



Early Intervention is Key: Greater Student Success through the Web Based Teaching Tool!

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WBTT Early Screening and Intervention
Program (LDAO)
CANADA

EETC 2011
EARLY EDUCATION AND
TECHNOLOGY FOR CHILDREN



Early Intervention is Key:

Greater Student Success through the Web Based Teaching Tool!

Early Education and Technology for Children (EETC)

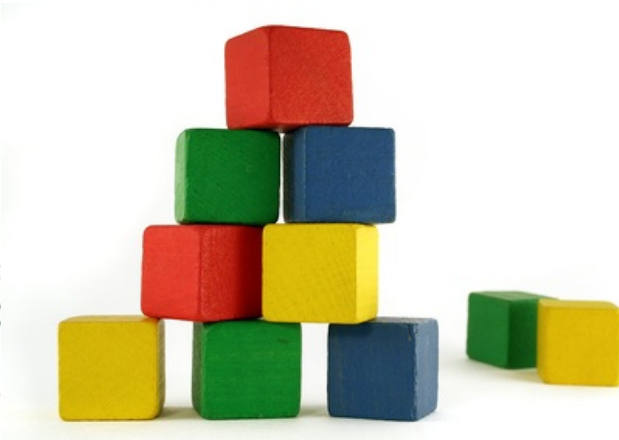
What is early screening and intervention?



- **Early screening** refers to the practice of administering a brief screening measure(s) in an effort to gauge children's educational trajectories and determine if they are at-risk for future school failure.
- **Early intervention** refers to the provision of supports/services to children that are showing first indications of an identifiable problem or are significantly at-risk of failing.

What does the Research Show?

Child development research indicates that ***learning and development is most rapid in the pre and early school years.*** As a result screening and intervention should begin as early as possible in order to detect children who are struggling, and enhance their development (Pascal, 2009).



What does the Research Show?

Many different factors, such as low socioeconomic status, parental involvement, emotional and behavioural problems, race and ethnicity may contribute to a student's potential risk for academic failure (Simner, 1999).



What does the Research Show?

The most accurate decision-making strategies use academic achievement tests and **direct screening methods.**



What does the Research Show?

In a typical classroom between 15 to 20% of students may be at-risk for future school failure **IF** they don't receive the support they need early on (Simner, 1999).



Critical Screening Areas

Three critical screening areas for the early years include:



1. School Readiness
2. Phonological Awareness
3. Mathematics

1. School Readiness

If children who are at-risk for future school failure are identified and supported early on, the odds of these children actually **failing** can be reduced substantially (Simner, 1999).



2. Phonological Awareness

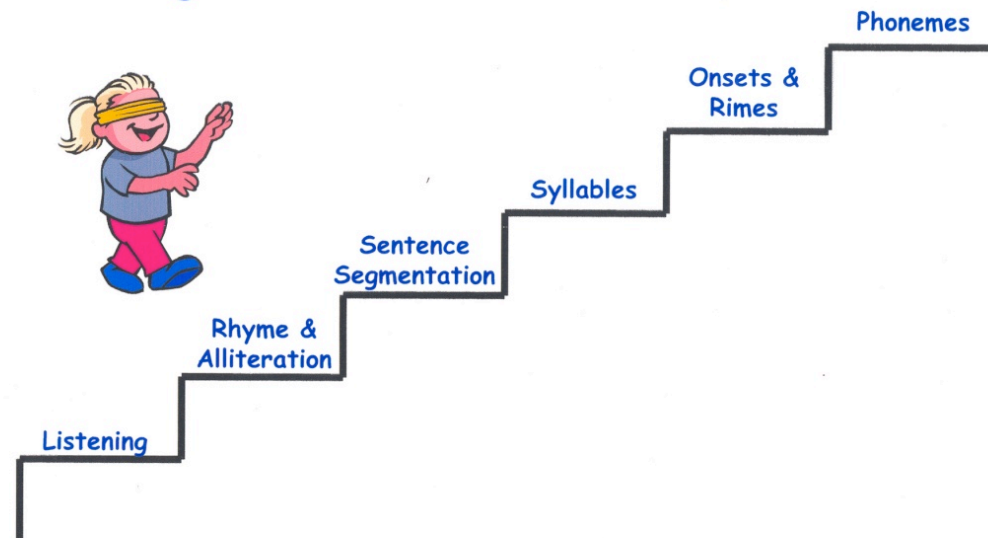
Phonological awareness is strongly related to success in reading and spelling acquisition. It is not only a strong predictor but a necessary prerequisite for success in learning to read – **it is the top predictor of reading success.**



2. Phonological Awareness

Phonological Awareness is a better predictor of reading success than anything we know of...including IQ!

