progress monitoring measures.

Consumer feedback. Focus groups were held with program administrators, preschool teachers, and English- and Spanish-speaking parents of preschool children across implementation sites. A total of four administrators (two at each site), six parents (three at each site) and six teachers (three at each site) were included in the focus groups (see demographic information in appendices). All consumers were given a brief presentation of the proposed model including the key components of the model and participated in a semi-structured interview to solicit their feedback regarding each

component. Focus group meetings were audio-recorded and transcribed to document the process and allow for qualitative analysis. Across all groups, consumers responded favorably to the overall model and each component of the model. No recommendations were given to revise the model, thus no revisions were made. However, recommendations were made regarding how to implement the model to meet district requirements for documenting intervention efforts and various teacher training and family needs (e.g., hold family socials at various times and locations, offer differentiated activities). These recommendations were used in implementation planning for the field-based model refinement that occurred in Phase 2. Teachers responded favorably to the quality observation measure and indicated that it would be useful as a means for informing their teaching practices. They made a few recommendations for revisions to individual items on the measure, which were revised by the research team.

Assessment protocol trial. Testing of the assessment techniques and quality observation measure across sites was conducted to determine the feasibility and utility of the tools for instructional decision-making (both child assessment and environmental tools). Six teachers across six classrooms (three in Nebraska, three in Kansas; see additional demographic information for Cohort 1 in appendices) participated in the trial of the quality observation measure. Initial trials of the measure indicated that it could be used reliably across raters, but was relatively difficult to use to capture all strategies being used by teachers throughout relevant activities. As a result, revisions were made to make the measure more feasible (e.g., items were cut, format was revised for easy recording).

To refine the assessment protocol, monthly progress monitoring was conducted with a sample of 80 children (31 in Nebraska, 49 in Kansas; see additional demographic information for Cohort 1 in the appendices). A bilingual assessment protocol was tried to capture language acquisition across both English and Spanish and progress monitoring data were reviewed in comparison with other assessment information to determine their utility in decision-making. Correlations across progress monitoring and standardized measures were explored. Progress monitoring tools that aligned with the standardized measures were retained and measures that covered the same constructs were reduced to ease the assessment burden.

Results. At the end of the first phase, the overall model had been developed and reviewed. Experts and consumers responded favorably to the proposed model and no changes were made to the model components. As a result of the assessment protocol trial, progress monitoring procedures and tools were streamlined to reduce the overall assessment burden. Initial decision-making criteria and classification procedures were developed. Documentation and implementation procedures were then formalized to conduct a field-test of the model components.

Phase 2 (June 2010 – December 2011): Develop and refine the implementation protocol of the multi-tiered model based on field-based testing to determine feasibility and promise of efficacy.

The primary objective of the field-based testing was to determine the feasibility of the proposed intervention strategies for preschool settings and to further refine the decision-making process and interventions. Coach, teacher and parent feedback was solicited through focus groups, and child data were collected to inform model refinement. Field-testing occurred over 3 semesters (1 full academic year and the fall of a second academic year). A total of 138 children (KS = 87, NE = 51), including 83 English-speaking (60%) and 55 Dual Language Learners (i.e., Spanish-speaking; 40%) and their families, participated in the field-test. Ten teachers (six in Kansas, four in Nebraska) across ten preschool classrooms also participated. Two teachers participated throughout the entire field-testing period, four participated in the first academic year, and another four in the fall of the second academic year. Additional demographic information on this sample of children, families and teachers (Cohort 2) is located in the appendices.

A multi-tiered language and literacy intervention presupposes a high quality of universal language and literacy instruction. All classrooms involved in Phase 2 development had appropriate CLASS scores, and demonstrated a high quality of language and literacy instruction (See Table 1).

Table 1. Descriptive Statistics for the *Pre-3T Universal Quality Scale and CLASS*

	Mean	Range
Overall Adherence[a,b]	96%	83-100%
Overall Quality [a]	85%	67-97%
Overall Student Responsiveness [a]	3.54	2.5-5
CLASS Emotional Support[c,d]	4.49	3.81-5.13
CLASS Classroom Organization[c,d]	5.82	5.25-6.50
CLASS Instructional Support[c,d]	4.03	2.75-4.75

[a] Data are from the second project year
[b] Range 1 to 4
[c] Data are from the second project year
[d] Range 1 to 7

A primary question during the field-test was determining the language and literacy skill and the specific time frame on which to focus. Current literature and consensus among the research team members suggested that oral language was an important precursor skill upon which other skills were built. As a result, the team, consisting of teachers, coaches, and research staff, decided to focus on oral language (i.e., vocabulary) in the fall of the academic year and early literacy skills (i.e., phonemic awareness, alphabet knowledge) in the spring.

Field-testing focused on individual components, as well as the integration of the overall model. Most aspects of the model were initially field-tested by literacy coaches or research assistants to determine feasibility and make refinements, prior to teacher implementation. However, in some cases, teachers also participated in field-testing some aspects of the model, such as some progress monitoring tools and family engagement

strategies. Informal feedback was sought on a regular basis throughout the implementation process from consumers (e.g., teachers, literacy coaches) to provide formative and summative information regarding the refinement of the model. Additionally, semi-structured evaluation and focus group sessions were conducted with consumers of the model. The results of the field-test and feedback led to further refinement of the model in preparation for a pilot test in Phase 3.

Results. Child and teacher outcomes were assessed to determine the feasibility and promise of efficacy for the developed model. Results were analyzed first according to feasibility, then according to promise of efficacy. During the field-test phase, the implementation of the model was revised multiple times as a result of formative feedback collected throughout the process. As a result, efficacy outcome data could not be meaningfully interpreted. Thus, the results presented herein focus on the feasibility data collected through consumer feedback. The resulting modifications made to the Pre-3T model as a result of the field-test and consumer feedback are also presented.

Consumer feedback. Feedback from administrators, teachers, and coaches was solicited periodically in a formative and summative manner as each element of the model was introduced and implemented to assess acceptability and feasibility and inform modifications to the model. Semi-structured focus groups were also held with parents to elicit feedback on the model.

Administrative feedback. Administrative feedback was mixed regarding the implementation of the model. Overall, administrators reported that they liked the intentional focus on the vocabulary instruction and the increased academic focus of the family literacy events. However, they stated that the overall implementation of the model was too time-consuming for teachers and the process needed to be streamlined. They stated that the progress monitoring data were useful for decision-making, but the amount of assessment needed to be reduced. Based on the administrative feedback, administrative support for additional teacher time spent in professional development and coaching was identified as a potential moderator influencing the feasibility and potential efficacy of the model.

Administrative feedback was also mixed regarding the use of CBC as an intervention approach. In one case, CBC was not completed due to administrative concerns about fit of the process. Specifically, administrators wanted to ensure that the process matched district guidelines regarding student goal selection and plan development, thus they utilized their previously established processes for individualizing student instruction. This feedback demonstrates the importance of utilizing a culturally sensitive approach that is responsive to setting demands and realities, such as district policies regarding individualized intervention and learning curriculum goals and standards when implementing a multi-tiered model.

Teacher feedback. Overall, teachers perceived the model to be a good fit with their current vocabulary focus and strategies and they believed it helped to increase intentionality of instruction and expand on the curriculum. They also reported that they

increased opportunities for modeling with families and had more effective communication and connections (extending learning opportunities across home and school) as a result of the family engagement approach.

Regarding the family engagement approach, teachers reported that the strategies were feasible to implement, but that families responded differentially to them. Increased communication with families did not appear to increase attendance at family literacy events, and only a few families reported using the strategies at home in follow-up phone calls. Based on teacher experience with implementation, they suggested that the strategies be modified to include more direct contact with families in their home settings to encourage family engagement. In three classrooms, universal family literacy events were conducted by coaches and research staff. Identification of teacher staff and resources to conduct the events after the consultant implantation phase was identified as a concern for teacher implementation of Tier 2 family engagement strategies in these settings.

Teachers identified overall concerns including the time commitment and feasibility of implementation of the model with larger groups of children. The amount of assessment was also an issue. Programmatic feasibility issues with the progress monitoring protocol were identified across sites. Specifically, teachers in half-day preschool programs reported difficulties implementing the progress monitoring assessments due to limited instructional time. Teachers in full-day programs reported little to no difficulty conducting the assessments. Furthermore, teachers raised concerns about the validity of the data-based decision making model as it appeared to over identify Dual Language Learners (DLLs) for Tier 2 supports.

Two teachers had the opportunity to complete the field-testing of the individualized problem-solving process (CBC) for children identified for tier 3 support. They rated the process as being acceptable based on the *Behavioral Intervention Rating Scale* (BIRS-Acceptability factor; Von Brock & Elliott, 1987) 6-point Likert scale (mean = 4.7). They also rated the process as effective on the *Consultant Evaluation Form* (CEF; Erchul, 1987) 7-point Likert scale (mean = 5.9). These ratings demonstrate that the teachers found the CBC model to be a feasible and effective intensive intervention approach to support individual student needs.

One change that teachers proposed was to change the format of coaching to include more time with the coach and the teaching team. The semi-structured interview problem-solving format used in coaching received mixed reviews. Some viewed it as helpful with team planning and accountability. Those that found it helpful reported that the interview format served to guide instructional decisions made in the classroom and was feasible to implement into on-going coaching discussions. However, others reported it to be time consuming and redundant and the strategies developed felt “unnatural”.

Parent feedback. Focus groups were also held with parents in the Nebraska location. Due to scheduling conflicts, parent focus groups were not conducted in Kansas. One group was held for English-speaking parents and a separate group was held for Spanish-speaking parents with a Spanish-speaking facilitator. Eight parents attended the focus groups, three

English-speaking and five Spanish-speaking. A similar semi-structured interview process was used to solicit parent feedback about their experiences with the Pre-3T program. Parents reported that the materials they received from school (books, newsletters, vocab cards, activity materials/ideas) were helpful, and they used them at home. For example, one parent in the Spanish-speaking group identified the bilingual vocabulary cards that were sent home as a particularly helpful material for continuing to teach Spanish at home. "*I put [the word] in English and in Spanish. For me it is important that she manages the Spanish at home. Their English language, they are going to obtain it [at school].*"

Parents liked receiving their child's progress report and believed the data to be helpful in monitoring their child's progress. Parents found the reports to be *"easy to read and understand."* They reported that their child's teacher encouraged their involvement and communicated with them in many ways, sharing their child's strengths and areas in need of further skill development. They saw consistency of communication throughout the year as important and that increased clarity regarding what was going well or not pertaining to their child was needed. Parents also thought that more materials could be provided with additional strategies regarding learning to read and write (e.g., drawing or painting). This group reported that they enjoyed most of the family literacy events when they could attend. One parent stated, *"The literacy events were nice because [they] involve the parents and the kids."* Feedback was also provided to simplify the format and differentiate the activities for parents who may have done them before with other children. One parent stated, *" I thought some of them were kind of rushed…an hour is not a lot for a kid especially if they don't get it right away…I think maybe one or two activities instead of three [would be better]".* However, many in the focus groups were unable to attend the literacy events hosted by the school due to work schedules, a lack of transportation and a lack of functional interpretive devices.

Parents who participated in CBC shared their perceptions of the process via survey and semi-structured interviews. Both parents reported that it was acceptable for them to participate in the process (BIRS-Acceptability factor; mean = 5.8 of 6) and they thought it effectively addressed concerns on behalf of their child (CEF; mean = 5.96 of 7). Both said that they would use the process again if warranted. One parent stated that it did require extra time, which may be an issue for other parents and might prevent them from participating, but it was not an issue for her.

Coach feedback. Coaches reported that the developed instructional strategies used in the classroom worked best when done with small groups of children (1-2 children). Coaches in the half-day, 4 day week programs reported challenges to conducting the small groups multiple times a week, especially when focusing on multiple skills at a time. These coaches suggested that modifications to the classroom-based interventions should extend reading opportunities to other authentic settings throughout the day (e.g., book reading) to encourage vocabulary development. Additionally, they suggested making modifications to motivate children who were reluctant to participate.

Model refinement. The formative and summative feedback led to important refinements to individual components and the integrated implementation of the model. A

summary of the resulting modifications leading up to the pilot test of the model are described herein.

Research-based interventions. Overall, the intervention approaches discussed fit well within the approach of the programs; however, implementation feasibility was an issue across various settings due to time constraints, instructional groupings (especially when groups included dual-language learners and English-speaking students), and student motivation to participate in the intervention activities. As a result, intervention implementation was refined to include more 'natural' opportunities for including intervention strategies throughout the day, such as increasing opportunities for instruction during center-time activities. Additionally, pre-teaching in Spanish was identified as an important strategy for use with DLLs. As a result, more effort was placed on identifying such opportunities. To address feasibility issues and differences across settings, more emphasis was placed on using a classroom-based problem-solving approach as the primary means for planning which intervention strategies to use and how to implement them in the classroom.

Field-testing of the cross-setting, CBC problem-solving process revealed that the process was feasible to implement and effectively addressed individual student concerns, when matched with programmatic goals and guidelines. In two case studies, students made accelerated gains in letter identification as a result of the individualized interventions developed through CBC.

Progress monitoring process. Modifications were made to progress monitoring protocol to allow for flexibility based on decision-making resources. For sites where resources were limited, the process was streamlined to reduce the number of assessments to those that were essential to decision-making at each point in time. For example, standardized tools (i.e., Get Ready To Read, GRTR; Whitehurst & Lonigan, 2009) were collected by teachers at beginning, middle and end-of year time points, but some sites' literacy measures, such as DIBELS Word Part (Kaminski, 2006), were only collected in the second semester when literacy skills became the focus of instruction. In other sites with greater resources, literacy assessments were collected year-round.

Through discussion of the progress monitoring data with teachers, coaches and the research team, a gap in assessment of direct instruction of the language and literacy skills in the classroom was identified. Based on these discussions, curriculum-based measures (CBMs) were developed with teachers and coaches to capture children's knowledge of the specific language and literacy skills being taught. Literacy coaches received training in conducting CBM probes and conducted regular assessments (pre-, mid- and post-tests within each unit of instruction) to monitor children's progress with specific skills and content being instructed in the classroom. Data collected through the use of the CBMs were used to inform universal and individual instructional decisions discussed in coaching sessions.

Data-based decision making. The development of the decision-making process focused on providing a structure for decision-making that included guidance for measuring

progress, yet also was dynamic and responsive to individual and classroom differences. As a result, teacher validation of decision-making processes was sought throughout the implementation process. A primary concern for teachers was that the process take into account individual differences based on the contextual learning and home environments for each student and that the process incorporate multiple sources of information. As a result, the decision-making protocol was refined to include multiple sources of information, including teacher observations and contextual information about the home learning context. Guidelines were also developed to help teachers make justified classification decisions for individual children when their scores were discrepant across multiple sources. These guidelines helped teachers to build decision-making capacities for interpreting data and making instructional decisions.

Differentiated grouping and instruction. Children were assessed and identified for Tier 2 interventions focused on oral language skills (i.e., vocabulary). In the fall of the first academic year of the field-test, 25 children (37%) were identified for Tier 2 oral language interventions. Of those identified, 10 (40%) were English-speaking children and 15 (60%) were DLLs. As part of the iterative development process, data were compared with teacher assessments and observations to determine validity of the assessment scores. Teachers were asked if they agreed with the classifications of student's oral language skills based on the benchmark criteria for the screening tools. If they did not agree, teachers provided justification for changing the classification based on classroom assessments, observations, or other contextual information. After the validation process, one less child was selected for Tier 2 intervention. Similarly, assessment for early literacy skills (i.e., alphabet knowledge and phonological awareness) occurred at the start of the second semester in the first academic year. A total of 29 children or 43 percent including 16 (55%) English-speaking children and 13 (45%) DLLs were identified for Tier 2 interventions in the area of early literacy based on the decision-making protocol. Validation of students who had been identified for intervention was conducted using the same procedures for oral language interventions. After the validation process, fewer children were selected for Tier 2 intervention supports (26 students; 67% English-speaking and 33% DLL).

To address the issue regarding over-identification of DLLs for tiered supports, the research team held a consultation meeting with Dr. Lillian Duran, an expert on assessment and intervention issues for DLLs, to discuss the decision-making process. Based on the consultation with Dr. Duran, modifications were made to the decision-making protocol to include information on both English- and Spanish-language acquisition in making decisions about DLL instructional needs (i.e., when available, scores in both languages were considered to determine if a child has met kindergarten benchmarks). Additionally, universal language supports and resources across sites were identified to provide more universal bilingual language instruction. Finally, instructional strategies to support language acquisition for DLLs were included in the tune-up checklist for both universal and Tier 2 instruction.

In the fall of the second academic year of the field-test, a new group of children were assessed and identified for Tier 2 interventions focused on oral language skills (i.e., vocabulary)

using the revised procedures. A total of 70 children were assessed. Seventy-four percent of children were identified for Tier 2 oral language interventions (42 % English-speaking; 58% DLL).

Family engagement. Changes were made to the family engagement process to include a more partnership-centered approach focused less on activities and more on increasing communication and supports to facilitate parent engagement in learning with their child. Throughout the implementation process, the research team identified that some family engagement strategies were not fully implemented with integrity and that improved relationships with families were needed at a universal level to support tiered family engagement strategies. A self-reflection tool focused on engaging families in language and literacy activities was developed from a modified family engagement reflection tool (Sjuts & Sheridan, 2011) to be completed by teaching teams at the beginning of the following academic year to self-evaluate the quality of universal interactions and practices with families. This tool helped teams identify strengths in family engagement, areas in need of improvement, and resources available for engaging families and developing detailed family engagement plans.

Additionally, to support implementation of the family engagement approach, we determined that it needed to be integrated within the model more seamlessly across all other components, rather than being implemented as a separate component. As a result, the tune-up checklist was revised to include considerations for how to support increased family engagement for children in need of extra support (Tier 2). Thus, plans for engaging families were included in instructional plans and discussed on a regular basis during coaching conversations. The self-reflection tool and additions to the TUC helped to ensure that practices were built upon a solid foundation supporting families and that family engagement was an integrated feature of the Pre-3T model.

