



# New Hampshire Department of Education NH RESPONDS

Updated  
10/16/12

## Response to Intervention: Preschool Advanced Tiers Team Checklist 1.0 Tiers 2 and 3: Targeted & Intensive Systems Self-Assessment and Action Planning Tool

Adapted from: Rohde & Pomerleau (2012) Response to Intervention: Preschool Leadership Team Checklist 4.0; Muscott & Mann (2010) Targeted Tier 2 PBIS Checklist; Muscott & Mann Intensive Tier 3 PBIS Checklist; RTI Literacy Checklist

**Preschool/Program Name:** \_\_\_\_\_ **SAU #:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Preschool Advanced Tiers Team Members:** \_\_\_\_\_

### Instructions

The Preschool Advanced Tiers Team (or the team responsible for Tiers 2 and 3) should collaboratively complete this checklist at two checkpoints during the year to monitor activities for implementation of RTI for both Literacy Instruction and Behavior Support Systems at the targeted and intensive levels of support. Checkpoint dates are early fall and early spring. The Preschool Advanced Tiers Team consists of key stakeholders representing any of the following: district preschool personnel, early childhood program staff, families, and Head Start or other community-based preschool partners, and may involve members of the Preschool Leadership Team (PLT).

### When completing Features 1 through 9, 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**. 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
<b>FEATURE 1 – Establish Commitment &amp; Team Infrastructure</b>		
1. The Preschool Advanced Tiers Team, or targeted/intensive team, is established and representative of key stakeholders (e.g., program administration, teacher(s), assistant teacher(s), paraeducator(s) or inclusion specialist(s), therapeutic specialist(s), and/or community-based partners as needed).	(IP, P, or N)	(H, M, or L)
2. The team is supported by a knowledgeable and skilled facilitator or administrator. Team membership either includes or has access to someone with expertise in the following areas: team collaboration, Response to Intervention (RTI), Emergent Literacy, and Program-wide Positive Behavioral Intervention and Supports (PWPBIS).	(IP, P, or N)	(H, M, or L)
3. The team includes family representation and involvement (as appropriate) in a manner which protects and ensures confidentiality for individual students and families.	(IP, P, or N)	(H, M, or L)
4. The team completes the <i>Collaborative Team Checklist</i> twice per year, implementing appropriate action steps to ensure collaborative teaming fidelity.	(IP, P, or N)	(H, M, or L)
5. There is an RTI mission/vision statement that includes the desired outcomes for systems of targeted and intensive intervention and supports.	(IP, P, or N)	(H, M or L)
<b>FEATURE 2 - Ensure Fidelity of Universal Supports</b>		
6. The Preschool Advanced Tiers Team is in agreement that Tier 1 is in place and is being implemented consistently by educators and other program staff. <ul style="list-style-type: none"> <li>• 80% of the items on the Preschool Leadership Team Checklist are in place</li> </ul>	(IP, P, or N)	(H, M, or L)
7. An action plan for continuous monitoring and improvement of Tier 1, including the identification and use of specific program evaluation tools to measure universal Emergent Literacy and PWPBIS practices, is in place. <ul style="list-style-type: none"> <li>• Action plan includes data-based decision making processes for program improvement</li> </ul>	(IP, P, or N)	(H, M, or L)
8. Tier 1 instruction is provided to all students, including students identified to receive advanced tiers of support.	(IP, P, or N)	(H, M, or L)
9. <b>All enrolled</b> children are screened at baseline for preschool skills and understanding, and social-emotional functioning, between the first 6-8 weeks of the child beginning school.	(IP, P, or N)	(H, M, or L)
10. The Preschool Advanced Tiers Team communicates regularly with the Universal Preschool Leadership Team to ensure continuity of service within the tiered support system.	(IP, P, or N)	(H, M, or L)