Phonological Awareness Continuum

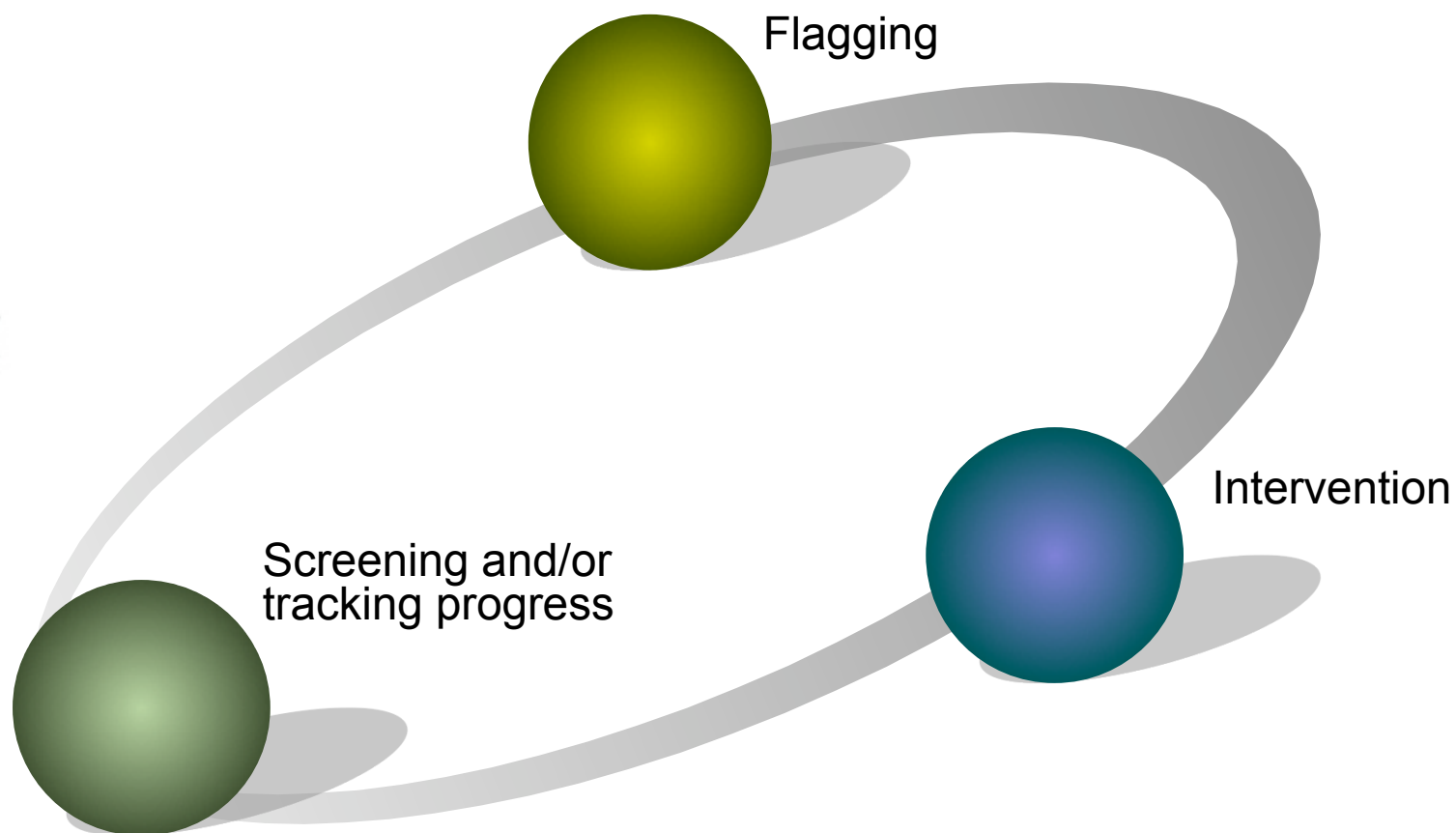


3. Mathematics

Fluency in basic calculation is an important tool for solving most math problems. Weak consolidation of number facts reduces cognitive and attentional resources that are necessary for higher-level problem solving (Mueller, 2006).