Professional development. A semi-structured coaching guide referred to as the Tune-Up Checklist, was created for use as a problem-solving tool for the Pre-3T model. This tool served as a semi-structured interview guide for coaching conversations focused on important considerations (i.e., child considerations, opportunities for learning, content of instruction, grouping of instruction, and explicitness of instruction) for language and literacy instruction and strategy development. Time for coaching was identified as a critical element in supporting implementation of the model. When regular coaching sessions could be scheduled periodically throughout instructional units, intervention strategies across all tiers appeared more feasible to implement. When structured time was not available for coaching, implementation was an issue and teachers reported issues with feasibility of the model. Administrator and teacher support for coaching was identified as a critical aspect for implementing the Pre-3T model.

*Model integration***.** Programmatic feasibility issues were identified as a result of the field-test. Specifically setting conditions, such as intensity and dosage of instruction (full-day versus half-day programs), staff education and experience (certified versus non-certified teachers), language of instruction and availability of language resources, and administrative climate were identified as potential variables that would moderate the level of feasibility of implementation of the model as originally designed within a program. Child

considerations were also identified including home language and amount of preschool experience.

The field-test helped to identify several areas for model refinement to improve the overall feasibility of the Pre-3T model. Implementation evaluation focused on the refinement of each individual component and the integration of the overall model. As a result, each component of the model was further refined and the process of implementation was streamlined to make it more feasible for teachers to implement the tiered approach in their preschool settings. The third phase of development included a full model pilot test of the integrated refined model in the preschool settings. The next phase describes the implementation of the pilot test and the resulting evidence that demonstrated the feasibility and promise of efficacy of the Pre-3T model.

Phase 3 (January 2012 – May 2012): Pilot test the refined implementation protocol of the multi-tiered model to determine feasibility and promise of efficacy.

The primary objective of the third phase of development was to pilot test the Phase 2 model refinements to determine the feasibility and potential efficacy of the full model. The pilot test occurred in the same six preschool classrooms with the 70 preschool children and their families who participated in the field-test in the fall of the second academic year. Although all of the teachers in the pilot test had participated in at least one semester of field-testing prior to the pilot test, levels of implementation across site varied due to programmatic moderating features.

There were two variations of model implementation. Within three classrooms, the implemented model reflected an ***intensified universal level of intervention***. In another three classrooms, the ***full, multi-tiered Pre-3T model*** was implemented. Model variation resulted from the capacity of classrooms and the willingness of teachers to engage and implement multiple tiers of instruction. The intensified universal intervention consisted of strategies focused on enhancing universal instructional strategies for all students. Progress monitoring data were collected for all children, and coaching was conducted to problem-solve methods for increasing learning opportunities and enriching the language and literacy environment to support skill development for all students. Classrooms implementing the multi-tiered model included the intervention strategies across all tiers, and coaching focused on problem-solving strategies for differentiating instruction based on student needs. Tier 2 intervention strategies began after the second unit of literacy instruction (approximately 6-7 weeks into the school year) and continued throughout the school year.

Though there was variation across classrooms, measures of quality indicated a mid to high level of universal language and literacy instructional quality. Measures were collected mid-way through the pilot test. The CLASS scores ranged from a low of 2.4 to a high of 6.75; the universal quality checklist indicated a high degree of adherence as well as sufficient ratings of overall quality and student responsiveness.

Teachers	Overall Adherence to Quality Language/ Literacy Instruction	Overall Quality of Language/ Literacy Instruction	Overall Student Responsiveness[c]	CLASS Emotional Support[d]	CLASS Classroom Organization[d]	CLASS Instructional Support[d]
1[a]	90%	88%	100%	6.75	6.75	3.83
2[a]	79%	56%	75%	6.44	6.17	4.0
3[a]	95%	94%	100%	6.0	6.0	2.42
4[b]	93%	90%	100%	4.75	5.83	3.17
5[b]	93%	93%	100%	5.81	6.17	4.83
6[b]	88%	88%	81%	4.38	5.83	3.58

[a]Multi-tier classroom
[b]Intensified universal classroom
[c]Range 1 to 4
[d]Range 1 to 7

Results. Consumer feedback was solicited to evaluate the social validity of the approaches. Additionally, individual case study data were collected to evaluate the effects of the pilot tests. Aggregate data across both sites demonstrate strengths and differences between the intensified universal approach and multi-tiered model and examine potential efficacy.

Consumer feedback. Semi-structured focus groups were conducted with teachers from each classroom. Focus groups were also collected with three English- and one Spanish-speaking parent from three classrooms implementing the full model.

Teacher feedback. Overall, teachers reported that the model was effective, easily implemented and prompted increased awareness of their instructional strategies and how they influence children's learning outcomes. For example, one teacher stated, *"I thought [Pre-3T] was a good tool, because it made you really think about how you're intentionally teaching those vocabulary words and how important it is for the kids to learn those. And even just for yourself, knowledge of whether you're doing it correctly or the CBMs helped with which one you weren't doing as much that you may be needed to be doing."* Identified strengths of the model included the coaching approach, the curriculum-based measures developed for the study and regular reporting of progress monitoring data. In regards to coaching, one teacher stated, *"…during the regular teacher's day it's hard to find the time to work with colleagues, so that was nice that we were given the time to work together…"* The integrated family engagement approach was also identified as one of the *"greatest successes of the project*." The teachers considered the model to be a good fit with their preschool programs and feasible to implement, reflected in one teacher's statement, *"It's stuff that you're going to be doing anyway, it's just more of that intentional teaching*." However, feasibility with larger groups of children was identified as a potential concern of the model. Additionally, the assessment burden and time commitment to implement the full model as designed were limitations of the model. To implement the model with fidelity, teachers identified coaching, home visitors, planning/preparation time, and administrative support as essential features.

Parent feedback. Families reported that the materials shared from their child's programs (i.e., books, vocabulary cards, newsletters, progress monitoring reports) were

helpful, kept them informed of how their child was doing, and were a useful way for teachers to communicate what was going on at school. For example, one parent stated that the progress monitoring reports helped her to see her child's progress, *"[I] show her you know, this is where you were and look how much better you're doing. I mean, I like talking to my 11 year old about her report card and that's basically what that is, it's like a report card."* Overall, parents reported that their child's teacher communicated well with them in a variety of formats and encouraged them to be involved in their child's learning. Specifically, one parent reported that using the materials provided by her child's teacher helped her child to make progress, *"and then we just get onto the [vocabulary] cards more, and we work a little harder and then she catches up*." Only one parent who attended the focus group was able to attend a family literacy event. Most families reported that they were unable to attend due to logistical barriers, such as transportation and work schedules. Overall, parents reported a positive experience working with their child's teacher and other staff (e.g., home visitors) to support their child's language and literacy outside of the classroom.

Outcome data. Data were analyzed to explore progress on key indicators for children who participated in Phase 3 (Cohort 3) to examine potential model efficacy. Aggregate data describe group-level experiences of Cohort 3 children involved in Pre-3T. For analyses, children were classified into two groups in accordance with the multi-method decision-making protocol previously described (see protocol in appendix D). The color yellow was used to classify children in need of additional support. The color green was used to classify children who were on-target with oral language skills. Additionally, data are presented by implementation level (multi-tiered or intensive universal) as previously specified.

The specific research questions investigated in Phase 3 of the Pre-3T study include the following:

1. **What was the progress of children in Phase 3 who experienced the multi-tiered intervention versus the intensified universal intervention?**

2. **What was the classification distribution (on-target, need support) of children at fall and spring assessment points and how did it vary by language?**

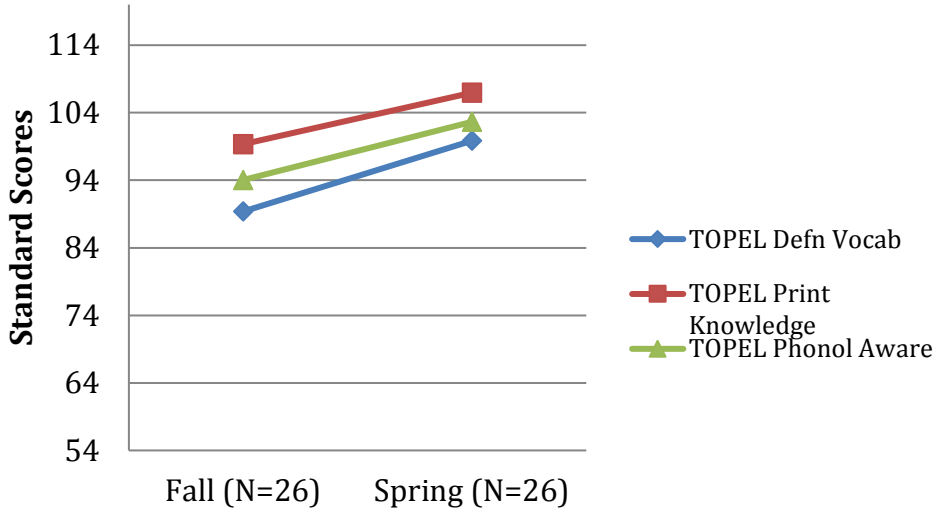
3. **What percentage of children experienced meaningful gains as a function of participating in Pre-3T and how did the gains vary by level of implementation (multi-tiered versus intensified universal), language, and outcome?**

4. **What were reported behaviors of families who participated in the multi-tiered intervention?**

A matrix of measures used in the investigation is provided in appendix E. Standardized assessment instruments (TOPEL and GRTR) were first analyzed to investigate the progress of children who were involved in varying levels of implementation of Pre-3T (see Figures 1 – 4). Children in both the multi-tiered condition, and the

intensified universal group experienced gains on all scales of the TOPEL and the Get Ready to Read measure.

Fig 1. Multi-Tier Growth - TOPEL



Note. TOPEL Mean = 100; SD = 15; Target for end of year = 90

Fig. 2 Intensified Universal Growth - TOPEL

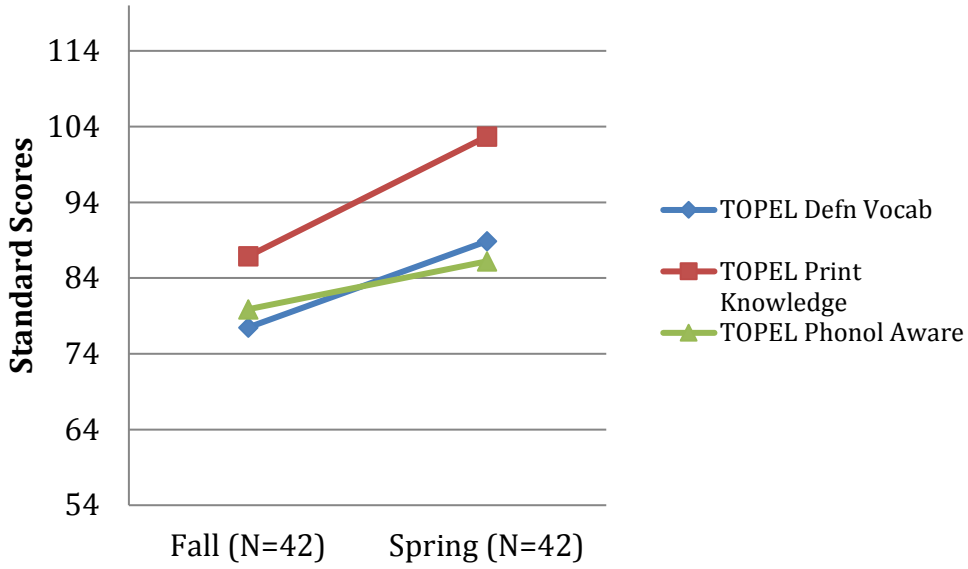
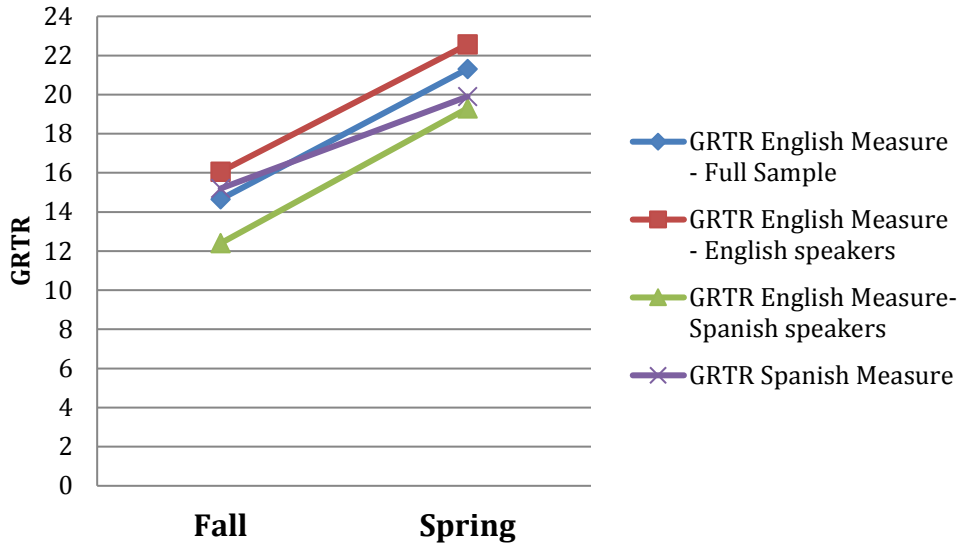
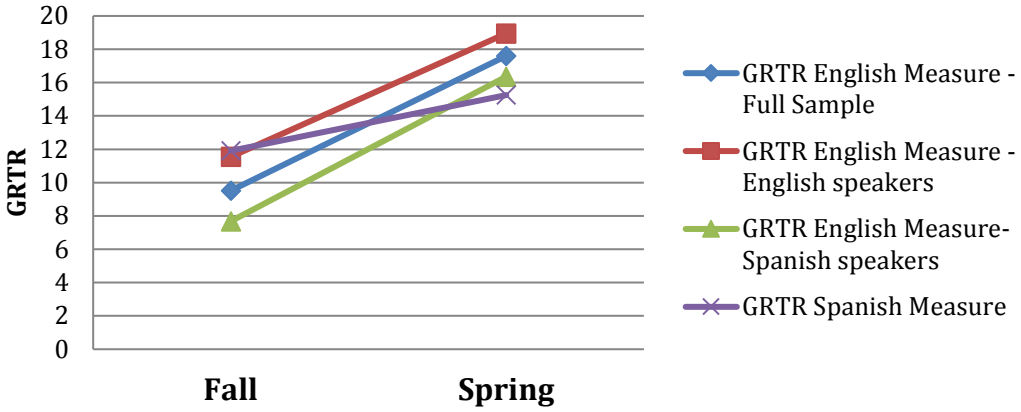


Fig 3. Multi-Tier Growth - Get Ready to Read



Note. Target for GRTR = 12 or more in Fall and 17 or more in Spring

Fig. 4
Intensified Universal Growth - Get Ready to Read



Next, data were analyzed to consider the classification distribution (i.e., on-target, need support) of children at fall and spring assessment points. As previously described, children were classified into on-target (green) or support (yellow) conditions based on the multi-method decision making protocol. Additionally, variation by child language was explored (see Figures 5 – 6). The classification status of students varied by home language (Figures 5 – 6). For English speakers in the fall, across both multi-tiered and intensified universal intervention groups, approximately half of children were identified as needing additional support (yellow), and half were identified as on-target (green). By the spring

assessment, the majority (over 90%) of English-speaking children were identified as being on-target with a small proportion of children still identified as needing support. ***Implementation efforts (both multi-tiered and intensive universal approaches) were successful at moving English-speaking children to the on-target range by the end of the year.*** For Spanish-speakers, there was more variation across levels of implementation. While nearly all Spanish-speaking children in Pre-3T were identified as "needing support" at the fall assessment, ***those who participated in the multi-tiered model were more likely to be on-target at the end of the year as opposed to the Spanish-speaking children who received the intensified universal level instruction alone.***