FEATURE, ITEMS AND ACTION	Status <i>please choose one</i>	Priority for Improvement
<b>FEATURE 3 – Establish Tiered Support Processes</b>		
11. The Preschool Advanced Tiers Team determines the criteria and process for identifying children for advanced tiers of support (e.g. <i>Tiered Support Process Flowchart</i> ), using multiple data sources (e.g. child screening measures, behavior incident data, teacher or parent referrals), and with input from staff, families and administrative approval.	(IP, P, or N)	(H, M, or L)
12. The criteria and process established for activating advanced tiers of support for students is documented.	(IP, P, or N)	(H, M, or L)
13. Decision rules for determining whether to continue, modify, switch, or discontinue Tier 2 or Tier 3 interventions are identified, agreed upon, and documented.	(IP, P, or N)	(H, M, or L)
14. The team establishes and follows a yearly timeline for progress monitoring purposes (e.g. yearly planning calendar).	(IP, P, or N)	(H, M, or L)
15. All program staff members are trained in the established tiered support process for recommending Tier 2 or Tier 3 supports for students at least annually.	(IP, P, or N)	(H, M, or L)
16. A plan for supporting and orienting new program staff to the tiered support process is available, documented and implemented within 4-6 weeks of the new staff person’s date of hire.	(IP, P, or N)	(H, M, or L)
17. New program staff members have access to an experienced mentor within the program to aide in accessing and delivering advanced tiers of support for designated students.	(IP, P, or N)	(H, M, or L)
<b>FEATURE 4 – Identify and Adopt a Full Complement of Targeted and Intensive Interventions</b>		
18. The Preschool Advanced Tiers Team completes a review of currently available targeted and intensive interventions (including classroom-based student supports). The team reviews the evidence, efficacy, appropriateness and feasibility of each intervention and recommends which interventions to use within the program with the involvement, input, support and agreement of program staff.	(IP, P, or N)	(H, M, or L)
19. The team ensures that the Tier 2 and Tier 3 interventions are consistent with the Tier 1 curriculum and adopts a full complement of evidence-based emergent literacy and PWPBIS targeted and intensive interventions (including classroom-based student supports).	(IP, P, or N)	(H, M, or L)
20. The team ensures that Tier 2, targeted interventions are designed to service small groups of children at-risk for academic or social-emotional deficits, and provide explicit, systematic instruction using evidence-based practices.	(IP, P, or N)	(H, M, or L)
21. The team ensures that Tier 3, intensive interventions are individualized to meet the needs of each student that displays chronic and persistent challenges with either emergent literacy acquisition, communication or social/emotional/behavioral skills.	(IP, P, or N)	(H, M, or L)
22. Fidelity of implementation of the targeted and intensive interventions for literacy and positive behavior support is assessed and monitored on an on-going basis.	(IP, P, or N)	(H, M, or L)
23. Teachers and/or program staff members that are not implementing to an agreed upon level of fidelity are provided targeted and individualized professional development and support.	(IP, P, or N)	(H, M, or L)

FEATURE, ITEMS AND ACTION	Status <i>Please choose one</i>	Priority for Improvement
<b>FEATURE 5 – Determine Appropriate Interventions, Implement &amp; Monitor Student Progress</b>		
24. The Preschool Advanced Tiers Team determines the appropriate intervention for each student, with input from relevant program staff and families.	(IP, P, or N)	(H, M, or L)
25. An implementation plan is created for each student, including identification of staff responsible for delivery of the intervention, training of relevant staff, development of needed materials, schedule for implementation, location, process for monitoring fidelity of implementation and schedule to review and assess student progress.	(IP, P, or N)	(H, M, or L)
26. The implementation plan includes the role of the family, strategies and supports for the student at home, and addresses a means for 2-way, frequent communication with the family.	(IP, P, or N)	(H, M, or L)
27. The team identifies the child assessment tool(s) and data to be collected and reviewed for regular and frequent progress monitoring of students receiving Tier 2 and Tier 3 interventions (e.g., <i>Individual Growth and Development Indicators (IGDI)</i> sub-tests, behavior incident data, re-screening, establishing measurable benchmarks etc.)	(IP, P, or N)	(H, M, or L)
28. The team ensures assessment methods consist of multiple data sources, including teacher and family input.	(IP, P, or N)	(H, M, or L)
29. Program faculty/staff are trained to use student progress monitoring tools and strategies, and record the information on a tracking form (e.g., <i>NH RESPONDS Student Tracking Form – Preschool</i> ).	(IP, P, or N)	(H, M, or L)
<b>FEATURE 6 – Tier 2, Targeted Supports for Literacy Instruction</b>		
30. The Preschool Advanced Tiers Team and program faculty/staff are trained in Tier 2 literacy supports including practices, systems, data and outcomes.	(IP, P, or N)	(IP, P, or N)
31. The team identifies teachers/staff that will provide the selected Tier 2, targeted literacy-based interventions (e.g., small group instruction) based on interest, availability and expertise.	(IP, P, or N)	(H, M, or L)
32. The team monitors implementation (through review of self-assessment data, child progress data, observation and coaching) to assure that Tier 2 literacy interventions are delivered with fidelity.	(IP, P, or N)	(H, M, or L)
<b>FEATURE 7 –Tier 2, Targeted Positive Behavioral Supports</b>		
33. The Preschool Advanced Tiers Team and program faculty/staff are trained in Tier 2 behavioral supports including practices, systems, data, outcomes, and function-based behavioral support.	(IP, P, or N)	(H, M, or L)
34. The team identifies teachers/staff that will provide the selected Tier 2, targeted behavioral interventions (e.g., social skill groups, Teacher Check, Connect & Expect (TCCE), family workshops) based on interest, availability and expertise.	(IP, P, or N)	(H, M, or L)
35. The team monitors implementation (through review of self-assessment data, child progress data, observation and coaching) to assure that Tier 2 behavioral interventions are delivered with fidelity.	(IP, P, or N)	(H, M, or L)