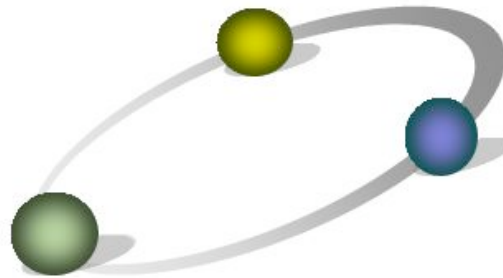


Dynamic Screening & Intervention Model (DSIM)

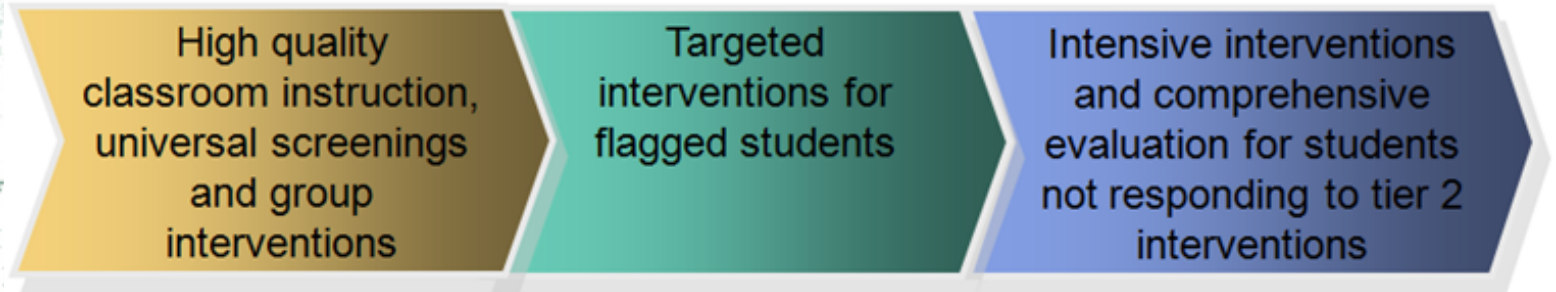


Importance of DSIM

- Increases student achievement and reduces future academic difficulties
- Helps teachers implement data-driven instruction
- Ensures struggling students get extra support, if needed



The Response to Intervention Model (RTI)



DSIM and RTI

The following is required for DSIM and RTI to be successful in increasing student achievement:

1. High quality classroom instruction
2. Ongoing student screening/assessment
3. Tiered instruction
4. Parent involvement



What is the Web Based Teaching Tool (WBTT)?

WBTT is a **bilingual, universal**, online program which primary teachers (JK to Grade 1) use for **early screening and intervention**.



WBTT Program Goals



- To increase student achievement
- To close the early achievement gap
- To support the classroom-based model, where screenings, interventions and progress monitoring take place by the classroom teacher
- To differentiate students with learning difficulties from those requiring extra support
- To provide additional support to students who need it as early as possible

Step 1: Screening

- Teachers screen students with tools to measure school readiness, phonological awareness and math

1. **In-class distractibility, attention span and memory span:** Is the student easily distracted by other students; does the student have difficulty remembering and following instructions and remembering the details of content of materials presented in class?

1 = highly distractible	2	3	4	5 = very good attention span
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. **Verbal fluency:** Does the student tend to use precise words and convey abstract ideas reasonably well when asked to describe events?

1 = poor verbal fluency	2	3	4	5 = very good verbal fluency
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. **Interest and participation:** Does the student show interest, enthusiasm, and eagerness to participate in various classroom activities and does the student readily convey this overall sense of enthusiasm to other students or to adults?