Fig. 5
Multi-Tier Classification Status

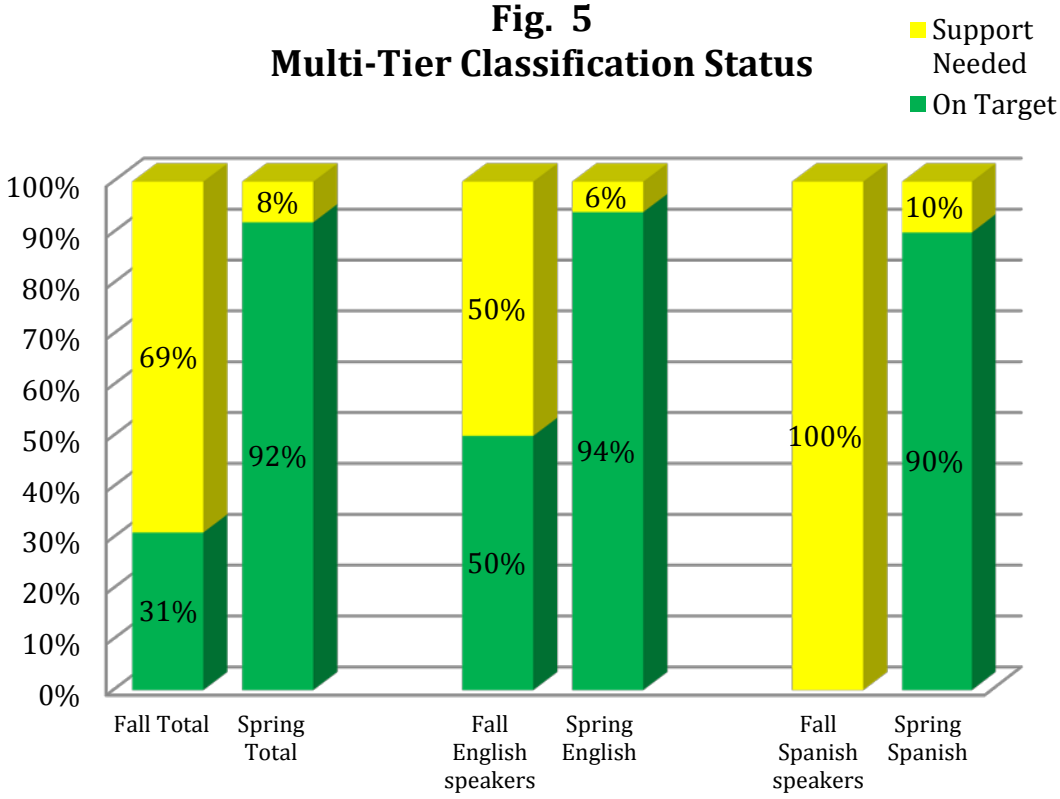
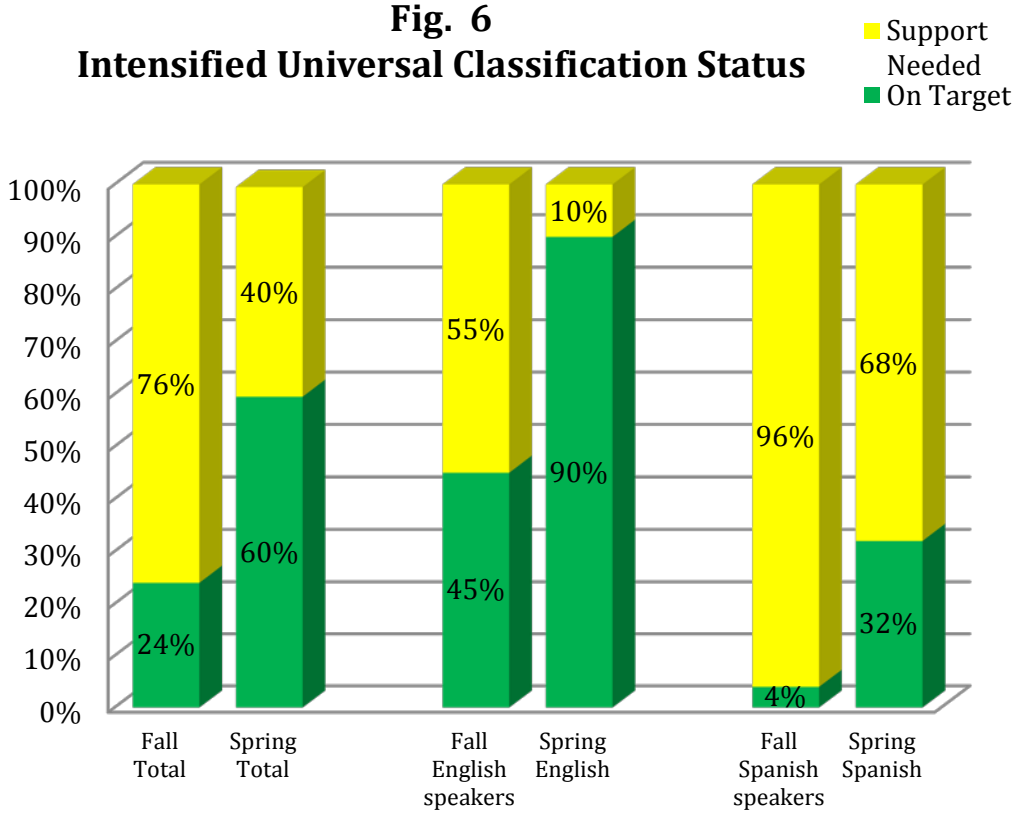


Fig. 6
Intensified Universal Classification Status



Another set of analyses investigated the percentage of children who experienced meaningful gains as a function of participating in Pre-3T (Figures 7 – 8). Variations by child language were explored. As previously described, for English-speaking children in Pre-3T, the change in support classification status (yellow, green) from fall to spring was relatively consistent across implementation levels. That is, English-speaking children who experienced the intensive universal intervention progressed in a similar fashion to those who experienced the multi-tiered intervention (Figures 7 – 8). Almost half of the English-speaking children were consistently on-target from the fall to spring assessment point. Nearly 10% needed consistent support through the end of the year. And the remaining approximately 40% of children moved from needing support to being on-target at the point of kindergarten transition.

However, for Spanish-speaking children, the multi-tiered intervention was particularly helpful. Ninety percent of children moved from needing additional support to being considered on-target by the end of the year in the multi-tiered model (yellow to green). Only 27% of children progressed in the intensified universal implementation. In this environment, nearly 70% of children continued to need support (yellow to yellow), whereas in the multi-tiered model only 10% of Spanish-speaking children continued to need support at the end of preschool.

Fig. 7
Multi-Tier Fall to Spring Classification Change

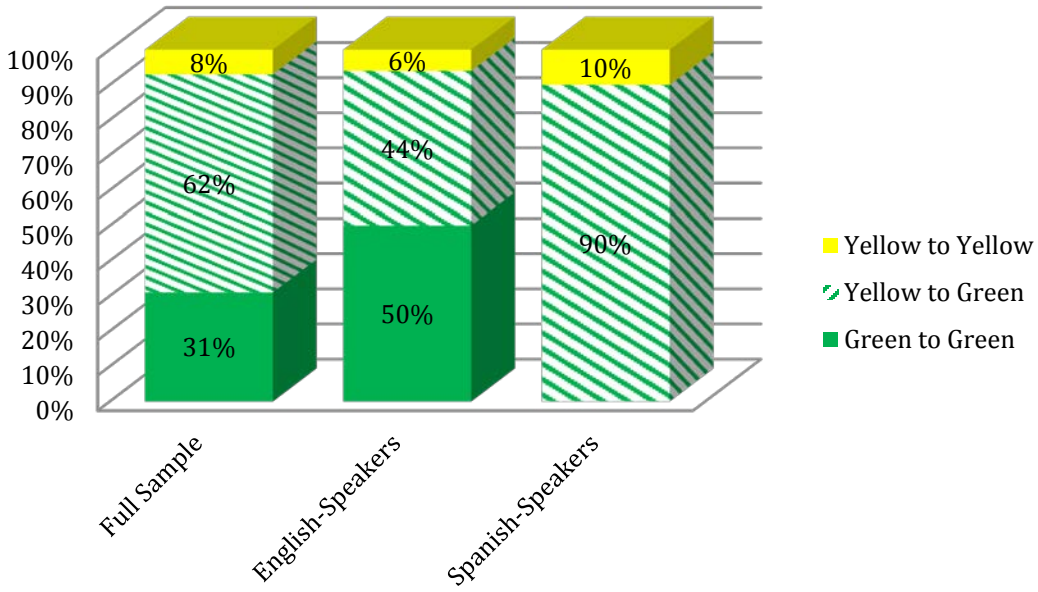
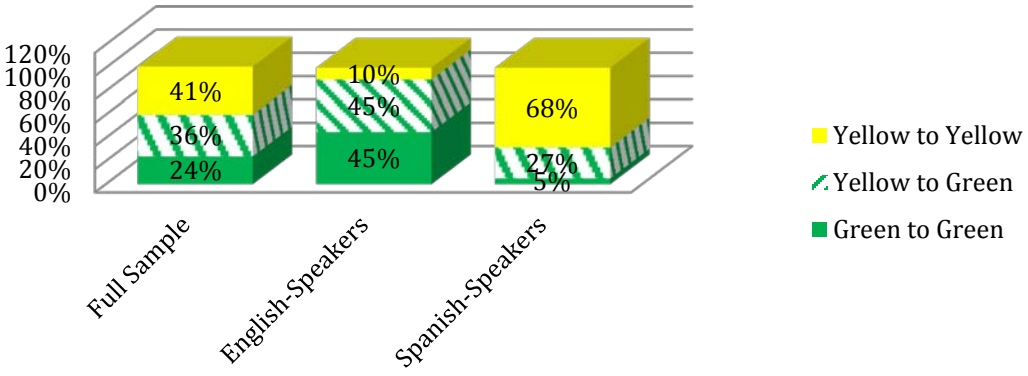


Fig. 8
Intensified Universal Fall to Spring Classification Change



Finally, data on family engagement were investigated for the families of children who had experienced the multi-tiered intervention. Twenty-six families (26 families in fall and 22 families in spring) responded to a questionnaire asking about their home language and literacy practices. Specifically, parents responded regarding the frequency of behaviors in which they engaged during book reading interactions with their children (see Tables 1 and 2). Given that sample sizes are very small, findings should be considered exploratory. In general, English-speaking families (Table 1) reported an increase in book-reading behaviors from fall to spring. Specifically, families of children who remained in the

on-target classification from fall to spring reported an increase in positive book-reading behaviors. Families of children who moved from yellow to green reported an increase in some behaviors (e.g., adding details and repeating new words), but not all. For Spanish-speaking families, the frequency of reported behaviors were fairly consistent from fall to spring (Table 2) with the greatest gain in checking the accuracy of information provided by the child.

Table 1. Frequency of book reading behaviors for English-speaking families

English						
	Fall			Spring		
	green to green	yellow to green	yellow to yellow	green to green	yellow to green	yellow to yellow
When I read to my child:						
I ask my child to tell me the things he/she sees in the book.	3.29	3.83	3.00	3.60	3.50	3.00
I check to see if what my child says about the story is correct.	2.57	3.17	3.00	3.00	3.67	3.00
I encourage my child to talk about the story.	3.43	3.83	3.00	3.60	3.50	3.00
I add details to the information my child provides about the story or pictures in the story.	3.00	2.83	3.00	3.60	3.50	3.00
I ask my child to repeat new words from the story.	3.17	3.00	3.00	3.40	3.67	3.00

Note. Scale is *1= this is not something I do; 4 = this is something I do every time*

Table 2. Frequency of book reading behaviors for Spanish-speaking families

Spanish						
	Fall			Spring		
	green to green	yellow to green	yellow to yellow	green to green	yellow to green	yellow to yellow
When I read to my child:						
I ask my child to tell me the things he/she sees in the book.	na	3.00	1.00	na	3.00	na

I check to see if what my child says about the story is correct.	na	3.00	1.00		na	3.63	na
I encourage my child to talk about the story.	na	3.00	1.00		na	3.13	na
I add details to the information my child provides about the story or pictures in the story.	na	3.10	1.00		na	2.88	na
I ask my child to repeat new words from the story.	na	2.89	1.00		na	2.75	na

Note. Scale is *1= this is not something I do; 4 = this is something I do every time*

Summary. The intent of the outcome analyses in Phase 3 were to consider the promise of the Pre-3T model at contributing to positive outcomes for young children. Exploratory aggregate data analyses indicated that the multi-tiered intervention seems to be particularly salient and important for Spanish-speaking students, while both multi-tiered and intensive universal approaches show promise at supporting English-speaking children in moving from needing support in the fall to the on-target range by the end of the year. Furthermore, efforts at supporting families showed some promise. English-speaking families, in particular, reported an increase in positive book-reading behaviors.

Phase 4 (June 2012 – May 2013): Analyze data across all phases of iteration and finalize the Pre-3T model.

The final phase in the development process included analysis of all data collected throughout the iterative process to inform the final refinement of the Pre-3T model. Information across all phases of the study was compiled and reviewed by the research team. As a result of the data analysis, the Pre-3T framework, components, and implementation guidelines were developed. Lessons learned throughout the development process were summarized to inform the final model refinement. Final products, including a model description and measurement and implementation tools were collected and packaged in an implementation manual. Questions in need of further investigation were also identified to inform future research.

Lessons learned. An analysis of data collected across all phases yielded important information about the essential support features and potential variables influencing the implementation of the model. Such support features include administrative support and time for coaching, planning and preparation with teaching teams. Programmatic variation factors were also identified as potentially influencing implementation of the model. Furthermore, relational aspects among teachers, administrators and families were thought to influence the feasibility and potential efficacy of the model.

Support features. The coaching professional development component was critical to supporting the feasibility and fidelity of the model. When time was provided for teaching teams to

plan together, consumers reported that the model was easier to implement and they appeared to implement the model with higher levels of fidelity as evidenced through coach observations. When coaching time was limited, consumers reported that the model was difficult to implement and fidelity to the tiered approach was lower. Coaching was thought to facilitate implementation through the guided planning with the coach and teaching team. Coaches facilitated reflective data-based decision-making and guided plan development, which appeared to increase fidelity with plan implementation. Additionally, administrative support for the model and the time needed for planning influenced how coaching was implemented and the amount of time allotted for planning and preparation. Thus, such support was identified as a potential moderator influencing the feasibility and potential efficacy of the model.

Programmatic variation. Programmatic variations were also identified as potential moderators of the model, such as evidence-based curricula, half- and full-day programming, language supports, district RTI procedures, previous teacher professional development/experience. Additionally, sufficient resources, including time for planning, adequate materials (e.g., assessment tools, parent resources, etc.), and staffing also played a role in the feasibility of implementation. Each of these variables was thought to influence how the model would be implemented and was included in coaching discussions to problem-solve how to vary the model to meet the needs of the programs. These factors systematically influence how components were implemented and were essential to address how to make the model feasible and efficacious in preschool settings.

Protocol for Implementation: Implementation Guides

The Protocol for Implementation section includes implementation guides developed from the pilot test describing how to implement the developed Pre-3T model in preschool programs. Programmatic considerations are also included to assist in reflective thinking about the application of the model across various settings. Specific tools used in implementation are included in the appendices. The guides are organized according to foundational implementation features, such as programmatic specifications, and decision-making guides. The decision-making guides address how to (a) assess children's early language and literacy skills, (b) determine children's need for support by 'classifying' their level of skill development, (c) differentiate instruction and intervention supports, and (d) collect and evaluate on-going progress monitoring information.

A Foundation for Implementation

The Pre-3T model was developed in collaboration with community partners (program administrators, teaching teams, literacy coaches, family advocates) who were considered key stakeholders in determining whether this model could feasibly be implemented in preschool settings. This implementation guide includes specific procedures for how to roll out and implement the multi-tiered model. Tools that were developed through this work are included in appendices, and implementation considerations for making guided adaptations to the model are provided. Collaboration with key stakeholders is highly recommended to ensure feasibility of implementation of the Pre-3T model.

Programmatic specifications. Foundational practices, such as high quality universal instruction and a partnership-centered approach to family engagement, are considered necessary for the effective implementation of the Pre-3T model. Additionally, programmatic support for a multi-tiered approach to language and literacy, both from administration and teachers, is needed to ensure that the model is a 'good' fit within a particular setting. Sufficient resources, which include time for planning, adequate materials (e.g., assessment tools, parent resources, etc.), and staffing are also needed to implement the model at full capacity. In many instances, these programmatic specifications are already in place. In others, preparation and capacity building may be needed prior to implementation of the Pre-3T model. The following guide provides information on how to evaluate current practices and establish a strong foundation upon which to implement the Pre-3T model.

Garnering support for a multi-tiered model. As mentioned above, collaborative decision-making with key stakeholders is one important strategy to garnering support for a multi-tiered model. Allowing opportunities for *solution-focused* planning that involves all team members responsible for implementation of the model may increase feasibility of implementation and therein garner more support for its use.

High quality universal early language and literacy instruction. A multi-tiered model is predicated on high quality universal instruction including an evidence-based early literacy curriculum with a scope and sequence for skill development. High quality instructional practices and learning environments are also important considerations of a universal instruction.

Curriculum features. A high-quality pre-k curriculum includes developmentally appropriate learning objectives that build on the interests of preschool children and that are aligned to state early learning standards. These learning objectives are often indicated through a scope and sequence of skills and within the curriculum a systematic means of measuring growth should be evident. It is also important for preschool curricula to provide daily learning and problem-solving opportunities across literacy, science, social studies, and math as well as promote oral language. A strong preschool curriculum includes activities in a variety of educational settings that include whole-class activities, work in small groups, and individual interactions with the teacher. Finally, a quality curriculum supports the development of each child's home language and supports children's cognitive, physical, social, and emotional development.

Quality instruction. To determine the quality of universal instruction, instructional practices and the learning environment need to be evaluated. The quality of instruction can be assessed using the Universal Instruction Checklist (see appendix C) developed for the Pre-3T study. The classroom environment may be evaluated using such tools as the *Classroom Assessment Scoring System* (CLASS; Pianta, LaParo, & Hamre, 2008), or *Early Language and Literacy Classroom Observation* (ELLCO; Smith, Brady, & Anastasopoulos, 2008).

Partnership-centered approach to family engagement. A partnership-centered approach to family engagement considers parents as *essential* partners to their child's early language and literacy development. As a result, opportunities to support parents in this role (as a co-teacher and decision-maker) in a manner that is responsive to their needs and preferences are sought in all interactions with families. Such opportunities may include family literacy events, parent-teacher conferences, home-visiting, sending home literacy backpacks with guided reading forms, and many others. Tools upon which the Pre-3T model of family engagement was founded are provided in the appendix (i.e., Strategies for Family Engagement – appendix F). To determine the quality of family engagement practices, a self-reflection tool was developed through the Pre-3T study to guide reflection and planning for improving home-school partnerships universally (Family Engagement Self-Reflection Tool – appendix G).

***Sufficient resources*.** Implementation of thePre-3T model at full capacity requires sufficient staff, time, and materials. The quantity of these resources needed throughout the duration of the project will vary but will be highest at the beginning-, mid-, and end-of-year time points.

Staff. The Pre-3T model is designed to be implemented primarily by teachers; however, other staff may provide support for implementing multi-tiered model (see roles and responsibilities below). Key support staff include coaches and teaching teams. Roles and responsibilities include:

- *Teachers:* conduct progress monitoring assessments, participate in coaching, implement differentiated instruction and intervention plans, promote family engagement.
- *Literacy coaches:* provide professional development support regarding the implementation of the model, support progress monitoring and intervention activities.
- *Teaching teams* (e.g., paraeducators): support classroom implementation, including completing progress monitoring assessments and implementing interventions.
- *Other support staff* (e.g., home visitors, service providers, and family advocates): may also help with assessment and intervention activities and family engagement. Interpreters may be needed to conduct language assessments for children speaking languages other than English and to support family-engagement with non-English-speaking families.

Time. Time for progress monitoring, coaching, intervention activities, and family engagement is needed to implement Pre-3T. The amount of time required for these activities is dependent on the number of children being monitored and the staff available to complete the activities. More time is needed for assessment and intervention activities for students who are dual language learners. Additional time may be needed for the development of resources and assessment tools, as described below.

Materials. Materials include assessment tools, parent resources, coaching tools, and intervention materials. CBM tools (see appendix H) were developed for use for Pre-3T and, if not readily available, may need to be developed to support implementation of the Pre-3T program. Parent resources that are involved in the Pre-3T model may include books, flashcards, handouts, assessment reports, interpretation headphones, and childcare for parent meetings.

