



New Hampshire Department of Education NH RESPONDS

*Updated
October 3, 2012*

Response to Intervention: Preschool Leadership Team Checklist for Universal Practices 4.0 Tier 1: Primary System Self-Assessment and Action Planning Tool

Adapted from: Sugai, Horner, Lewis-Palmer (2002)¹, NH Literacy Action Plan and Muscott & Mann Universal Team Implementation Checklist 2.2 (2007)³

Preschool/Program Name: _____ SAU #: _____ Date: _____

Preschool Leadership Team (PLT) Members: _____

INSTRUCTIONS

The Preschool Leadership Team (PLT) should collaboratively complete this checklist at two checkpoints during the year to monitor activities for implementation of the *Response to Intervention* (RTI) model for both Literacy Instruction and Behavior Support Systems. Checkpoint dates are Early Fall and Early Spring. The Preschool Leadership Team consists of key stakeholders representing district preschool personnel, early childhood program staff, families, and Head Start or other community-based preschool partners.

When completing Features 1 and 2 please do the following:

1. Read each item carefully.
2. Rate current “**Status**” as IP (*In Place*), P (*Partially in Place*) or N (*Not in Place*). Please choose only one.
3. Rate “**Priority for Improvement**” as H (*High*), M (*Medium*) or L (*Low*). Please choose only one.
4. Complete an **Action Plan for Completion of Start-up Activities** for Features 1 and 2. When action planning, please be sure to discuss feasibility issues (*i.e., adequate people, resources, time, authority, etc.*) to ensure action planning items are attainable.

When completing Features 3 through 7 please do the following:

1. Read each item carefully.
2. Rate current “**Status**” as IP (*In Place*), P (*Partially in Place*) or N (*Not in Place*). Please choose only one.
3. Rate “**Priority for Improvement**” as H (*High*), M (*Medium*) or L (*Low*). Please choose only one.
4. Complete an **Action Plan for Completion of Start-up Activities for Features 3 through 7**. When action planning, please be sure to discuss feasibility issues (*i.e., adequate people, resources, time, authority, etc.*) to ensure action planning items are attainable.

FEATURE, ITEMS AND ACTION	Status <i>please choose one</i>	Priority for Improvement
FEATURE 1 – Establish Commitment		
1. The Preschool Leadership Team supports implementation of an RTI model for literacy and behavior, and includes the support and active involvement of the program administration (100% agreement).	(IP, P, or N)	(H, M, or L)
2. The preschool program faculty/staff support RTI implementation (this statement refers to program level staff; not applicable to leadership team).	(IP, P, or N)	(H, M, or L)
3. The Preschool Leadership Team establishes action items to plan for supporting and orienting new program faculty/staff.	(IP, P, or N)	(H, M, or L)
FEATURE 2 – Establish & Maintain Team		
4. The Preschool Leadership Team is established and representative of key stakeholders. (e.g., district preschool personnel, program staff including administration, teachers, assistant teachers, special education staff, specialists, Head Start or other community-based preschool partners).	(IP, P, or N)	(H, M or L)
5. The Preschool Leadership Team includes family representation.	(IP, P, or N)	(H, M, or L)
6. The Preschool Leadership Team completes the <i>Collaborative Team Checklist</i> twice per year and implements appropriate action steps to ensure collaborative teaming fidelity.	(IP, P, or N)	(H, M or L)

FEATURES 1 AND 2

Action Plan for Completion of Start-Up Activities

Item(s) to Address	Action to be Taken	By Whom	By When

¹ Team Implementation Checklists Version 2.2, August 2002
George Sugai, Rob Horner, and Teri Lewis-Palmer
Educational & Community Supports
University of Oregon

² NH Literacy Action Plan 2007
Allington, R. (2005). The other five "pillars" of effective reading instruction. *Reading Today*, 22 (6), 3.
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2000), *Reading: What Works* (National Institute for Literacy 2001) Used with permission.