1 = very unenthusiastic	<input type="radio"/>
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4. **Letter identification:** Does the student identify letters correctly when shown?

1 = 0-15% (0-4 letters)	<input type="radio"/>
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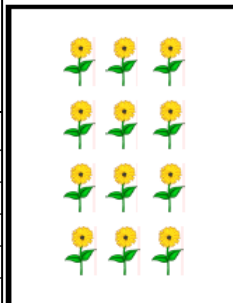
5. **From your observations:** Does the student distort the words or sounds of words, thereby producing words that are not real words?

1 = very often	<input type="radio"/>
----------------	-----------------------

Question	Correct	Incorrect	Not Done
(A) COWBOY	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
(B) STEAMBOAT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(1) SUNSHINE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2) PICNIC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(3) CUCUMBER	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(4) COAT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(5) MEAT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(6) TAKE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(7) GAME	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(8) WROTE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(9) PLEASE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(10) CLAP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(11) PLAY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(12) STALE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(13) SMACK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WBTT Math Screen – Grade One

Section B Task 8 Activity Card 2

	13	12
	11	14

III / Grade 1
IV / Grade 1
IV / Grade 1
IV / Grade 1
V / Grade 1
V / Grade 2
V / Grade 2
V / Grade 2
V / Grade 3
No Help Needed / Grade 3

WBTT Screening Tools

	School Readiness	Phonological Awareness	Early Numeracy
JK	TSRI		JK Math Screen
SK	TSRI	Rosner Auditory Analysis Task	SK Math Screen
Grade 1	TSRI	Yopp-Singer Test of Phoneme Segmentation	Gr.1 Math Screen

Grade 2 screenings available upon request

1. School Readiness

Teacher's School Readiness Inventory (Simner, 1995)

The TSRI preschool teachers were able to identify nearly 85% of the children in their classes who, by the end of grade two, had either repeated a grade or had been placed in some form of special education class.



1. School Readiness

When the TSRI's reliability was tested in fall of 2010, it showed good reliability:

- *.86 for Fall Senior Kindergarten*
- *.85 for Spring Senior Kindergarten*
- *.82 for Fall Grade 1*
- *.84 for Spring Grade 1*

Derek Berg, 2010



2. Phonological Awareness: Grade SK

Rosner Auditory Analysis Task (Rosner, 1968)

- This is a collection of criterion referenced tests; no normative data is presented. Reliability was assessed using 284 children (K - 6) in western Pennsylvania. Validity was assessed using the Stanford Achievement Test



2. Phonological Awareness: Grade 1

Yopp-Singer Test of Phoneme Segmentation (Yopp, 1995)

- The reliability score for the Yopp Singer Segmentation test was 0.95. Ten different other phonemic tests were used in this benchmark.



3. Mathematics

WBTT Mathematical Screen (Mueller, 2005)

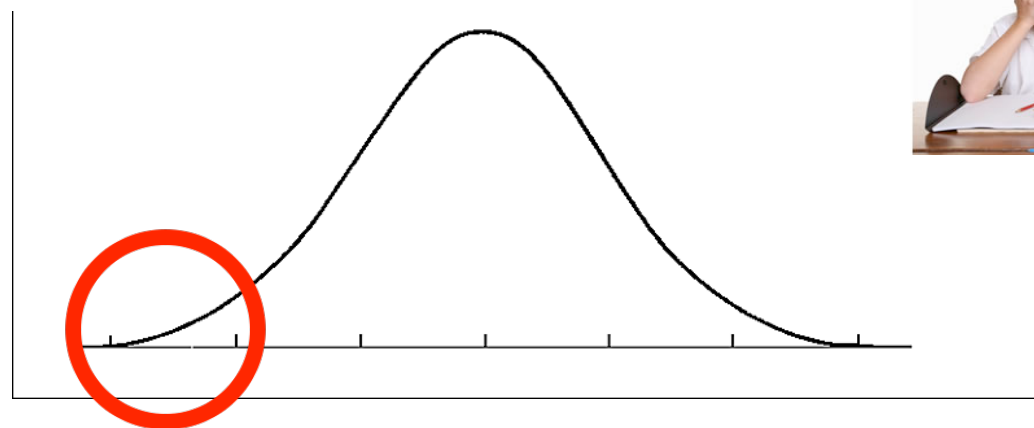
Many sources of information were used to create this screening, including published research, national and international longitudinal studies of children (e.g., the National Longitudinal Survey of Children and Youth in Canada), input from teachers, administrators, and researchers and the Ontario curriculum



