



# Attacking Intervention and Problem Solving Challenges in the World of Early Childhood

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Program



# Background and Structure of the Program

- Programs throughout the district:
  - Headstart full day
  - Headstart half day
  - Parent pay - full day only
  - Early Childhood Special Education
  - EvenStart
  - Early Headstart
  
- (\*the district does not have MPP program at this time)



# Buildings

- Hanthorn Early Education Center
  - Headstart
  - Early Headstart
  - Parent Pay full Day
  - Early Childhood Special Education



# Additional Buildings

- Sunshine Center

- Early Headstart

- Headstart (1/2 day and full day)

- Parent Pay full day

(\*First Steps providers come in to the building to provide services, but ECSE services are not provided here)

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# Additional Buildings

- 14 out of 17 elementary Buildings  
– Parent Pay Full Day



# ECSE Program Structure

- Unduplicated IEP count 2010-2011:
  - 185
  - Speech Itinerant - "Come and Go"
  - Speech Itinerant - pulling out of Headstart/Full Day
  - Speech Itinerant - Traveling to outside sites in district
  - Part Time/Part Time (5 rooms)
  - Early Childhood Special Education (1 room)



# ECSE Staff

- School Psychologist
- Process Coordinator
- 1 Speech/Language Diagnostician
- 6 ECSE Teachers
- 4 Speech Pathologists
- 2 OT's
- 2 PT's



# Sources of Referrals for ECSE

- First Steps
- Parent referrals - unenrolled
- Parent referrals - already enrolled
- SAT team referrals



# The "Problem"

- Multiple Classrooms from Multiple buildings making multiple SPED referrals for students who they THINK need "to be in special ed".
- "Speech onlys" vs. Behaviors vs. Global Delays
- One ECSE team trying to support the entire district

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# Challenges

- When do screenings occur and who requests it?
- Medical Records
- Needing information/supports on data collection strategies



# Student Action Team Referral Form

- Teachers complete the SAT Referral Form and turn into the SAT team or facilitator.
- A SAT meeting is then scheduled within the next 3 weeks, with the expectation that the teacher is implementing at least one of the listed accommodations



# PARENT LETTER

- Sent to home to the parent by the classroom teacher or designee **BEFORE** the meeting occurs. (see packet)

## Developmental Concerns

Included in your packet

Attached to the SAT referral form- teacher completes all areas

Initially for concerns only- changing to include ALL observations - strengths and concerns

### Student Developmental Concerns

Cognitive/Academics/Concepts:

Speech/Articulation:

Language:

Fine Motor:

Gross Motor:

Sensory:

Adaptive/Self-Help:

Social/Emotional/Behavioral:

Other Concerns:



# Popular Interventions and Strategies

- VISUALS (BoardMaker)
  - Schedules
  - Expectations
  - Reminders
  - Communication
- SENSORY RELATED interventions
- Repetition....Repetition....Repetition!!



# Popular Interventions and Strategies

- Interventions for Social and Behavior Skills

- Modeling Turn taking/sharing
- “Practicing”
- Redefining expectations
  - School Wide Expectations
- Tough Kids Tool Box

- Interventions for Academics

- Helping teachers understand sorting vs. matching vs. labeling vs. receptively identifying
- Helping teachers ‘break it down’.

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# Fidelity

- Providing supports with 'scripts' and data sheets
- **SHOW ME THE DATA!!**

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# Now what?

- After the team determines specific interventions to try - the team then agrees to come back on a specific day. (usually 3 weeks)

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# Now what?

- Team reconvenes, reviews progress and discusses fidelity and where to go from here.
- Options: Continue intervention, Change intervention, or move forward to Special Education Referral.



# Problem Solving Successes

- Examples of Documents in your Packet:
  1. Speech SAT student leading to a special education referral
  2. Overall development SAT student leading to a special education referral