Considerations for programmatic implementation:

1. Consider rolling out the model in a stage-wise fashion over a defined period of time until reaching full capacity may enhance feasibility of implementation.

2. Questions to consider prior to model implementation:
    a. What are the school/program's unique strengths and weaknesses?
    b. How can the Pre-3T model address weaknesses and build on strengths?
    c. How does the Pre-3T model fit with the school/program's existing supports and structure?
    d. What adaptations or supports will be needed to support implementation of the model within the structure of the program?
    e. What are the roles and responsibilities of the current staff in the implementation of the model? What are staffing needs (e.g., training, hiring, changes in positions, etc.)?

A Data-based Decision Making Approach

Within the Pre-3T model, data are gathered using a multi-method, multi-informant approach to assess children's progress with language and literacy skills, to determine if additional supports or interventions are needed, and to evaluate the effectiveness of the interventions. This implementation guide describes the tools and procedures used to guide the decision-making process

Child Skill Assessment. In the area of oral language, assessment information was collected to monitor children's skill development. The information was gathered using a multi-method, multi-informant approach, that included standardized or normed reference tools, curriculum-based measures, teacher observations, and contextual information (e.g., family observations, previous language experiences, time in preschool program) to determine whether or not children were 'on-track' with their language skills and whether additional supports were needed to help them make progress. This protocol describes the process for collecting and evaluating assessment information to make 'classifications' (green = on-track to meet end-of-year targets; yellow = progress is below benchmark targets) regarding children's progress with oral language skills and to determine if additional supports are needed universally (for all children), for a targeted group of children, or for individual children. Ideally, these decisions should be made with input from teaching teams and/or literacy coach support.

Assessment tools. The following tools are examples of those used in the development of the Pre-3T model. These tools represent specific features that were sought to provide a multi-method and multi-information assessment protocol. It should be noted that these assessments were based on the best available assessments during the time of model development. Since development of the Pre-3T model, other preschool assessments have become available. When determining the best assessments for any preschool program, programs should consider the skills that need to be measures, the developmental appropriateness of the assessment, and the psychometrics of the assessment.

- Standardized Tools
  - *Get Ready to Read* (GRTR; Whitehurst & Lonigan, 2009) – Total score.
  - *Test of Preschool Early Literacy* (TOPEL; Lonigan, Wagner, Torgeson, & Rashotte, 2007) – Definitional Vocabulary subscale.
  - *Ages & Stages Questionnaires – Third Edition* (ASQ – 3; Squires & Bricker, 2009) – Communication subscale.
- Spanish Standardized Tools
  - *Woodcock-Munoz Language Survey – Revised* (WMLS-R; Woodcock, & Alvardo, 2005) – Picture Vocabulary subscale.
  - *Bilingual Early Language Assessment* (BELA; Tabors & Heise-Baigorria, 2004) – Total score.
- Direct parent- and teacher-observations of children's skill development (e.g., language use, vocabulary).
- Curriculum-based measures developed from curricula to measure vocabulary development (see appendix H for a description and sample of the CBM measures developed for Pre-3T).

Assessment protocol steps:

1. Determine primary language.
   a. Gather home language information/information provided by parents
      i. A home language survey was developed for the study (see appendix I) to determine the child's language proficiency in English and Spanish.
   b. Administer Spanish-speaking assessments for students identified as Spanish-speaking
      i. Administer Woodcock Munoz Picture Vocabulary
      ii. Administer BELA in English and Spanish and compare scores.
      iii. Administer GRTR in English and Spanish and compare scores to determine child's stronger language
   c. Determine Spanish and English language proficiency using the Language Classification Protocol (see appendix J).
2. Assess skill development for all students using multi-method, multi-informant approach.

Considerations for assessing children's skill development:

1. Although these were measures used in the development of Pre-3T, other measures are available and may assess these same domains.
2. What measures are currently being used within the program to measure oral language skills?
3. What benchmarks will be used to identify children who are at risk?
4. Are the full range of oral language skills being assessed across the available measures?
5. Is a multi-method, multi-information method of data collection being used?
6. What information is currently being collected from families to assess oral language at home? What information is still needed and how can it be collected?

Classification Process. Skill development assessment information is used to determine whether or not children are 'on-track' with their language skills and whether additional supports are needed to help them make progress. This guide describes the process for collecting and evaluating assessment information to make 'classifications' (green = on-track to meet end-of-year targets; yellow = progress is below benchmark

targets) regarding children's progress with oral language skills and to determine if additional supports are needed universally (for all children), for a targeted group of children, or for individual children. Ideally, these decisions should be made with input from teaching teams and/or literacy coach support. See appendix D for a protocol and classification table used in the Pre-3T classification process.

Classification steps:

1. Consider all data sources.
    a. Create individual child profile of all data
        i. Graph data with benchmark cut-off point mapped on graph
    b. Determine needed level of support (e.g., green, yellow) using cut points (see classification keys in appendix D):
        i. Get Ready to Read
        ii. TOPEL – Definitional Vocabulary score
        iii. School assessments (e.g., GOLD)
    c. Consider additional information:
        i. Teacher observation
        ii. CBM (80% correct across all items for on-target)
        iii. For Spanish speakers, consider child's language skill at beginning of year.

2. Determine level of support (use guiding questions attached if needed).
    a. To determine level of additional support needed, consider both overall classroom profile (percentage of green vs. yellow) compared with individual children. For example, if the majority of children are classified as "yellow" (below benchmark), more intensified universal supports would be appropriate versus targeted or individualized support.

Considerations for making classifications:

1. Classification process is intended to be individualized and take into account individual student needs. For example, considerations regarding child experience in preschool setting might be relevant.
2. The distribution of students in the classroom identified as on-target vs. below benchmark should be considered. If a majority of children are identified as below benchmark, universal instructional strategies might be assessed as a point of intervention.

Differentiated instruction/intervention. Language and literacy development progresses differentially among all children. As a result, instruction and intervention supporting skill development must be differentiated to meet individual needs. Within Pre-3T, an increasingly intensified problem-solving process was used to determine how to differentiate instruction and intervention strategies based on evidence-based strategies. This guide describes the problem-solving processes that were used within the multi-tiered model.

Classroom Planning. To determine instructional supports needed to address universal and targeted needs within a classroom, teaching teams used a structured problem-solving/planning process facilitated by a literacy coach to determine how to

differentiate teaching strategies based on children's needs. A semi-structured problem-solving interview guide (Tune-Up Checklist, TUC) developed for Pre-3T guides problem-solving along the following domains: child considerations, opportunities to learn, content of instruction, grouping for instruction, explicitness of instruction, and family considerations. Classroom planning occurred regularly throughout each unit of instruction to make timely decisions regarding instructional strategies.

At the intensified universal level, examples of differentiated strategies included providing materials and increasing guidance offered to parents to support family engagement (i.e., environmental enrichment), and increasing exposure and practice of vocabulary words throughout daily activities (i.e., increasing use of naturalistic instructional strategies). At the targeted level, examples of differentiated strategies included additional vocabulary practice for targeted groups of children, pre-reads of large-group materials in Spanish for Spanish-speaking children (i.e., pre-reading skills instruction, and inviting Spanish-speaking parents to the classroom to read to children in Spanish (environmental enrichment).

Individualized Problem-Solving. At the individualized level, cross-setting (home and school) problem solving was facilitated by literacy coaches using a structured consultation process, Conjoint Behavioral Consultation (CBC; Sheridan & Kratochwill, 2008). CBC is a problem-solving and decision-making model wherein *parents, educators, and coaches work collaboratively* to meet a child's language and literacy needs, address concerns, and achieve success by promoting the competencies of all parties. CBC is a four-step process aimed at: (a) identifying and prioritizing a child's needs, (b) setting goals and brainstorming/selecting strategies that can be used cooperatively at home and school, (c) implementing a joint plan at home and school, and (d) evaluating the plan and monitoring the child's progress toward goals.

Individualized intervention plans were developed across both home and school based on the specific language and literacy skills or behaviors in which the child demonstrated need. Examples include increasing opportunities to practice identification of targeted vocabulary words across home and school (i.e., pre-reading skills instruction) and increasing communication between parents and teachers regarding the child's progress.

Problem-solving tools. The Tune-Up Checklist and instructions for how to use the tool to facilitate classroom planning are provided in appendix K. A description of the CBC process and examples of agendas used to facilitate the problem-solving process are included in appendix L.

Considerations for differentiating instruction/intervention:

1. Problem-solving and the decision-making process should be fluid and based on data and resources for supporting children's learning; modifications and adjustments may be made as necessary and deemed appropriate.
2. Feasibility and effectiveness of instructional plans and interventions strategies is largely dependent on resources available to teaching teams and families and should be considered as part of the problem-solving process.

3. Important resources to consider include: time available for planning and implementing strategies, personnel needed to prepare and implement strategies, materials needed for instruction and intervention strategies, skills needed to implement strategies effectively, and professional develop supports available.

Ongoing Progress Monitoring. Continued monitoring and evaluation of child's skill progress was conducted to inform evaluation of instructional/intervention supports. Data collected during ongoing progress monitoring informed data-based decision making and differentiated instruction.

Tools. Assessment data were used to evaluate children's response to interventions and classroom changes in a consistent, repeated, and ongoing manner. The tools used for ongoing progress monitoring were conducted frequently and focused on skills targeted through interventions.

Intensified Universal and Targeted Progress Monitoring. Multiple progress monitoring tools were used to make ongoing decisions, including established measures and curriculum-based measures (CBMs). CBMs were developed to directly inform instructional practices or intervention development (see appendix H).

Progress monitoring using previously developed/standardized measures was conducted at key time points during the year, including the beginning, midyear, and end of year. Progress monitoring measures were administered and scored by coaches, and scores were displayed graphically to promote information sharing between coaches and teachers as well as between teachers and parents.

CBM assessments were developed and tailored based on the vocabulary words presented by the curriculum at the various sites and were used to closely monitor progress of students within each unit. CBM assessments maintained a focus on students' familiarity and skill level with current curriculum vocabulary. Specifically, students' ability to identify, understand, and apply specific curriculum vocabulary words was assessed. Pre-, mid-, and post-scores within a given instructional unit were gathered for each of these skills.

Individualized Progress Monitoring. Individual targeted skill probes were used to monitor progress at the individualized tier (CBC). These skill probes are identified and developed on an individual basis, based on the specific skills being targeted by individualized level intervention. An example of an individual targeted skill probe is direct observation data. For example, direct observation data may be used if assessing percentage of time on-task during a period of time focused on language and literacy, such as small group time.

Progress monitoring steps:

1. Regularly collect information.
    a. Collect CBM information prior to beginning an instructional unit and at its completion.

        i. Data collection may be more frequent if it is feasible to make instructional changes within units.
        ii. Various information sources can be used depending on the frequency of their collection (e.g., standardized scores might be available at the beginning or end of year).
2. Evaluate progress.
    a. Evaluate child progress based on ongoing progress monitoring data.
    b. Use data-based decision making steps to make reclassifications based on rate of progress.
3. Reevaluate level of support needed to make or maintain progress.
    a. Discuss and determine the appropriate level of support needed by the child to maintain progress and identify intervention strategies using the TUC.
4. Differentiate instruction/intervention.
    a. Implement appropriate levels of intervention established through use of the TUC.
5. Year-end evaluations.
    a. Establish plans for transition to kindergarten.

Considerations for on-going progress monitoring:

1. The number and frequency of evaluation points will depend on the dosage of instruction and unit length, as well as the recommended length between reassessment for standardized tools and available resources (e.g., TOPEL can be used as pre-, post-measure, not recommended more frequently).
2. Coaching relationship is helpful for data review and decision making.

Conclusions and Future Directions

Conclusions

This investigation of the Pre-3T model yielded results that suggest a multi-tiered approach is possible in preschool settings. Data collected from key stakeholders, including teachers, administrators and families, provided evidence that the model is feasible. The iterative development process resulted in a multi-tiered model that could be replicated in other preschool settings with coaching and professional development support. Furthermore, in this investigation, we learned that there are important contextual features that appear to drive feasibility and acceptability of the model, such as length of program day, allocation of planning time, teacher experience and universal program curricula. Half-day programming significantly decreases the time available for intervention implementation and ongoing assessment. Given that this is the reality for many preschool programs, a model that is flexible to account for this contextual limitation is necessary.

Preliminary child outcome data suggest that children, on average, experienced gains on measures of language and literacy. Exploratory aggregate data analyses indicated that a multi-tiered structure for intervention seems to be particularly salient and important for improving oral language skills for Spanish-speaking students, whereas both multi-tiered

and intensive universal approaches show promise at supporting English-speaking children in moving from needing support in language and literacy skills in the fall to the on-target range by the end of the year. Data also indicate that the decision-making process that was implemented as part of Pre-3T successfully identified which children were in need of additional levels of support. The positive gains also suggest that the interventions implemented as part of the model were beneficial, including use of the Tune-Up Checklist which was used to refine and target instructional strategies. Furthermore, efforts at supporting family engagement in supporting their children's learning across the tiers showed some promise. The intentional and active involvement of families in multi-tiered support models is underdeveloped; this study made contributions to the role of families in multi-tiered models.

Several original ideas changed as a result of conducting the project. First, we underestimated how the needs of dual language learners (DLL) would impact the project. We had to carefully consider our measurement tools and decision-making framework so that we were appropriately capturing DLL children's strengths, as well as areas of need. We needed to refine the model to avoid over-identification of children on the basis of lack of English language skills alone, particularly early in the academic year.

Though we initially worked within classrooms that had participated in Early Reading First and had demonstrated evidence of high quality universal instruction, much time was still spent on improving the quality of Tier 1 language and literacy instruction. The Tune-Up Checklist was a particularly helpful tool in shaping Tier 1, as was the quality observation tool – both created as part of the iterative model development process. The educators with whom we worked on this project were very interested in piloting the use of curriculum-based measures (CBMs) to assess specific progress in the area of oral language. We spent significant time developing CBMs that were efficient, practical and informative. CBMs provided important information on student progress, as well as instructional needs at a large group level (e.g., if all children were missing key vocabulary words, teachers became aware that intensified instructional supports were needed).

Finally, we learned that educators need support to implement the Pre-3T model. The support provided by literacy coaches in analyzing and interpreting progress monitoring data, making data-based decisions, and implementing tiered instructional strategies was critically important to the implementation of the model. Programs must dedicate sufficient resources directed towards toward support of implementation of the multi-tiered model if it is to be successful.

Future Research Directions

The project will be continued and sustained in a few ways. First, one of the project partners involved in the development study continued to explore, as part of their ongoing program activities, the use of CBMs for vocabulary, as well as the instructional decision making processes that were created in this Goal 2 study. Additional feedback on feasibility can be gathered from this field trial.

The next step for this project may be another Goal 2 study where the fully developed model could be piloted as a package, with pilot data to be gathered to inform a Goal 3 study. We have learned how the family component can be effectively integrated into the multi-tiered model, and also how the decision-making process for dual language learners can be most effectively implemented to meet student needs. Each of these areas represents fruitful areas to be investigated further.

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Appendices

A. Demographic Information
B. Universal Instruction Observation Checklist
C. Decision Making Protocol
D. Measures matrix
E. Strategies for Family Engagement
F. Family Engagement Self-Reflection Tool
G. Curriculum Based Measures (Description and Samples)
H. Home Language Survey
I. Language Classification Protocol
J. Tune-Up Checklist (Description and Checklist)
K. Conjoint Behavioral Consultation Description

A. Demographic Information

Pre3T Child Demographics			
	Year 1 (N=77)	**Year 2 (N=72)**	**Year 3 (N=66)**
Child Age (months)	56.14 (6.12)	53.64 (4.83)	54.79 (3.82)
Child Gender			
Male	58%	45%	53%
Female	42%	55%	47%
Child Ethnicity			
Hispanic	74%	81%	65%
Non-Hispanic	26%	19%	35%
Child Race			
White, Non-Hispanic	24%	18%	22%
White, Hispanic or Latino	62%	70%	60%
Black/African American	3%	4%	6%
American Indian/Alaska Native	4%	4%	2%
Asian American	0%	0%	2%
Other	7%	4%	8%
Parent indicated a developmental concern, child has an identified disability and/or an IEP	20%	20%	28%

Pre3T Parent Demographics			
	Year 1 (N=77)	**Year 2 (N=72)**	**Year 3 (N=66)**
Parent Age (years)	32.61 (8.34)	31.59 (8.90)	30.57 (6.23)
Parent Relationship to Child			
Mother	85%	82%	88%
Father	11%	12%	12%
Grandmother	4%	3%	0%
Foster Father	0%	3%	0%
Parent Ethnicity			
Hispanic	61%	81%	58%
Non-Hispanic	39%	19%	42%
Parent Race			
White, Non-Hispanic	36%	19%	34%
White, Hispanic or Latino	54%	0%	55%
Black/African American	1%	77%	6%
American Indian/Alaska Native	5%	2%	2%
Asian American	0%	0%	0%
Other	4%	2%	3%
Parent Education			
Less than high school	4%	5%	15%
Some high school	19%	25%	21%
High school diploma/GED	22%	31%	16%
Some training beyond H.S.	28%	14%	30%
College training and beyond	27%	25%	18%
Parent Marital Status			
Married	50%	52%	58%
Divorced	16%	11%	3%
Single, never married	14%	17%	21%
Separated	8%	8%	3%
Widowed	0%	1%	0%
With partner, not married	12%	11%	15%
Parent Work Status			
Working full-time	58%	64%	40%
Working part-time	19%	16%	12%
Unemployed	0%	0%	22%
Looking for work	13%	13%	15%
Laid-off	0%	3%	5%
In school full-time	4%	1%	3%
In school part-time	6%	3%	3%
In military	0%	0%	0%

B. Universal Instruction Observation Checklist

Pre 3t Fidelity Measure – DRAFT7

Date	
School	
Teaching Team	
Lead Teacher	
Observer	
Start Time	
End Time	

Notes:

How well did teacher create and deliver a literacy rich environment, characterized by each skill?