FEATURE, ITEMS AND ACTION	Status <i>Please choose one</i>	Priority for Improvement
<b>FEATURE 8 – Tier 3, Intensive Supports for Literacy Instruction</b>		
36. The Preschool Advanced Tiers Team and program faculty/staff are trained in Tier 3, intensive literacy supports including practices, systems, data and outcomes.	(IP, P, or N)	(H, M, or L)
37. The team identifies teachers/staff that will provide the selected Tier 3, intensive literacy-based interventions (e.g., establish child-specific literacy goals/objectives/benchmarks and data collection procedures, individualized instruction using various concrete teaching modalities) based on interest, availability and expertise.	(IP, P, or N)	(H, M, or L)
38. The team monitors implementation (through review of self-assessment data, child progress data, observation and coaching) to assure that individualized Tier 3 literacy interventions are delivered with fidelity.	(IP, P, or N)	(H, M, or L)
<b>FEATURE 9 – Tier 3, Intensive Positive Behavioral Supports</b>		
39. The Preschool Advanced Tiers Team and program faculty/staff are trained in Tier 3, intensive behavioral supports including practices, systems, data, outcomes and individualized function-based behavioral supports.	(IP, P, or N)	(H, M, or L)
40. The team and program staff/faculty have an understanding of Functional Behavior Assessments (FBA) (e.g., a process for determining a child’s primary function of behavior) and the development of individualized Behavior Support Plans (BSP) based on the child’s primary function of behavior.	(IP, P, or N)	(H, M, or L)
41. The team is equipped or has a protocol and resources to access a consultant with behavioral expertise to conduct a Functional Behavior Assessment (FBA) and develop an individualized Behavior Support Plan (BSP) as needed.	(IP, P, or N)	(H, M, or L)
42. The team and faculty/staff understand their roles in the Functional Behavior Assessment (FBA) process and in the development and implementation of an individualized Behavior Support Plan (BSP).	(IP, P, or N)	(H, M, or L)
43. The team monitors implementation (through review of self-assessment data, child progress data, observation and coaching) to assure that individualized Tier 3 behavioral interventions are delivered with fidelity.	(IP, P, or N)	(H, M, or L)
44. The team is prepared to make community-based referrals as needed for children and families in need of community-based supports (e.g. mental health, medical, social services, special education, etc.)	(IP, P, or N)	(H, M, or L)
<b>PRESCHOOL ADVANCED TIERS ON-GOING MONITORING</b>		
45. The Preschool Advanced Tiers Team meets at least monthly for students receiving Tier 2, targeted interventions.	(IP, P, or N)	(H, M, or L)
46. Team meets at least twice per month for students receiving Tier 3, intensive interventions.	(IP, P, or N)	(H, M, or L)
47. Team members provide updates and/or status reports to program faculty/staff at least monthly.	(IP, P, or N)	(H, M, or L)
48. Team creates process for frequent and positive 2-way communication with families of students receiving targeted and/or intensive supports.	(IP, P, or N)	(H, M, or L)
49. Intervention data and student outcome data are reviewed regularly, analyzed and used for decision making purposes.	(IP, P, or N)	(H, M, or L)
50. RTI action plan is implemented, reviewed regularly, and revised as needed.	(IP, P, or N)	(H, M, or L)

### RTI: Preschool Advanced Tiers Action Plan

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

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