³ Universal Team Implementation Checklists 2.2
Muscott & Mann (2007)

FEATURE, ITEMS AND ACTION	Status <i>please choose one</i>	Priority for Improvement
FEATURE 3 – Program Assessment		
<p>7. The Preschool Leadership Team and program faculty completes the planning and evaluation tools for monitoring preschool quality once per year (e.g., <i>Preschool Effective Behavior Support Survey (PEBS)</i>, <i>Preschool-wide Evaluation Tool (PreSET)</i>, <i>Classroom Assessment Scoring System (CLASS)</i>, <i>Early Language and Literacy Classroom Observation Tool (ELLCO)</i>).</p> <p>The Preschool Leadership Team – identifies common practices, policies and procedures for self-assessment of program quality.</p>	(IP, P, or N)	(H, M, or L)
<p>8. The Preschool Leadership Team summarizes and examines existing preschool data on a quarterly basis (e.g., <i>Behavior Incident Reporting & Check-In System (BIRCHIS)</i> data, demographics and data about percentage of preschoolers identified for special education, <i>Preschool Outcome Measurement System (POMS)</i> data, screening data, etc.)</p>	(IP, P, or N)	(H, M, or L)
<p>9. Fidelity of implementation of the preschool curriculum for literacy and positive behavior support is assessed and monitored on an on-going basis.</p>	(IP, P, or N)	(H, M, or L)
<p>10. Teachers not implementing to an agreed upon level of fidelity are provided targeted and individualized professional development and support.</p>	(IP, P, or N)	(H, M, or L)
FEATURE 4 – Screening		
<p>11. The Preschool Leadership Team identifies child screening tool(s), schedule and data collection system to be used for gathering baseline data and progress monitoring (e.g., <i>Individual Growth and Development Indicators (IGDI)</i>, <i>BASC-2 Behavioral and Emotional Screening System (BASC-2 BESS)</i>).</p>	(IP, P, or N)	(H, M, or L)
<p>12. The Preschool Leadership Team ensures screeners are well trained.</p>	(IP, P, or N)	(H, M, or L)
<p>13. The Preschool Leadership Team determines the criteria for identifying children for additional tiered support (e.g., flow chart development).</p>	(IP, P, or N)	(H, M, or L)
<p>14. All enrolled children are screened for preschool skills and understanding, and social-emotional functioning, between the first 6-8 weeks of the child beginning school for baseline information.</p>	(IP, P, or N)	(H, M, or L)

FEATURE, ITEMS AND ACTION		Status <i>please choose one</i>	Priority for Improvement
FEATURE 5 –Establish, Implement and Monitor Program-wide Curriculum for Literacy Instruction			
15.	The Preschool Leadership Team identifies research-based curriculum and instruction (e.g., <i>Creative Curriculum, Ladders to Literacy</i>) that responds to the needs of the universal population based on screening results.	(IP, P, or N)	(H, M, or L)
16.	The Preschool Leadership Team recommends the use of a research-based preschool curriculum(s).	(IP, P, or N)	(H, M, or L)
17.	Program faculty/staff training for delivery of preschool curriculum (with fidelity) is provided.	(IP, P, or N)	(H, M, or L)
18.	Indicators of high quality emergent literacy learning opportunities are in place within each classroom, including the following: a.) Daily read-aloud books (<input type="checkbox"/> Yes or <input type="checkbox"/> No) b.) Daily sign-in sheets/authentic name-writing (<input type="checkbox"/> Yes or <input type="checkbox"/> No) c.) Frequent (2-3x's week) phonological awareness activities (<input type="checkbox"/> Yes or <input type="checkbox"/> No) d.) Frequent (2-3x's week) alphabet knowledge activities (<input type="checkbox"/> Yes or <input type="checkbox"/> No) e.) New vocabulary is introduced on a regular, systematic basis (<input type="checkbox"/> Yes or <input type="checkbox"/> No) f.) Extended conversations are maximized (<input type="checkbox"/> Yes or <input type="checkbox"/> No)	(IP, P, or N)	(H, M, or L)
FEATURE 6 –Establish, Implement and Monitor Universal Program-wide Positive Behavioral Supports			
19.	Program staff is trained on the importance of establishing positive relationships with children and families.	(IP, P, or N)	(H, M, or L)
20.	Nurturing and responsive relationships between children and caregivers/teachers are established.	(IP, P, or N)	(H, M, or L)
21.	Program staff is trained on key indicators of high quality supportive environments.	(IP, P, or N)	(H, M, or L)
22.	Indicators of high quality supportive environments are in place within each classroom, including the following: a.) Classroom arrangement/design is appropriate in all classrooms (<input type="checkbox"/> Yes or <input type="checkbox"/> No) b.) Learning centers are inviting, engaging & well-defined (<input type="checkbox"/> Yes or <input type="checkbox"/> No) c.) A consistent schedule is followed daily (<input type="checkbox"/> Yes or <input type="checkbox"/> No) d.) Visual schedules are used (<input type="checkbox"/> Yes or <input type="checkbox"/> No) e.) Verbal notices are provided prior to transitions (<input type="checkbox"/> Yes or <input type="checkbox"/> No) f.) Transition signals are used (<input type="checkbox"/> Yes or <input type="checkbox"/> No)	(IP, P, or N)	(H, M, or L)
23.	2-5 Program-wide behavior expectations (e.g., <i>Be safe, Be a helper, Be a friend, Make it better</i>) are selected and posted in each classroom at the child's eye-level, using words and visuals.	(IP, P, or N)	(H, M, or L)