To be completed at the end of the observation period:

Quality of Language and Literacy Skills Promotion	QLL1. Print Awareness	1	2	3	4
	QLL2. Alphabet Knowledge	1	2	3	4
	QLL3. Oral Language	1	2	3	4
	QLL4. Phonological Awareness	1	2	3	4

Story Time

	Instructional Strategies
	Target: Facilitator
Facilitator:	
Y N	ST1. Introduces the book through reading of title, author, and illustrator.
Y N	ST2. Discusses or demonstrates of concepts about print (one or more) (e.g., text contains letters, words, sentences; reading progresses left to right, top to bottom, finger tracing along text; etc).
Y N	ST3. Uses facial expressions and voice to capture children's attention as appropriate to the text by using different tones for characters or modulating voice to emphasize words/facts (e.g., for a non-fiction book emphasizing words, and with a fiction book, changes voices for characters).
Y N	ST4. Calls attention to novel vocabulary words that children may not know by repeating, providing a definition or a brief explanation; vocabulary words are discussed when preparing to read and/or reading books aloud (charts and displays are not required).
Y N	ST5. Calls attention to pictures and asks children to name objects in pictures or describe what they see.
Y N	ST6. Asks open ended questions (e.g., "what if", "where have you seen", "how would") to encourage discussion of facts in the book (nonfiction), details, plot and/or characters (fiction), or topic and/or rhyming (poetry). QUESTION:
Y N	ST7. Uses "think-alouds" or summarizing, or prior knowledge. (e.g., What do you think is happening here? How is Nora feeling? Look at Nora's face. I think she looks sad.) to support literal and/or inferential comprehension. QUESTION/PROMPT:
Y N	ST8. Encourages the children to fill in predictable phrases in repeated reads.
Y N	ST9. Encourages children to talk about the story, especially link the events and characters to what they know (i.e.extension to the child's world; not vocabulary but conceptual information).
Y N	ST10. Asks children to make predictions before/during reading of story in repeated reads (e.g., What do you think this story is about? What will happen next?)

How many times has the story been read?

__ First Read
__ Previously read one time
__ Previously read two times
__ Previously read three or more times

Skill Content	***In lesson plan?***	***Used in practice?***
Print Awareness		
Alphabet Knowledge		
Oral Language		
Phonological Awareness		
Instructional Quality to Support Child Learning	Structured book reading	1 2 3 4
Instructional Effectiveness	Overall degree of student engagement – focused attention and active participation	1 2 3 4

Describe Story Time Activity/ Notes:

Small Group

	Instructional Strategies
	Target: Lead Teacher
Teacher:	
Y N	SG1. Introduces materials.
Y N	SG2. Introduces concept/ focus of small group.
Y N	SG3. Provides vocabulary words that are relevant to the activity (e.g. explains the word, provides a child-friendly definition or supports practice).
Y N	SG4. Provides example of activity to small group using "scaffolding" language (nouns, descriptors, action words, linking concepts).
Y N	SG5. Uses non-verbal gestures as needed to scaffold learning while modeling and explaining the small group activity.
Y N	SG6. Provides guided practice based on children's response to materials/ activity.
Y N	SG7. Offers support when needed during practice to keep child engaged in target activity.
Y N	SG8. Allows children opportunity for independent practice and exploration.
Y N	SG9. Gives feedback that is specific to the task and children's responsiveness to small group activity to scaffold instruction.
Y N	SG10. Gives feedback that is positive, constructive, helpful, and provides direction on what to do rather than what not to do.

Skill Content	***In lesson plan?***	***Used in practice?***
Print Awareness		
Alphabet Knowledge		
Oral Language		
Phonological Awareness		
Instructional Quality to support child learning	Instructional/ explicit strategies	1 2 3 4
Instructional Effectiveness	Overall degree of student engagement – focused attention and active participation	1 2 3 4

Describe Small Group Activity/ Notes:

Center Time

	Instructional Strategies
	Target: Lead Teacher
Y N	CT1. At least 4 centers are available that clearly that provide support for early literacy and are linked to the thematic unit of the classroom (e.g., provide opportunities for children to engage in writing, engage text/print material, attend to letters and sounds etc.).
Y N	CT2. Lead teacher engages in conversations with children that involve multiple turns (three or more) on 2 occasions showing responsivity to children's questions and interests. EX 1: _____ EX 2: _____
Y N	CT3. Lead teacher elaborates on children's remarks and expands on their verbalizations on at least 2 occasions*. EX 1: _____ EX 2: _____
Y N	CT4. Lead teacher demonstrates evidence of teaching or modeling novel vocabulary or new concepts on at least 2 occasions*. EX 1: _____ EX 2: _____
Y N	CT5. Lead teacher provides some instruction related to the features and functions of print on at least 2 occasions*. EX 1: _____ EX 2: _____
Y N	CT6. Lead teacher provides some instruction or talk related to sounds made by letters (use of rhymes, alliteration) on at least 2 occasions*. EX 1: _____ EX 2: _____
Y N	CT7. Lead teacher encourages or provides instruction for writing (e.g. words, numbers or names) on at least 2 occasions*. EX 1: _____ EX 2: _____
Y N	CT8. Lead teacher engages in talk with children that attempts to extend children's thinking (e.g., asks questions that require children to use imagination, generate hypotheses, make predictions; relate activities to experiences children have had; extends conversation beyond the present).

**Occasions.* Each occasion is defined by unique content or an exchange that takes place in one center with different children, or with one child in different centers within the classroom.

Skill Content	***In lesson plan?***	***Used in practice?***
Print Awareness		
Alphabet Knowledge		
Oral Language		
Phonological Awareness		
Instructional Quality to support child learning	Guided practice -- teacher/child interaction	1 2 3 4
Instructional Effectiveness	Children are actively engaged in centers that support children's literacy (in 4 scans across the hour observation, 80% of the children are actively engaged with materials or responding or actively attending to teachers or peers).	1 2 3 4

Describe Center Time / Notes:

Large Group

	Instructional Strategies
	Target: Facilitator
Facilitator:	
Y N	LG1. Introduces/ defines the focus or purpose of the large group activity.
Y N	LG2. Introduces materials.
Y N	LG3. Provides vocabulary words that are relevant to the activity (e.g. explains the word, provides a child-friendly definition or supports practice).
Y N	LG4. Models the activity using non verbal gestures as needed while explaining the large group activity (e.g. if purposes is writing letters, uses finger to model letter tracing)
Y N	LG5. Explains the activity by linking it to the children's everyday lives or by linking to an earlier activity or the current theme.
Y N	LG6. Practices the activity with students with at least two or more children responding at one time.
Y N	LG7. Provides support when needed during practice to keep children engaged in target activity (e.g., restate purpose/ directions, rearrange materials, provide additional materials, refocuses child's attention)
Y N	LG8. Gives feedback that is specific to the task and children's responsiveness to large group activity to scaffold instruction.
Y N	LG9. Gives feedback that is positive, constructive, helpful, and provides direction on what to do rather than what not to do.

Skill Content	***In lesson plan?***	***Used in practice?***
Print Awareness		
Alphabet Knowledge		
Oral Language		
Phonological Awareness		
Instructional Quality to support child learning	Instructional/ explicit strategies	1 2 3 4
Instructional Effectiveness	Overall degree of Student engagement – focused attention and active participation	1 2 3 4

Describe Large Group Activity/ Notes:

Scoring of Pre-3T Fidelity Checklist:

<table>
<tr><th>By Part of Day</th><th>Overall</th></tr>
<tr><td>Strategy %</td><td rowspan="2">By Skill Content:
Raw Score for (a) Lesson Plan and (a) Practice
Proportion of Practice to Lesson Plan</td></tr>
<tr><td>Instructional Quality Rating (1 to 4)</td></tr>
<tr><td rowspan="2">Instructional Effectiveness Rating</td><td>Quality of Language and Literacy Skills Promotion (mean for each skill rating)</td></tr>
</table>

Story Time

Instructional Strategies	
ST1.	Introduces the book through reading of title, author, and illustrator.
ST2.	Discusses or demonstrates of concepts about print (one or more) (e.g., text contains letters, words, sentences; reading progresses left to right, top to bottom, finger tracing along text; etc).
ST3.	Uses facial expressions and voice to capture children's attention as appropriate to the text by using different tones for characters or modulating voice to emphasize words/facts (e.g., for a non-fiction book emphasizing words, and with a fiction book, changes voices for characters).
ST4.	Calls attention to novel vocabulary words that children may not know by repeating, providing a definition or a brief explanation; vocabulary words are discussed when preparing to read and/or reading books aloud (charts and displays are not required).
ST5.	Calls attention to pictures and asks children to name objects in pictures or describe what they see.
ST6.	Asks open ended questions (e.g., "what if", "where have you seen", "how would") to encourage discussion of facts in the book (nonfiction), details, plot and/or characters (fiction), or topic and/or rhyming (poetry).
ST7.	Uses "think-alouds" or summarizing, or prior knowledge. (e.g., What do you think is happening here? How is Nora feeling? Look at Nora's face. I think she looks sad.) to support literal and/or inferential comprehension.
ST8.	Encourages the children to fill in predictable phrases in repeated reads.
ST9.	Encourages children to talk about the story, especially link the events and characters to what they know (i.e.extension to the child's world; not vocabulary but conceptual information).
ST10.	Asks children to make predictions before/during reading of story in repeated reads (e.g., What do you think this story is about? What will happen next?)

Behavioral Indicators of Child Responsiveness
• Listening to story, conversation, or instruction with eyes and body oriented to the speaker (leaning in and following with their eyes)/ Alert body language • Raising hand • Vocalizing in manner consistent with group during choral responding • Responding to discussion questions • Use the names of the characters/relate to another story that was read • Models what the characters do in the story and can follow actions • Takes the time to really look at the picture clues and picks up inferences • Remembering story title and describing sequence of events • Asking questions • Chiming in • Role playing • Using own experiences to talk about the story • Pointing out objects/actions in the picture • Pointing out letters/sight word

**Occasions.* Each occasion is defined by unique content or an exchange that takes place in one center with different children, or with one child in different centers within the classroom.

Small Group

Instructional Strategies
SG1. Introduces materials.
SG2. Introduces concept/ focus of small group.
SG3. Provides vocabulary words that are relevant to the activity (e.g. explains the word, provides a child-friendly definition or supports practice).
SG4. Provides example of activity to small group using "scaffolding" language (nouns, descriptors, action words, linking concepts).
SG5. Uses non-verbal gestures as needed to scaffold learning while modeling and explaining the small group activity.
SG6. Provides guided practice based on children's response to materials/ activity.
SG7. Offers support when needed during practice to keep child engaged in target activity.
SG8. Allows children opportunity for independent practice and exploration.
SG9. Gives feedback that is specific to the task and children's responsiveness to small group activity to scaffold instruction.
SG10. Gives feedback that is positive, constructive, helpful, and provides direction on what to do rather than what not to do.

Behavioral Indicators of Child Responsiveness
• Listening to conversation or instruction with eyes and body oriented to the speaker (turning towards the activity & leaning in)/ Alert body language • Raising hand • Responding to questions or statements posed by teacher or aide • Nodding the head, simple yes or no answers, facial expressions • Helping others accomplish the activity   ○ Following teacher's actions when trying to help another child on their own • Finishing the task • Extending the activity (adding color or labeling what is going on) • Exploring/using the materials • Showing interest in repeating the activity ("Can we do it again?") • Describing what is being done • Talking about activity with teacher and peers • Trying activity, • Acting enthusiastically • Being curious, • Showing interest

Center Time

Instructional Strategies	
CT1.	At least 4 centers are available that clearly that provide support for early literacy and are linked to the thematic unit of the classroom (e.g., provide opportunities for children to engage in writing, engage text/print material, attend to letters and sounds etc.).
CT2.	Lead teacher engages in conversations with children that involve multiple turns (three or more) on 2 occasions showing responsivity to children's questions and interests.
CT3.	Lead teacher elaborates on children's remarks and expands on their verbalizations on at least 2 occasions*.
CT4.	Lead teacher demonstrates evidence of teaching or modeling novel vocabulary or new concepts on at least 2 occasions*.
CT5.	Lead teacher provides some instruction related to the features and functions of print on at least 2 occasions*.
CT6.	Lead teacher provides some instruction or talk related to sounds made by letters (use of rhymes, alliteration) on at least 2 occasions*.
CT7.	Lead teacher encourages or provides instruction for writing (e.g. words, numbers or names) on at least 2 occasions*.
CT8.	Lead teacher engages in talk with children that attempts to extend children's thinking (e.g., asks questions that require children to use imagination, generate hypotheses, make predictions; relate activities to experiences children have had; extends conversation beyond the present).

Behavioral Indicators of Child Responsiveness
• Sustains interest in one center for extended period of time • Engages in dramatic play • Asks peers to join in and extends the activity • Vocabulary words are used and looked at • Traces over the vocabulary words with their fingers and tries to pronounce if not sure • Expressing choice • Initiating play/self direction • Completing a project/activity • Trying several ways to solve a problem (persistence) • Change plans by beginning a new activity (Ability to adjust) • Playing in a variety of social contexts (alone, w/another child, w/group, include an adult) • Carrying on conversations with adults and peers about play • Playing with the materials Acting enthusiastically • Being curious, • Showing interest

Large Group

Instructional Strategies
LG1. Introduces/ defines the focus or purpose of the large group activity.
LG2. Introduces materials.
LG3. Provides vocabulary words that are relevant to the activity (e.g. explains the word, provides a child-friendly definition or supports practice).
LG4. Models the activity using non verbal gestures as needed while explaining the large group activity (e.g. if purposes is writing letters, uses finger to model letter tracing)
LG5. Explains the activity by linking it to the children's everyday lives or by linking to an earlier activity or the current theme.
LG6. Practices the activity with students with at least two or more children responding at one time.
LG7. Provides support when needed during practice to keep children engaged in target activity (e.g., restate purpose/ directions, rearrange materials, provide additional materials, refocuses child's attention)
LG8. Gives feedback that is specific to the task and children's responsiveness to large group activity to scaffold instruction.
LG9. Gives feedback that is positive, constructive, helpful, and provides direction on what to do rather than what not to do.

Behavioral Indicators of Child Responsiveness
• Listening to conversation or instruction with eyes and body oriented to the speaker (turning towards the activity & leaning in, eye contact)/ Alert body language • Vocalizing in manner consistent with group during choral responding • Raising hand • Follows and answer questions on their own • Participation (using materials, reciting poems, singing songs, doing hand motions • Sharing ideas • Offering suggestions • Interest in repeating the activity ("Can we do it again?") • Trying activity, • Acting enthusiastically • Being curious • Showing interest • Using words, gestures, or movements indicating interest or involvement in an activity

C. Decision Making Protocol

Oral Language Decision Making Protocol

This decision making protocol was developed from the Pre3T study, a development study focused on promoting language and literacy skills for young children at risk for reading difficulties using a multi-tiered approach. In the area of oral language, standardized assessment information (see list of tools below) was collected in the fall, winter, and spring to determine children's progress with oral language skills. Curriculum based measures (CBMs) were also collected throughout each unit of instruction(pre-, mid-, post-unit) to measure children's progress with selected vocabulary words. The information gathered from these sources, along with teacher observations, additional assessments, and contextual information (e.g., family observations, previous language experiences, time in preschool program) were used to determine whether or not children were 'on-track' with their language skills and whether additional supports were needed to help them make progress. This protocol describes the process for collecting and evaluating assessment information to make 'classifications' (green = on-track to meet end-of-year targets; yellow = progress is below benchmark targets) regarding childrens' progress with oral language skills and to determine if additional supports are needed universally (for all children), for a targeted group of children, or for individual children. Ideally, these decisions should be made with input from teaching teams and/or literacy coach support.

Standardized Tools

Get Ready to Read (GRTR; Whitehurst & Lonigan, 2009) - Total score

Test of Preschool Early Literacy (TOPEL; Lonigan, Wagner, Torgeson, & Rashotte, 2007) – Definitional Vocabulary subscale.

Ages & Stages Questionnaires – Third Edition (ASQ – 3; Squires & Bricker, 2009) – Communication subscale.

Spanish

Woodcok-Munoz Language Survey – Revised (WMLS-R; Fredrick et al., 2010) – Picture Vocabulary subscale.

Bilingual Early Language Assessment (BELA; Tabors & Heise-Baigorria, 2004) – Total score.

1. Look at all data sources.

a. Determine if green/yellow using cut points (see classifcation keys below):
   i. Get Ready to Read
   ii. TOPEL – Definitional Vocabulary score
   iii. School assessments (e.g. GOLD)

b. Consider additional information:
   i. Teacher observation
   ii. CBM (80% correct across all items)
   iii. For Spanish speakers, consider child's language skill at beginning of year.

2. Determine level of support *(use guiding questions if needed)*.

To determine level of additional support needed, consider both overall classroom profile (percentage green vs. yellow) compared with individual children. For example, if the majority of children are classified as "yellow" (below benchmark) more intensified universal supports would be appropriate versus targeted or individualized support.

Fall:

a. ***If green*** – continue with universal instruction.
b. ***If yellow*** – discuss if more supports are needed.
c. ***If unsure*** – monitor progress for one or two more units, then determine classification and need for support based on rate of progress.

Winter:

a. ***If green*** - continue with universal instruction. If previously yellow, discuss if more supports are necessary to maintain progress.
b. ***If yellow*** –look at child's rate of change from fall to spring to determine level of support. Determine if:
   i. **Support is sufficient** (rate of progress is "good"; if continue at same rate would reach end of year target).
   ii. **Need additional support** (rate of progress is "slow"; if continue at same rate would NOT reach end of year target).

Spring:

a. ***If green*** - If previously yellow, discuss if continued supports are necessary to maintain progress; determine transition plant to maintain support.
b. ***If yellow*** - discuss plans for transitioning to kindergarten to maintain or increase levels of support.