Step 2: Flagging



- Students who fall below benchmarks on any of WBTT's screens are flagged as potentially at-risk for future school difficulties



- Suggested next steps are provided for flagged students

Step 3: Interventions

WBTT provides teachers with a database of interventions that can be added to flagged students' profiles

Welcome: Grundmann, Mrs. Cynthia
My Account | Contact | Site Map | Log out

- MY CLASS
- MY SCREENINGS
- INTERVENTIONS
- OBSERVATION CHECKLISTS
- TRAINING AND SUPPORTING DOCUMENTS
- THE BISTRO

INTERVENTIONS

Search Teaching Strategies
Add Custom Intervention
Favourite Interventions

Response to Interventions

[Search Curriculum and Developmental French Areas](#)

i To narrow your search, choose additional criteria. Note: The more checkboxes you select, the slower the search results will appear.

1. Choose Curriculum or Development Area(s):

[Glossary for Intervention Database](#)

SCHOOL READINESS

- In-Class Distractibility
- Verbal Fluency
- Interest and Participation
- Letter Identification Skills
- Printing Skills

LANGUAGE

- Phonological Awareness :
 - Rhyming Alliteration
 - Blending
 - Isolation
 - Deletion
 - Segmentation
 - Manipulation

2. Choose Grade Level(s):

- Junior kindergarten
- Senior kindergarten
- Grade 1

- Grade 2
- Grade 3 or higher

ed Teaching Tool
Intervention Program


Step 4: Continual Monitoring

- Interventions help track students' progress
- Observation Checklists help determine the strengths and needs of flagged students, and help monitor their progress, or lack thereof



WBTT Welcome Page

HOME
ABOUT WBTT
VISION & MISSION
HOW TO ACCESS
TRAINING
PUBLICATIONS
CONTACT



Welcome to the Web Based Teaching Tool (WBTT)!

The WBTT team is very excited about all the students that will increase their achievement through the support of WBTT screens and interventions this semester. WBTT offers educators a system to differentiate between those students with long-term learning difficulties and those who require extra support in order to catch up to their peers. Each of the WBTT screens are research-based, valid and reliable, and can successfully help predict when a student is at risk for future school difficulties. All the while, WBTT helps teachers achieve data-driven instruction.

WBTT screenings are research-based early detection methods for teachers to use to reinforce their classroom observations and ensure that support for every student is available. WBTT also gives teachers the option to screen their students again in the spring so that they can monitor the progress all students have made since they were last screened in the fall. Research has found that screening all students a second time, including students who were not initially flagged, proved to be more beneficial in closing the early achievement gap. As such, the WBTT team strongly encourages universal screening for all students throughout the entire school year.

WBTT Login

Username

Password

[Forgot your password?](#) [Forgot your username?](#) LOGIN

f

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WBTT News

Attention All Board Contacts: Participate in a survey to win an iPad!
2/17/2011
In partnership with Research Strategy Group, LDAO is conducting a survey on Early Learning Initiatives for JK, SK and Grade 1 across Canada.
[Full story](#)

The Success of the E-learning Modules
2/10/2011
Since September, nearly 500 teachers and principals across Ontario have completed the online E-learning modules!
[Full story](#)

Connect WBTT with your School's Student Management System Today!
2/10/2011
Did you know that WBTT has an import and export feature that allows schools to connect WBTT with their School Management System?
[Full story](#)

WBTT Testimonials from Educators



Teachers and principals discuss their experiences and successes using the WBTT program in their classrooms and schools.



WBTT Class Profile

Welcome: Grundmann, Mrs. Cynthia

- MY CLASS
- MY SCREENINGS
- INTERVENTIONS
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- TRAINING AND SUPPORTING DOCUMENTS
- THE BISTRO

MY CLASS

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Class Profiles
Student Profiles
Group Profiles
Archived Students

[Printable Version](#) | [Instructions for Printing All Students in this Class](#)

Tips for using this page

Edit Class ?
Delete Class ?
Add Class ?