FEATURE, ITEMS AND ACTION		Status <i>please choose one</i>	Priority for Improvement
24.	A Program-wide behavioral matrix is developed to define each expectation within each routine.	(IP, P, or N)	(H, M, or L)
25.	Teaching plans for direct instruction of Program-wide expectations are developed.	(IP, P, or N)	(H, M, or L)
26.	Program-wide expectations are taught directly, formally and regularly using effective teaching practices.	(IP, P, or N)	(H, M, or L)
27.	A programmatic system is developed to acknowledge/recognize children when expectations or positive behaviors are displayed (e.g., system to acknowledge positive behaviors).	(IP, P, or N)	(H, M, or L))
28.	The acknowledgement system is implemented in each classroom.	(IP, P, or N)	(H, M, or L)
29.	Clearly defined and consistent procedures for responding to challenging behavior are developed, including: a.) Common definitions for challenging behavior (<input type="checkbox"/> Yes or <input type="checkbox"/> No) b.) Common procedures of staff response for addressing challenging behavior (<input type="checkbox"/> Yes or <input type="checkbox"/> No) c.) A form for documenting challenging behavior (<input type="checkbox"/> Yes or <input type="checkbox"/> No) d.) A data-management system for entering and summarizing behavior incidents (<input type="checkbox"/> Yes or <input type="checkbox"/> No) e.) A process for gathering, summarizing, & sharing behavioral data with program staff. (<input type="checkbox"/> Yes or <input type="checkbox"/> No)	(IP, P, or N)	(H, M, or L)
30.	Established procedures for responding to challenging behavior are implemented consistently by all program staff.	(IP, P, or N)	(H, M, or L)
31.	The universal behavior support system is introduced to children, staff and families annually.	(IP, P, or N)	(H, M, or L)
FEATURE 7 – Progress Monitoring			
32.	The Preschool Leadership Team uses screening and behavior incident data to determine which children are approaching, meeting, or exceeding benchmark targets (“cut scores”) in order to determine appropriate supports. The data are gathered, summarized and shared.	(IP, P, or N)	(H, M, or L)
33.	The Preschool Leadership Team identifies progress monitoring tools and strategies to be used to determine progress of children receiving additional tiered support. (e.g., behavior incident data, screening and/or evaluation data, teacher assessment and observation).	(IP, P, or N)	(H, M, or L)
34.	Program faculty/staff are trained to use progress monitoring tools and strategies and record the information on the <i>NH RESPONDS Student Tracking Form – Preschool</i> .	(IP, P, or N)	(H, M, or L)
35.	The Preschool Leadership Team establishes processes for examining progress monitoring data to determine individual (and overall) student progress.	(IP, P, or N)	(H, M, or L)

FEATURE, ITEMS AND ACTION	Status <i>please choose one</i>	Priority for Improvement
Preschool Leadership Team On-Going Monitoring		
36. Team meets at least monthly.	(IP, P, or N)	(H, M, or L)
37. Team members provide updates and/or status reports to program faculty/staff at least monthly.	(IP, P, or N)	(H, M, or L)
38. Team creates action items for 2-way communication regarding RTI with families.	(IP, P, or N)	(H, M, or L)
39. RTI action plan is actively implemented, reviewed regularly, and revised as needed.	(IP, P, or N)	(H, M, or L)
40. Student outcome and program quality data are reviewed regularly, analyzed and used for decision making purposes.	(IP, P, or N)	(H, M, or L)

FEATURES 3 THROUGH 7

Action Plan for Completion of Start-Up Activities

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