Classification Keys

TOPEL	**Definitional Vocab**
YELLOW	Below 90
GREEN	90 or above

CBM	**Oral Language**
YELLOW	<80% for two consecutive units
GREEN	≥80% for two consecutive units

ASQ	**Communication**
YELLOW	Less than 30.72
GREEN	30.72 or more

GET READY TO READ	YELLOW	GREEN
SEPTEMBER	0 - 11	12 or above
December- January	0-13	14 or above
April-May	0-16	17 or above

***Assessments, GOLD, Teacher Obs.**
Indicate if student is on track (green) or if there is a concern (yellow).

Instructions: *Fill in assessment information/scores in the chart below for each child assessed. Color code the scores green (on-target) or yellow (below benchmark). Determine oral language classification based on assessment information for each child. For Spanish-speaking children include the fall language classification (English: high or low, Spanish: high or low) determined using "Spanish-speaking children – fall language classification" protocol.*

Progress Monitoring Classification Chart
English-Speaking Children

Child	CBM Post Scores			GRTR		Topel Def. Vocab	*School Assess (ASQ, etc)	*GOLD	*Teacher Obs.	Baseline Classification (fall)	Mid-year Classification	Year-end Classification
	Unit ___	Unit ___	Unit ___									

Spanish-Speaking Children

Child	CBM Post Scores			GRTR Eng	GRTR Span	WMLS-Picture Vocab	Topel Def. Vocab	*School Assess	*GOLD	*Teacher Obs.	Fall *lang*. Class.		Fall Class.	Mid-year Class.	Final Classification
	Unit ___	Unit ___	Unit ___								E	S			

Spanish-Speaking Children – Fall Language Classification Protocol

For children who are identified as Spanish-speaking by parents, or score if they score a 0,1 or 2 on the English Language Proficiency Test, children will be assessed in both English and Spanish. Using results from English and Spanish oral language assessments, children will be given one of four profiles (see language classification chart).

TOPEL - ENGLISH	Definitional Vocab
YELLOW	Below 90
GREEN	90 or above

GET READY TO READ – ENGLISH/SPANISH	
YELLOW	11 or below
GREEN	12 or above

WMLS – SPANISH	Picture Vocabulary
YELLOW	Below 85
GREEN	85 or above

BELA – ENGLISH/SPANISH	
YELLOW	17 and below
GREEN	Above 17

ASQ - ENGLISH	Communication
YELLOW	Less than 30.72
GREEN	30.72 or more

Language Classifications	**High Spanish:** BELA SPANISH GREEN WMLS GREEN	**Low Spanish:** BELA SPANISH YELLOW WMLS YELLOW
High English: TOPEL DV GREEN GRTR GREEN	No intervention – no monitoring (universal)	No intervention – no monitoring (universal)
Low English: TOPEL DV YELLOW GRTR YELLOW	Delay intervention – focus on Tier 1 with support in Spanish if possible Continue to Monitor – intervene if no progress after two units Consider child characteristics including language experiences; time in preschool program (1yr vs. 2yrs)	Provide additional supports (Tier 2) and monitor progress

Instructions: *Fill in assessment information/scores in the chart below for each Spanish-speaking child assessed. Color code the scores green (on-target) or yellow (below benchmark). Determine English and Spanish language classification based on the language classification chart for each child. Include the language classification (English: high or low, Spanish: high or low) in the "progress monitoring classification chart".*

Spanish-Speaking Children – Fall English Language Classification

Child	BELA - English	GRTR English	TOPEL DV	ASQ Comm. - English	Teacher Observations	Other (CBM, family obs., etc.)	English Classification

Spanish-Speaking Children – Fall Spanish Language Classification

Child	BELA - Spanish	GRTR Spanish	WMLS – Picture Vocab	ASQ - Spanish	Teacher Observations	Other: (family obs., etc.)	Spanish Classification

Oral Language Classification Guiding Questions - Fall

Child's Name: _____ Date: _____

What do I know about this child that might influence skill development? *(e.g., preschool experience, language background)*

What have I observed this child do? (e.g., vocabulary words used/lacking word use, understanding of new words/lacking understanding, other communication skills) ***How do my observations compare with these assessments**?*** (e.g., similar/different situations, natural use of skills, amount of support needed)

What additional assessment data do I have on this child? (e.g., COR notes, curriculum assessments) ***How does it compare to these scores**?*** (e.g., similar/different testing situations, task expectations/difficulty)

Given these scores **, background information and my observational/additional information, the appropriate intervention classification for this child is (circle one response):

On Target (green) Small Group Intervention (yellow)

Monitor (yellow) Individualized Intervention (yellow)

This classification was selected based on the following evidence (list background information, observations or scores that justify decision):

*** Assessments and scores refer to CBM data as well as standardized assessments; guiding questions intended to be used across multiple data sources.*

Oral Language Classification Guiding Questions – Mid-Year

Child's Name: _____ Date: _____

What changes have occurred for this student that might influence oral language development? *(e.g., attendance, family engagement, routine)*

What have I observed this child do since the screening assessments? (e.g., vocabulary words used/lacking word use, understanding of new words/lacking understanding, other communication skills) ***How do my observations compare with these assessments?*** (e.g., similar/different situations, natural use of skills, amount of support needed)

What additional assessment data do I have on this child at this time? (e.g., COR notes, curriculum assessments) ***How does it compare to these scores?*** (e.g., similar/different testing situations, task expectations/difficulty)

Given these scores, background information and my observational/additional information *at this time*, the appropriate intervention classification for this child is (circle one response):

On Target (green) Small Group Intervention (yellow)

Monitor (yellow) Individualized Intervention (yellow)

This classification was selected based on the following evidence (list background information, observations or scores that justify decision):

*** Assessments and scores refer to CBM data as well as standardized assessments; guiding questions intended to be used across multiple data sources.*

Oral Language Classification Guiding Questions – Year-End

Child's Name: _____ Date: _____

What changes have occurred for this student that might influence oral language development? *(e.g., attendance, family engagement, routine)*

What have I observed this child do since the screening assessments? (e.g., vocabulary words used/lacking word use, understanding of new words/lacking understanding, other communication skills) ***How do my observations compare with these assessments?*** (e.g., similar/different situations, natural use of skills, amount of support needed)

What additional assessment data do I have on this child at this time? (e.g., COR notes, curriculum assessments) ***How does it compare to these scores?*** (e.g., similar/different testing situations, task expectations/difficulty)

Given these scores, background information and my observational/additional information *at this time*, the appropriate intervention classification for this child is (circle one response):

On Target (green) Further Intervention (yellow)

This classification was selected based on the following evidence (list background information, observations or scores that justify decision):

*** Assessments and scores refer to CBM data as well as standardized assessments; guiding questions intended to be used across multiple data sources.*

D. Measures Matrix

Measure/Method	Respondent	Construct	Timing of Assessment	Description/ Psychometric Qualities/ Administration Time
CHILD MEASURES				
Individual Growth and Development Indicators (IGDIs): *Picture Naming** *Rhyming** *Alliteration** *administered in English & Spanish	Child Administered by Research Staff	Verbal expression; phonological analysis	*Picture Naming*: Year 1-December, January, February, March, April Year 2-September, October, November, December, February, April-May Year 3-October, January, April *Rhyming:* Year 1- January, February, March, April Year 2- Not Collected Year 3- Not Collected *Alliteration*: Year 1- December, January, February, March, April Year 2- Not Collected Year 3- Not Collected	*Picture Naming* The child is presented with a randomized set of color pictures and asked to name them. Scores appear to be relatively stable over time. One-month alternate form reliability coefficients range from r = .44 to .78 and test-retest reliability across three weeks is r = .67, p < .01 for a sample of 29 preschool children. Administration: 1 minute. *Rhyming* The child is shown a card with one picture at the top and three pictures at the bottom. He or she is asked to point to the picture that sounds the same as the top picture. Scores tend to be quite stable over time. Test-retest reliability over three weeks is r = .83 to .89, p < .01 for a sample of 42 preschoolers. Administration: 2 minutes *Alliteration* The child is shown a card which depicts four pictures. The top picture depicts the stimulus word and under that picture is a row of three other pictures with one correct and two incorrect responses. The child is asked to look at the pictures and find the ones that start with the same sound as the stimulus word. Scores appear to be stable over time. Test-retest reliability over three weeks is r = .46 to .80, p < .01 for a sample of 42 preschool-aged children. Administration: 2 minutes
Dynamic Indicators of Basic Literacy Skills (DIBELS)	Child Administered	Phonological awareness; alphabetic	*Word Part:* Year 1-November,	*Word Part* The examiner says a two-syllable word and asks the child to say the first part of the word. Predictive & Concurrent Validity

Word Part *Letter Naming** *administered in English & Spanish	by Research Staff	understanding;	December, January, February, March, April Year 2- September, October, January, February, March, April, May Year 3-January, April *Letter Naming:* Year1 -Nov, Dec, Jan, Feb, Mar, Apr, English and Spanish. Year 2- Administered Fall and Winter, English only Year 3- Not collected	correlations range from .46 to .65 with the TOPEL Phonemic Awareness subtest. Administration: 1 minute *Letter Naming* The child being assessed is shown a page of upper- and lower-case letters, arranged in a random order, and is asked to name them. The 1-month, alternate-form reliability is .88 in kindergarten. Administration: 1 minute
Test of Preschool Early Literacy (TOPEL)	Child Administered by Research Staff	Print knowledge; definitional vocabulary; phonological awareness	Year 2 & 3- Fall, Spring	*Subtest 1:Print Knowledge* 36 items measure alphabet knowledge and knowledge of written language conventions and form. Child is asked to identify letters and written words, point to particular letters, name particular letters, identify letters for specific sounds, and say sounds for specific letters. *Subtest 2: Definitional Vocabulary.* 35 items measure one-word oral vocabulary and definitional vocabulary. After a picture is shown, the child identifies it and describes one of its important features. *Subtest 3: Phonological Awareness.* 27 items measure word elision and blending abilities. For the first 12 items, the child is asked to say a word and then say what is left after dropping out particular sounds. For the

				remaining 15 items, the child is asked to listen to separate sounds and combine them to form a word. Cronbach's alphas for subtest scores: Print Knowledge (average = 95), Definitional Vocabulary (average = 94), Phonological Awareness (average = 87), and Early Literacy Index (average = 96). Administration: 25-30 minutes.
Getting Ready to Read! Revised Screener * *administered in English & Spanish	Child Administered by Teacher	Print knowledge; emergent writing; linguistic awareness	Year 2 &3- 3 times per year	25 items involve a multiple-choice task in which the child chooses the one item out of four that best corresponds to a question posed by the examiner. 16 items measure aspects of the child's print knowledge, including concepts about print and letter-sound identification. 9 items measure the child's phonological awareness, concepts range from identification of rhyme to phoneme elision. Overall Average Internal Consistency: .88. Average Item-Total Correlation: .44. Average Item Difficulty: .62. Administration: 10-15 minutes.
Bilingual Early Language Assessment (BELA) *administered in English & Spanish	Child Administered by Research Staff	Receptive and expressive language	Year 3- Fall	Measure is designed to be administered in both the child's home language (Spanish) and in English, so that it is possible to ascertain whether a child is having difficulty with a concept (i.e. which shape is a square) or with the vocabulary item ("square" in English). Measure includes 2 subsections. *Receptive Language* (40 items : The child is asked to identify people, objects in the environment, common objects, colors, quantity, size, shapes, actions, subject, and negatives. *Expressive Language* (37 items): The child is asked to tell about personal information, repeat things (sounds, phrases, sentences), label (objects, colors, body parts, actions), and count. No reliability information. Administration: minutes.
Woodcock-Munoz Language Survey Revised-Spanish Form* *Picture Vocabulary* *Letter-Word ID*	Child Administered by Research Staff	Oral language; letter and word identification	Year 2 &3- Fall, Spring Subtest 1 in Years 2 and 3; Subtest 3 in Year 2.	Two of the seven subtests of the WMLS-R were administered. *Test 1: Picture Vocabulary/Vocabulario sobre dibujos.* Measures aspects of oral language, including language development and lexical knowledge. *Test 3*: *Letter-Word Identification/Identificacioón de letras y palabras.* Measures letter and word identification skills. Range of coefficient alphas across tests of .76 to .97 and .88 to

*Administered in Spanish				.98 for the clusters. Administration: minutes.
Early Literacy CBM (Year 2)	Child Administered by Research Staff-Literacy Coach	Alphabet knowledge; phonological awareness	Year 2- Every sixth day of instruction.	The Early Literacy Curriculum Based Measure has two sections and a Total Early Literacy score. *Alphabet Knowledge.* Each of six letters used in current classroom instruction is shown as the prompt, "What letter?" is given. The child's response is recorded. *Phonological Awareness.* There are two subsections (First Part and First Sound) Prompts are given and the child's response to each prompt is recorded. Scores on subtests are combined for a Total Early Literacy score. 80% accuracy is considered "On Target". No reliability information available. Administration: minutes.
OWL Oral Language CBM (Year 2)	Child Administered by Research Staff-Literacy Coach	Oral language	Year 2- Every sixth day of instruction.	The "Oral Language Curriculum Based Measure" is a method of monitoring a student's progress in learning ten focus vocabulary words over a short period of time. The measure consists of ten focus words, with three different prompts for each word. *Prompt A* is used while showing either an object or picture depicting the vocabulary word to the child. The child is to identify the vocabulary word. If the child answers Prompt A incorrectly, the administrator asks Prompt B and then Prompt C. If the child answers Prompt A correctly, the administrator bypasses Prompt B and goes directly to Prompt C. *Prompt B* is used when the child is unable to identify the vocabulary word when given Prompt A. A choice between the vocabulary word and another word is given. *Prompt C* is used to measure the child's understanding of each vocabulary word. No reliability information available. Administration: minutes.
OWL Oral Language CBM (Year 3)	Child Administered	Oral language	Year 3- Pre, Mid, and Post tests for each unit. The	Measure consists of 10 separate picture cards, each depicting a different focus vocabulary word chosen from the OWL curriculum. Each card has three parts:

	by Teacher		assessment takes place over the course of three pre-selected days of each assessment week.	*Identify.* A prompt is given to illicit a response from the child that identifies the specific vocabulary word represented by the picture. *Apply.* Four questions are asked. Two questions deal with the definition of the specific vocabulary word and two questions deal with application. *Understand.* A prompt is given asking for the child to choose which one of two pictures best depicts the specific vocabulary word. Scores on the 3 parts are combined for a total score. 80% accuracy is considered "On Target". No reliability information available. Administration: minutes.
Phonological Awareness CBM (Year 3)	Child Administered by Teacher	Oral language	Year 3- First and last week of each Unit	Measure consists of a series of questions that use material taken from the class curriculum. Teachers choose two skills to assess during a unit, depending on current instruction in the classroom. For each skill there is a pre and a post test. Each measure consists of two practice items and four scored items. Skill choices include: *Compound Blending* *Phoneme Blending* *Compound Segmenting* *Phoneme Segmenting* *Initial Sound Matching* *Final Sound Matching* *Rhyming* 75% is considered "On Target". No reliability information available. Administration: minutes.
Reliability checklist (Curriculum Based Measure – Oral Language: Fidelity Checklist)	Administered by Research Staff	Teacher fidelity	??	Measure consists of a 10 item checklist to determine if the teacher completed each step accurately for the administration of the CBM, and that the teacher accurately scored the CBM. Administration: minutes.

PARENT AND SCHOOL MEASURES				
Self-Assessment of Parent Engagement Practices	Teacher	Self-reflection on family engagement practices	Year 3- beginning of year	Teachers and programs were asked to self-reflect on current family engagement practices by rating how well their program engages in each behavior for all families in their classroom, on a scale from very poor to very well. Raters also provided 1-2 examples of each behavior as implemented in the classroom. *Information sharing*: e.g., provide family-friendly information about classroom activities that support language/literacy. *Communication and parent engagement*: e.g., ask parents what they do to support language and literacy skills outside of school. *Cultural sensitivity*: e.g., identify family strengths that can support engagement and individual student growth. Administration: minutes.
Family Literature Survey* *Translated into Spanish	Parent	??	Year 2, 3-Fall and Spring	Designed to measure family participation in early childhood literacy and educational activities. The survey consists of some items taken from the Family Involvement Questionnaire (FIQ; Fantuzzo, Tighe, & Childs, 2000), the Home Observation for Measurement of the Environment Inventory -*Early Childhood, modified* (HOME-EC; Caldwell, & Bradley,2001), and the Read Together, Talk Together (RTTT) Implementation Survey. Administration: minutes.
Pre-3T Project Parent Packet* (Family Demographic Information Survey) *Translated into Spanish	Parent	Demographics	Year 1,2,3 -Fall	Measure collects demographic information as reported by parent of the child. Measure is divided into 3 sections. *Section A. Your Child and Family*: child demographics (12 items) *Section B. Children with Special Needs*: parent concerns about child's development and identification of disabilities (3 items) *Section C. You and Your Family*: parent demographics (12 items) Administration: minutes.
Early Childhood Professional Information Form	Teacher	Demographics	Fall	Measure collects demographic information from teacher. Survey includes 10 questions about age, birthdate, gender, ethnicity/race, primary language, other languages used at

(Staff Demographic Survey)				work, current position, years of experience in early childhood setting, education, endorsements or certificates, and child development associate credential. Administration: minutes.
Classroom Assessment Scoring System (CLASS Pre-K)	Research Staff	Classroom quality	Year 1,2,3- Fall & Spring	Measure includes three important domains of classroom quality, including: emotional support, classroom organization, and instructional support. Observers complete observations in consecutive 20 minute cycles, completing between 4 and 6 cycles completed for each classroom in one observation, sampling different activities (e.g., whole group, small group, meals, etc.). Average interobserver agreement was 87% and ranged from 78.8% (instructional learning formats dimension) to 96.9%. For studies in prekindergarten samples, coefficient alphas ranged across from α=0.85 to α=0.94 for emotional support, α=0.81 to α=0.86 for instructional support, and α=0.76 to α=0.89 for classroom organization. Administration: 2 hours.
INTERVENTION TOOLS AND DECISION MAKING GUIDES				
Tune-Up Checklists/Goal Modification Worksheet	Research Staff-Literacy Coach	??	Year 2,3- Once per Unit	A structured interview checklist that facilitates the identification of specific domains to target and strategies to use with families whose children needed additional support. *Key Domains of Measure:* Child considerations, opportunities to learn, content of instruction, grouping for instruction, explicitness of instruction, family considerations. Administration:
Oral Language Decision Making Protocol	Research Staff-Literacy Coach with input from Teaching Teams	??	Year 2,3- Fall, Winter, Spring	A protocol that describes the process for collecting and evaluating assessment information to make classifications' (green = on-track to meet end-of-year targets; yellow = progress is below benchmark targets) regarding a child's progress with oral language skills and to determine if additional supports are needed universally (for all children), for a targeted group of children, or for individual children. Included in the protocol are charts to summarize child's assessment information/scores, classification guidelines and

				guiding questions to aid in decision making and determination of the level of support needed by the child. Administration:
Tier 1 Quality Measure "Fidelity Checklist"	Research Staff	??	Year 2,3- Fall	Scores are derived for each part of the day: story time, small group, center time and large group. *Adherence to instructional strategies* *Overall total quality and percentage of total quality* *Student responsiveness* *Language and Literacy Domain Score* *Dosage of skills across the day* Administration:
FEASIBILITY AND ACCEPTABILITY INFORMATION				
Parent and Teacher Focus Groups	Parent/ Teacher/ Administrator Facilitated by Research Staff	??	Parent: Year1-Fall Spring Year2,3-Spring Teacher: Year 1- Fall, Spring Year 3-Spring Administrator: Year 1-Fall	Participants were asked to provide feedback and impressions about the Pre-3T model, which could be used by the research team to evaluate and refine it. Focus groups were divided into the following: *Parents* (English and Spanish). With Spanish speakers conducting the focus group for Spanish families. *Teachers* *Administrators* Administration:

E. Strategies for Family Engagement

Family Engagement Examples

If you've determined need for improvement in ***information sharing***, possible strategies include:

Changing methods of parent contact:

1) Phone calls (e.g., after school, plan time)
2) Quick parent meetings (e.g., drop off/pick up times, lunch meetings)
3) Digital technology (e.g., email, text messages)
4) Positive home school notes
5) Parent teacher conferences
6) Family events
7) Home visits
8) Newsletters

Providing more/different information:

1) Developmental milestones for oral language
2) Curriculum goals
3) Tips for teaching oral language (e.g., PEER)
4) Reading materials and resources
5) Importance of parent engagement for child's learning (e.g., home environment, parent-child talk, joint reading and features of shared book reading, parent teaching, parent expectations/goals for their children)

If you've determined need for improvement in ***communication/parent engagement***, possible strategies include:

Improving communication:

1. Use alternate method(s) of communication (see above)
2. Increase frequency/regularity
3. Make communication more parent friendly (e.g., language used – translation, reading level, parent's preferred format of communication, multiple forms of communication, incorporate family interests)

Improving parent engagement:

1. Communicate how valued and important parent participation is in all interactions
2. Provide regular updates on child's strengths
3. Send learning materials home
4. Host events at school related to theme/skills (e.g., literacy event, field days)
5. Extend invitations to volunteer in the classroom (e.g., read to the class, participate in centers)
6. Invite parents to help teach a lesson (i.e., assist the teacher in presenting a lesson/strategy to the class)
7. Use various modeling strategies (e.g. audio/video record teacher doing lesson with a student and give to parents, parent observations in classroom, role play practice, practice during home visit)
8. Collaboratively identify with parents opportunities for practice of oral language skills at home

If you've determined need for improvement in ***awareness and sensitivity to family cultures, values, and practices***, possible strategies include:

1. Incorporating information about family traditions into class lessons and family communication, including culturally familiar objects and props.
2. Communicating with families in their native language
3. Incorporating cultural activities into the classroom with parent support (e.g., parent reads story in English and native language; parent led activities related to holidays such as Day of the Dead, Mexican Independence Day)
4. Providing activities for families reflective of different types of families (e.g., grandparents, extended families).
5. Giving families choice on how/when to use learning strategies

F. Family Engagement Self-Reflection Tool

Self-assessment of Parent Engagement Practices[1]

The self-evaluation measure serves as a needs assessment to determine thoughts and practices regarding family engagement. This tool is not evaluative; rather, its purpose is to facilitate self-reflection on current practices. For each item, please choose the number that best reflects how well you currently achieve the following partnership objectives and strategies. Use your ratings to begin a process to identify your program's strengths, areas for improvement, priorities, and specific plans to strengthen family-school partnerships. Consider using areas of strength (4's & 5's) to target areas in need of improvement (1's & 2's).

Communication *How well do you/your staff demonstrate the following:*	Very Poorly	Poorly	Okay	Pretty Well	Very Well
1. Make validating statements regarding parents' efforts and strengths (e.g., skills, knowledge, resources).	1	2	3	4	5
2. Provide parents with developmental and other information that helps them make decisions about their children.	1	2	3	4	5
3. Provide examples or demonstrations for parents.	1	2	3	4	5
4. Engage parents in frequent and open two-way information sharing.	1	2	3	4	5
5. Work with parents to set mutual goals for their child's development.	1	2	3	4	5
6. Ask parents about their efforts to meet child and family goals, including successes and difficulties.	1	2	3	4	5
7. Communicate with parents about the academic, behavior, and social performance of their child.	1	2	3	4	5
8. Give parents adequate information about curriculum; provide parents with daily information about what their children do in the classroom.	1	2	3	4	5
9. Convey (in a sincere manner) admiration and/or recognition to the family regarding what they have accomplished to date.	1	2	3	4	5
10. Comment to the parents about the strengths, accomplishments, or positive aspects of the child.	1	2	3	4	5
11. Allow and encourage parents to ask questions about staff practices.	1	2	3	4	5
12. Encourage parents to tell you what the child is doing at home and what parents are working on at home.	1	2	3	4	5
13. Help families feel they can make a positive difference in their children's lives.	1	2	3	4	5

Belief about family engagement *How well do you/your staff demonstrate the following:*	Very Poorly	Poorly	Okay	Pretty Well	Very Well
14. Acknowledge parent's role in helping their child learn; communicate to parents they are important in their child's education.	1	2	3	4	5
15. Incorporate family strengths and resources in the supports offered.	1	2	3	4	5
16. Consider parents as co-teachers regarding their child's education.	1	2	3	4	5
17. Demonstrate attitudes that reflect the belief that all families have strengths that can be utilized to assist their child.	1	2	3	4	5
18. Work together with parents to generate options for intervention strategies.	1	2	3	4	5
19. Convey the message that parents are experts concerning their own children.	1	2	3	4	5
20. Break barriers to participation by providing childcare, language translation, written information in home language, home visiting, etc.	1	2	3	4	5
Family values and practices *How well do you/your staff demonstrate the following:*	Very Poorly	Poorly	Okay	Pretty Well	Very Well
21. Communicate with families in their preferred format.	1	2	3	4	5
22. Provide materials that incorporate family interests.	1	2	3	4	5
23. Provide reading materials at the parent's reading level.	1	2	3	4	5
24. Offer parents' opportunities to problem-solve and make joint decisions both staff and parents are comfortable with.	1	2	3	4	5
25. Ask the family about their observations, opinions, or beliefs regarding their child's development or potential before offering your own.	1	2	3	4	5
26. Convey a sense of respect and acceptance of parents' opinions, feelings, priorities, lifestyle, etc., even if in conflict with your own.	1	2	3	4	5
27. Listen to parents and provide the minimum amount of structure (e.g., questions) necessary for parents to provide information.	1	2	3	4	5
28. Offer opinions and	1	2	3	4	5

recommendations regarding the child's needs and interventions in a way that allows parents to disagree without feeling guilty or in conflict.					
Cultural awareness and sensitivity *How well do you/your staff demonstrate the following:*	Very Poorly	Poorly	Okay	Pretty Well	Very Well
29. Communicate and provide materials in the families' native language.	1	2	3	4	5
30. Use activities that incorporate different types of families (single-parent, grandparent guardians) reflective of those in classroom.	1	2	3	4	5
31. Have an understanding of, are open to, and respect the culture and value system of families they serve.	1	2	3	4	5
32. Make special efforts to reach families from all racial, cultural, and language groups.	1	2	3	4	5
Invitations to parents *How well do you/your staff demonstrate the following:*	Very Poorly	Poorly	Okay	Pretty Well	Very Well
33. Frequently invite parents to participate in their child's learning at home and at school.	1	2	3	4	5
34. Provide opportunities for parents to actively participate in classroom activities.	1	2	3	4	5
35. Make parents feel comfortable being in the classroom (e.g. wanted, useful, belong there).	1	2	3	4	5
36. Provide materials that are family friendly and include information and instructions that help families expand on the school curriculum.	1	2	3	4	5
37. Provide parents with avenues to explore learning with their children in the school environment.	1	2	3	4	5

Notes:

[1] The development of this self-evaluation form was supported by a grant awarded to Susan Sheridan, Lisa Knoche and Judy Carta (Grant #R324A090075) by the Institute of Education Sciences.

Classroom: _____ Date: _____

Individuals Present and roles:

_____

_____

_____

Time started: _____ Time ended: _____ Total time: _____

When was the interview conducted? (circle one of the following options, if other please describe)

Coaching session Professional Development Training Scheduled Interview session Other: _____

Notes:

The following guide is a tool that can be used to discuss the ways you engagement families in children's language and literacy development. It is not evaluative; rather, its purpose is to facilitate self-reflection on current practices. Please rate how well you feel you currently do each of the items listed below with families in your program/classroom. This is not intended to indicate how well families respond, but rather your attempts or activities to try and engage them. Once you have rated your practices, the planning guide can be used to identify areas of strength and potential areas of need, and specific plans can be developed to improve family engagement.

Universal Family Engagement

Use the following scale to rate how well you do the following for all families in your classroom. Provide 1-2 examples.

Information Sharing	Very Poorly	Poorly	Okay	Well	Very Well	Examples
1. Regularly provide family-friendly information about the classroom activities that support language/literacy.	1	2	3	4	5	
2. Regularly let parents know how their child is doing with language and literacy skills.	1	2	3	4	5	
Communication						
3. Gather information from parents regarding child's language and literacy skills.	1	2	3	4	5	
4. Ask parents what they do to support language and literacy skills outside of school.	1	2	3	4	5	
Teaching Partnership						
5. Encourage parents to actively participate in language and literacy activities at home that use their strengths and interests.	1	2	3	4	5	
6. Affirm parents when they do something positive to support their child's language and literacy skills.	1	2	3	4	5	
7. Provide opportunities for parents to actively participate in classroom language and literacy activities (e.g., reading books to the class, sharing family customs).	1	2	3	4	5	
Cultural Sensitivity						
8. Offer language and literacy activities/materials that work for all families in your program taking into account language, age, family composition, race, religion, etc.	1	2	3	4	5	
9. Decide with parents how to support children's language and literacy skills both at home and school, taking into account the culture, values and practices. of the family.	1	2	3	4	5	
10. Identify and address potential challenges (e.g., translation/interpretation, transportation, parent reading level) that might hinder parent engagement.	1	2	3	4	5	

1) What are areas of strength for universal family language and literacy engagement?

Universal strengths:

2) What, if any, are areas in need of improvement?

Universal needs:

3) What resources are available for engaging families in language and literacy activities (think about staff, time, and materials that are being used or *could* be used)?

Resources:

Pick at least one area of need or improvement and use the following guide to specify the strategies that will be implemented. Refer to examples of family engagement strategies for guidance if needed.

Target children:

Family Engagement Goal(s):

Steps and Procedures:

Materials Needed:

Strategy used with group:

Check in dates:

Implementation steps (fidelity):

Frequency of implementation:

Target Date/Date Completed:

Note progress monitoring data/child outcomes:

Note progress toward goal:

Modification Made:

Date goal complete:

G. Curriculum Based Measures (Description and Samples)

Oral Language CBM

Source: Pre3T Research Team

Publisher: Unpublished

Description of Measure:

The Oral Language Curriculum Based Measure (OL CBM) is a method of monitoring a student's progress over a short period of time. The measure consists of 10 separate picture cards, each depicting a different focus vocabulary word chosen from the curriculum. Each card has three parts: *Identify, Apply,* and *Understand.*

Key Constructs of Measure:

The Oral Language Curriculum Based Measure has ten separate picture cards, with each picture card consisting of three parts:

- *Identify.* A prompt is given to illicit a response from the child that identifies the specific vocabulary word represented by the picture.
- *Apply.* Four questions are asked. Two questions deal with the definition of the specific vocabulary word and two questions deal with application.
- *Understand.* A prompt is given asking for the child to choose which one of two pictures best depicts the specific vocabulary word.

Reliability: None available.

Scoring:

Circle the correct score for each word in the "identify", "application", and "understand" column. Total each Id, App, and Und column in the "Totals" row. Combine scores for a "Total Score"; 80% is considered "On Target".

Frequency of Administration: Administered Pre, Mid, and Post for each unit.

Spanish Version: No Spanish version is available.

What are you taking when you leave home or school to go somewhere?

1. Are you taking a trip when you take a nap on the couch?
2. Are you taking a trip when you go to the grocery store with your mom?
3. Is a trip a game you play with your friends or family?
4. Is a trip someplace you go with your friends or family?

Which of these pictures shows children getting ready to take a trip?

What do you call the person who takes care of animals at the zoo?

1. Is a zookeeper someone who helps lions and bears?
2. Is a zookeeper someone who helps children at school?
3. Does a zookeeper clean school buildings?
4. Does a zookeeper clean animal cages?

In which picture do you see a zookeeper?

What do you call a person who flies an airplane?

1. Is a pilot someone who works under the ground?
2. Is a pilot someone who works in the sky?
3. Does a pilot take people places?
4. Does a pilot make food for people?

Which is a picture of a pilot?

What do you call the person who has a job to cook food?

1. Is a chef someone who works in a kitchen?
2. Is a chef someone who works in a dentist office?
3. Does a chef make clothes?
4. Does a chef make meatballs?

Which of these is a chef?

What do you call a test used to find out something?

1. Is an experiment something that helps you to learn about things?
2. Is an experiment something that helps you put on your shoes?
3. Do you experiment when you mix paint colors together?
4. Do you experiment when you brush your teeth?

In which picture do you see an experiment?

What do you call a person who goes in a boat or ship?

1. Is a sailor someone who works on a boat?
2. Is a sailor someone who works in a hospital?
3. Does a sailor build houses?
4. Does a sailor travel on the ocean?

Which picture shows a sailor?

What grade do you have after preschool?

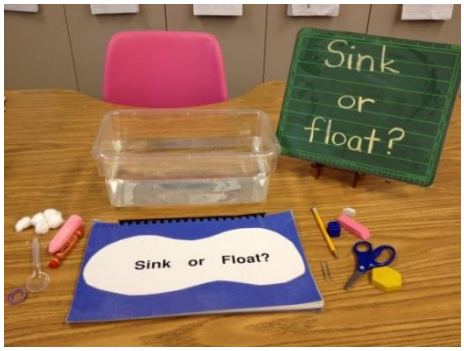
1. Is kindergarten a class for grown-ups?
2. Is kindergarten a class for children?
3. Do you learn how to read and write in kindergarten?
4. Do you learn how to swim in kindergarten?

In which picture do you see kindergarten?

What word means to make a smart guess?

1. Do you predict something that has already happened?
2. Do you predict when you think something is going to happen?
3. Are you making a prediction if you guess what might happen in a story you have never read?
4. Are you making a prediction if you tell the next part of a story you have already read??

Which picture wants you to predict something?



Classroom: _____ Dates: (Pre)_____ (Mid)_____ (Post)_____

Directions: Circle the correct score for each word. **App** = child earns 1 pt. if he/she answers 3 of 4 questions correctly.
Totals = sum of each individual column per round **Total score** = sum of three totals per round.

Reminders:

Identify

- ✓ If child hesitates for 5 seconds, prompt may be repeated one time.
- ✓ If child self corrects before next prompt, credit is given.
- ✓ If no response is given, tell child the word and have him/her repeat it.
- ✓ If child uses a synonym for the vocabulary word, use the prompt, "**What is another word for (synonym)?"**

Understand

- ✓ If child hesitates for 5 seconds, prompt may be repeated one time.
- ✓ If child does not clearly point to one picture, use prompt, "**Point to just one answer**."

Unit 8			**Pre**			**Mid**			**Post**			**Notes**
Name		**Word**	**Id**	**App**	**Und**	**Id**	**App**	**Und**	**Id**	**App**	**Und**	
	A J S B K T C L U D M V E N W F O X G P Y H Q Z I R	Trip	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	
		Zookeeper	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	
		Pilot	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	
		Chef	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	
		Experiment	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	
		Sailor	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	
		Kindergarten	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	
		Predict	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	
		Totals										
		Total Score										

Notes:

H. Home Language Survey

Child Name: _____ Teacher: _____
Parent Name: _____ DATE: _____

Home Language Survey

I would like to learn about your child's language use.

1. Ask the parent(s), "What language does each of these people speak with your child?"

	Only Home Language	Mostly Home Language	Both Equally	Mostly English	Only English
Mother					
Father					
Older Siblings					
Younger Siblings					
Grand-parents					
Caregiver					

2. Ask the parent(s), "What language does your child speak with each of these people?"

	Only Home Language	Mostly Home Language	Both Equally	Mostly English	Only English
Mother					
Father					
Older Siblings					
Younger Siblings					
Grand-parents					
Caregiver					

3. Do you worry that your child will lose or forget how to speak (home language)?

   __ No

   __ Yes

4. Do you worry that your child will have trouble learning to speak English well?

   __ No

   __ Yes

5. What language goals do you have for your child? How can we work together?

6. Any questions?

Nombre del (la) niño(a): _____ Maestro(a):_____
Nombre de su padre/madre: _____ FECHA: _____

Encuesta del idioma materno

Me gustaría aprender acerca del uso del idioma de su niño(a).

1. ¿Cuál es el país de origen de su familia?
2. ¿En qué país nació (el/la niño/a)? (Si nació fuera de los E.E.U.U.)
3. ¿Cuántos años tenía (el/la niño/a) cuando vino a los Estados Unidos?

   _____años _____meses
4. ¿En qué país nació la MADRE? (Si la madre nació fuera de E.E.U.U.)
5. ¿En qué país nació el PADRE? (Si el padre nació fuera de los E.E.U.U.)
6. Pregunte a los padres: ¿"Qué idioma usa cada una de estas personas cuando hablan con su niño(a)"?

	Solamente el idioma materno	**Principalmente el idioma materno**	**Los dos iguales**	**Principalmente inglés**	**Solamente inglés**
Madre					
Padre					
Hermanos mayores					
Hermanos menores					
Abuelos					
Niñera					

7. Pregunte a los padres: “¿Qué idioma usa su niño(a) cuando habla con cada una de estas personas?”

	Solamente el idioma nativo	Principalmente el idioma nativo	Los dos iguales	Principalmente inglés	Solamente inglés
Madre					
Padre					
Hermanos mayores					
Hermanos menores					
Abuelos					
Niñera					

8. ¿A Ud. le preocupa que su niño(a) vaya a perder u olvidar como hablar (el idioma materno)?

   __ No

   __ Si

9. ¿A Ud. le preocupa que su niño(a) tenga problemas para aprender bien el inglés?

   __ No

   __ Si

10. En cuanto a los idiomas hablados, ¿Cuáles son las metas que Ud. tiene para su niño(a)? ¿Cómo podemos trabajar juntos?

11. ¿Preguntas?

I. Language Classification Tool

Oral Language Decision Making Classification – Spanish-Speaking Children

Teacher:

1) For children who are identified as Spanish speaking by parents, or score a 0, 1 or 2 on the English Language Proficiency Test, children will be administered the BELA Spanish assessment.
2) Using results from English and Spanish oral language assessments, children will be given one of four profiles (see table).

ID	Child	BELA English Receptive	BELA English Expressive	GRTR English	TOPEL DV	ASQ Comm. - English	Monitoring (if applicable)	Teacher Observations	English Classification

Key:

BELA English	BELA English	GRTR	TOPEL DV	ASQ Comm. – English
17 or below	17 or below	11 or below	Less than 90	Less than 30.72
18 or more	18 or more	12 or more	90 or more	30.72 or more

Oral Language Decision Making Classification – Spanish-Speaking Children

Teacher:

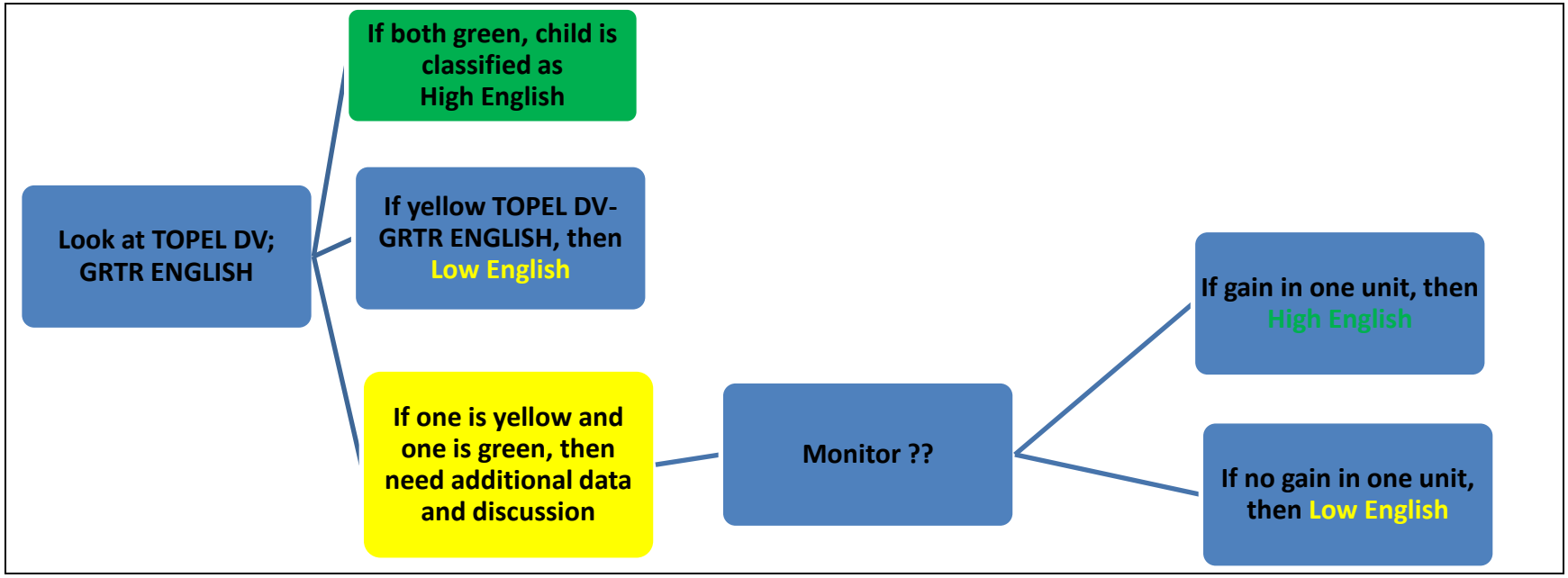
ID	Child	WMLS – Picture Vocab	BELA Spanish Receptive	BELA Spanish Expressive	GRTR Spanish	ASQ - Spanish	Monitoring (if applicable)	Teacher Observations	Spanish Classification	Intervention Plan (None, TUNE UP, Delay)

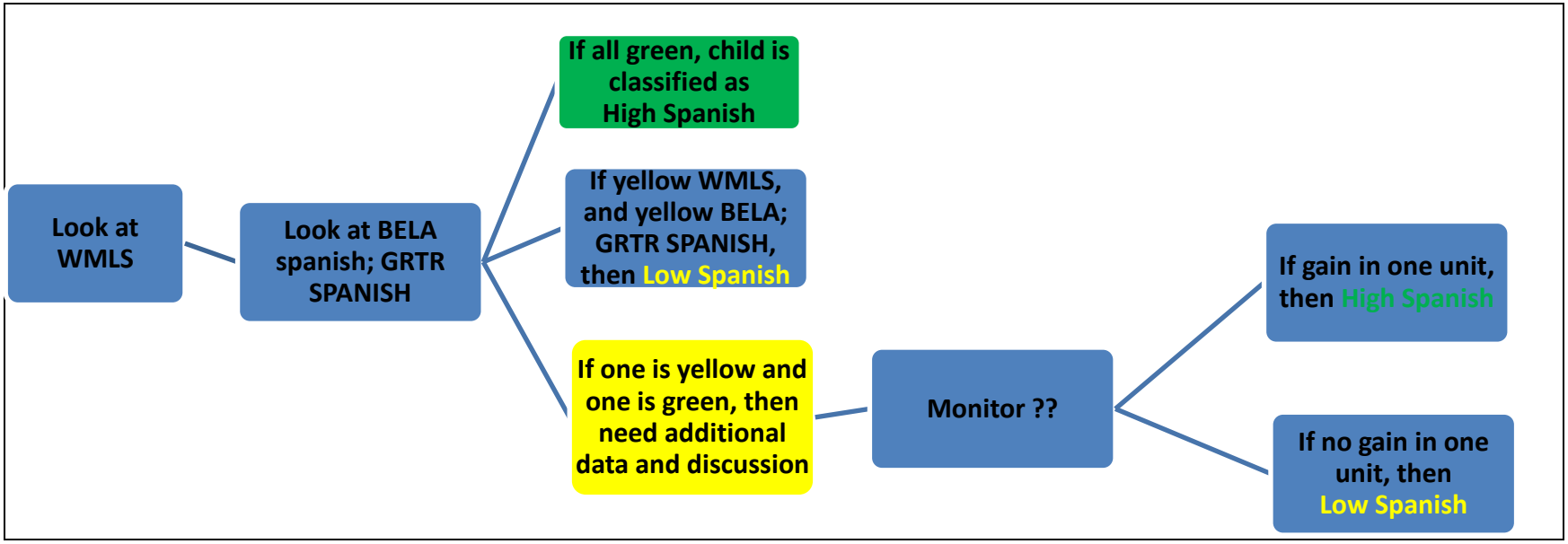
Key:

WMLS – Picture Vocab	BELA – Spanish	BELA – Spanish	GRTR – Spanish	ASQ - Spanish
Less than 85	17 and below	17 and below	11 and below	?
85 and above	18 or more	18 or more	12 or more	?

Oral Language Decision Making – Language Classification for Spanish-Speaking Children

Decision-Making Flowcharts





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Decision-Making Flowcharts

	High Spanish BELA Spanish Green WMLS Green Spanish GRTR Green	**Low Spanish** BELA Spanish Yellow WMLS Yellow Spanish GRTR Yellow
High English GRTR Green TOPEL DV Green	No intervention – no monitoring (universal)	No intervention – no monitoring (universal)
Low English GRTR Yellow TOPEL DV Yellow	Delay intervention – focus on Tier 1 with support in Spanish if possible • Continue to Monitor • After 60 instructional hours (6 weeks) • Take into account contextual variations; consider time in program (1 yr vs. 2 yrs)	Tier 2 TUNE UP CHECKLIST and monitor

J. Tune-up Checklist

The Tune Up Checklist (TUC)

Differentiated instruction and intervention was determined through guided problem-solving using coaching. The principal method of determining how instruction would be differentiated and what interventions were chosen was facilitated via the Tune-Up Checklist (TUC).

TUC is a process-oriented literacy-coach interview tool that is designed to guide early childhood teachers through a series of self-reflection questions and then prepare an action plan (Abbott, Knoche, Ihlo, & Clarke, 2010). The goal of using the TUC tool is to improve the quality of literacy instruction and increase student's opportunity to respond. The TUC targets the early literacy and oral language development skills and includes self-reflection questions about current instruction, goal selection, strategy development, and fidelity of implementation.

TUC provides suggestions about ways to modify instruction prior to deciding to begin a new or change to a different intervention. Areas about how modify the current intervention include: 1) increase opportunities to learn, 2) identify skill components that need emphasis, 3) change grouping and 4) make instruction more explicit.

The first round of a TUC interview and planning takes approximately an hour to complete and an additional 30-45 over the course of several weeks in order to complete the intervention observations and provide teacher feedback. During the Pre3T project, the TUC was at various decision-making point during the school year and it was designed to be used repeatedly throughout the school year.

For Pre3T, the first TUC implementation is collected after the initial round of student assessments and a teacher quality of literacy instruction assessment. Each TUC round involves the following activities. First, the coach uses open ended questions to discuss current child considerations, children's opportunities to learn, the content of instruction, grouping of instruction, explicitness of instruction, family engagement, and ELL considerations. Based on data sources and the TUC discussion, a skill area (letter knowledge, phonological awareness, vocabulary, and listening comprehension) is chosen and a goal is written that specifies the children to be targeted during the intervention. The coach and teacher then choose an intervention and create a procedural instruction list that includes who will be responsible for materials creation and conduct the intervention. The procedural checklist serves as the teacher's guide for implementation and as a fidelity of implementation checklist. A time is set for the coach to visit the classroom and observe intervention implementation and complete a fidelity of implementation checklist. The coach provides feedback and then intervention is refined based on coach feedback. Once the teacher has the intervention in place with strong fidelity, the coach and teacher team are ready to complete another round of the TUC.

Throughout the TUC process, the coach plays a critical role. Prior to completing the TUC the coach observes in the classroom in order to ascertain the strengths and weakness of the class team. This knowledge helps to facilitate a constructive TUC discussion by classroom teams. The coach models the use of planned classroom interventions. The coach often provides the materials needed in order to implement interventions. The coach continues to check in with teachers and paraprofessionals on a regular basis to ensure that everything is working smoothly and to work with teachers to modify

instruction. The coach ensures that documents and forms are properly developed and implemented. Finally, coaches check for fidelity by observing, reviewing goal tracking sheets and sometimes videotaping a particular intervention in progress.

In addition to use of the TUC, the coach and teachers additional researcher-created information that sought to take into account the variability found in preschool classrooms and to define different levels of intervention intensity.

Tune-up Checklist

Complete the Tune-up Checklist for suggestions about how to 1) take into consideration child factors, 2) increase opportunities to learn, 3) identify skill components that need emphasis, 4) change grouping, 5) make instruction more explicit, and 6) support family engagement.

Classroom: _____ Teachers: _____ Coach: _____ Date: _____ Child(ren)/Group needing additional support: _____ Tune-up Modification Goal:_____ Target Date:_____				**Steps and Procedures:** **Materials Needed:**	**Classroom**	**Family**
Area of need (Oral Language, PA, AK, Print Awareness)	Yes	No	Notes:	**Strategy used with group:**		
Child Considerations				**Check in dates:**		
Does the child(ren) have poor attendance? Can that be improved? Is the child(ren) overly shy or disruptive or inattentive? Briefly describe. Is the child(ren) a first or second year preschool student?				**Implementation Steps: (fidelity)**		
Opportunities to Learn						
Does lesson plan and instruction reflect strong enough emphasis in the area of need? Can the skill be emphasized during another part of the instructional day?				**Frequency of Implementation:** **Target Date/Date Completed:**		
Content of Instruction						
Is there a specific skill(s) within the area of need to be mastered? Is there an opportunity to re-teach the skill? Is there a pre-skill that the children need to learn? Can instruction become more concrete with physical objects incorporated?				**Note progress monitoring data/child outcomes:**		
Grouping for Instruction						
Do children need to be regrouped to better fit their skill need? Can grouping sizes be changed?				**Note progress toward goal:**		
Explicitness of Instruction						
Is it possible to include more I do it; We do it; You do it opportunities? Can child response be changed (choral and group responding)? Are there opportunities to better monitor accuracy of child responses and then provide immediate, appropriate, positive feedback?				**Modification Made:**		
Family Considerations						
Have curriculum goals and child's progress been communicated? Has family(ies) had opportunities to participate in activities with enough guidance? Could more support be offered to help family(ies) fully engage?				**Date Goal Complete:**		

What classroom features, groups or individual children are targeted? ***What sources of data are being used to identify target areas?***

ELL Questions

Child Considerations
At what stage is the child in their English development? See *Stages of ELL Chart*. Briefly describe.
Opportunities to Learn
Does the lesson plan and instruction reflect a strong enough emphasis of ELL strategies throughout the instructional day?
Content of Instruction
Are there specific key words/phases in the child's primary language that the teacher can learn and use that facilitate understanding? Is there an opportunity to repeat content within a lesson with more simplified speech? Is there a list of very common words that the children need to learn to understand the content of the lesson? Can instruction become more concrete with physical objects, visuals, or gestures?
Grouping for Instruction
Do children need to be regrouped to better fit their ELL need? E.g., paired with another ELL student?
Explicitness of Instruction
Is it possible to include more I do it; We do it; You do it opportunities? Can child response be changed (choral and group responding)? Are there opportunities to better monitor accuracy of child responses (e.g., accept 1 word answers, gestures, drawings, receptive indicators)?

Family Engagement Examples

Information Sharing	Communication/Family Engagement	Cultural Awareness/Sensitivity
Change method of contact • Phone call • Quick parent meeting • Use digital technology • Positive home-school notes • P-T conferences • Family events • Home visits • Newsletter	Improve communication • Use alternate methods (see information sharing) • Increase frequency/regularity • Make communication more parent friendly	Incorporate information about family traditions into class lessons and family communications Communicate with families in native language Incorporate parent led cultural activities in classroom Incorporate culturally-familiar objects into classroom (e.g. familiar food props in home language incorporated into house area). Gather information from families to determine what items might be most appropriate. Offer parents activities that take into account family culture (e.g., language, age, race, ethnicity, family composition, etc.) Allow families to choose how/when to use learning strategies
Provide more/different information • Developmental milestones for oral language/literacy • Curriculum goals • Tips for teaching oral language (e.g. PEER) • Reading materials/resources • Importance of parent engagement in child's learning	Improve parent engagement • Communicate how valued and important parent participation is • Provide regular updates on child's strengths • Send learning materials home • Host events at school related to theme/skills • Extend invitations to volunteer in classroom • Invite parents to help teach a lesson • Use various modeling strategies (e.g., audio/video recordings, parent observation, role play) • Collaboratively identify ways for parent to engage in practice	

K. Conjoint Behavioral Consultation (Description)

Conjoint Behavioral Consultation (CBC)

What is CBC?

- A problem-solving and decision making model wherein *parents, educators, and consultants work collaboratively* to meet a child's language and literacy needs, address concerns, and achieve success by promoting the competencies of all parties.

- A *four-step process* aimed at

  (1) identifying and prioritizing a child's needs,

  (2) setting goals and brainstorming/selecting strategies that can be used cooperatively at home and school,

  (3) implementing a joint plan at home and school, and

  (4) evaluating the plan and monitoring the child's progress toward goals.

- The *goal* is to effectively address parent and teacher identified desires or needs for the child in a manner that:

  - promotes shared responsibility, joint ownership, and mutual goal setting and decision making among parents and teachers;

  - supports and builds on parent, teacher, and competencies;

  - combines the parents' and teachers' perspectives;

  - actively uses parents' and teachers' ideas and strengths.

- CBC is being used as part of the Pre-3T project in an effort to offer greater individualized intervention for children at-risk for reading difficulties.

Stages and Steps of Conjoint Consultation

** Note: All of these stages and steps are conducted jointly with parents and teacher sharing observations, perspectives, and information about what is relevant to them and important for the child to be successful in their settings.*

** The steps listed below are taken directly from meeting forms used by consultants.*

First Meeting: Identifying Needs and Priorities

- Discuss Strengths
- Discuss Goals and Desires
- Select Needs
- Select/Define the Priority
- Select a Focus/Setting
- Discuss What Works/What Doesn't
- Collect Assessment Information to Increase Understanding
- Discuss a Time to Meet Again

Second Meeting: Using Information to Understand Child and Develop a Plan

- Discuss Information Collected and Set Goals for Child
- Determine What May be Contributing
- Develop a Shared Understanding of Child
- Use Observations and Shared Understanding to Brainstorm Ideas for a Home-School Plan
- Develop Agreed-upon Strategies to Use at Home and School
- Continue to Collect Information to Monitor Child's Progress toward Meeting Goal

Third and Subsequent Meetings: Evaluating Plan and Monitoring Child Success

- Discuss What Happened/How the Plan Worked at Home and School
- Identify What Worked and What Didn't
- Determine Need to Continue or Change the Plan
- Discuss the Need for Future Meetings
- Identify Ways to Continue to Keep in Touch