Classes: Ms. Smith's Grade1 (Gr.1, Idaho Test School) ▾

Ms. Smith's Grade1

Grade: Gr.1
School: Idaho Test School
12 Students

Class List
Statistics
Graphs
TSRI Worksheet

Students	School Readiness				Phonological Awareness				Mathematics			
	TSRI	✔	✘	⋮	Y-S	✔	✘	⋮	Math	✔	✘	⋮
Brown, Jamie	⚠	3		1	●				●			
Campbell, Peter	●				●				●			
Davis, Miles	⚠			1	●				●			
Dussault, Claudette	●				⚠				●			
Fisher, Jake	●				●				●			



WBTT Student Profile

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WBTT >> [My Class](#) >> Student Profiles

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i **Tips for using this page**

Edit Student ?
Archive Student ?

Students: 5. Brown, Jamie (Gr.1) Add Student ?

Brown, Jamie ⚠ Trial Student

Grade: Gr.1	Date of birth: March 04, 2003 (7 yrs/4 mos)	Gender: Male	ELL?: No	39376
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- Your teaching role: Classroom Teacher
- Class(es): Ms. Smith's Grade1
- Group(s):

Options: Show records from previous years Show notes

☰ 🎯 **School Readiness**

Screening:

🕒 ✎ Teacher's School Readiness Inventory (Gr.1, 2009) Sep.-Nov. 2009 Results and Next Steps Note Graph TSRI History Delete	Score: 7/25 In-class Distractibility: 1/5 Verbal Fluency: 2/5 Interest & Participation: 1/5 Letter Identification: 2/5 Printing Skills: 1/5
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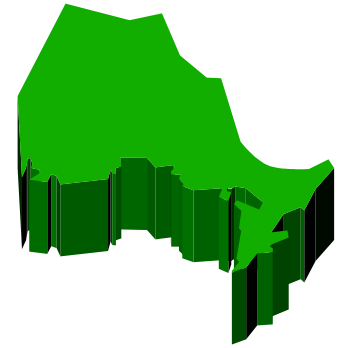
Interventions:

➡ ✎ Compliment Web - Advanced (Verbal Fluency) Oct.-Oct. 2009 Worksheet Note Delete	Successful
➡ ✎ Magic Cream (Interest and Participation) Nov.-Nov. 2009 Worksheet Note Delete	Successful



WBTT Use Across Ontario

- 50 (68%) school boards use WBTT in some capacity
 - 39 (63%) of *English-language boards*
 - 11 (92%) of *French-language boards*
- Since 2004, WBTT has been used
 - *In 1598 (approx. 35%) schools*
 - *By more than 12,000 (approx. 20%) teachers*
 - *With over 100,000 (approx. 30%) students*



Source: As reported by schools in Ontario School Information System (OnSIS), 2008-2009

What does the Data Show?

- Every year between 15 and 20% of children screened with WBTT are flagged and at-risk of future school difficulties
- In the 2009-2010 school year, approximately 40% of the 15-20% are no longer flagged as a result of supports received through WBTT.
- The remaining students who continue to be flagged despite receiving intervention supports are often those students who will eventually be formally identified, or on an IEP.

Why use WBTT?

- It is easy and quick to administer
- It is an effective predicting tool
- It provides interventions that benefit students
- It offers strategies for teachers



Why use WBTT?

- It helps educators detect and support struggling students as soon as they start school
- It encourages the home-school connection by promoting parent involvement and ongoing discussions between teachers and parents
- All screenings are research-based, valid and reliable
- Since principals and school boards have access to WBTT information, student achievement is supported at all levels

Final notes...

It is imperative that screening takes place as soon as possible in the early childhood years. By screening at an early age, predictions can be made about future school success and early educational interventions can be implemented. This can lead to higher rates of academic success.



Final notes...

Success in the elementary years can lead to success at the secondary level. Students who are successful in secondary school are more likely to access higher education. This often translates into better jobs and other broader social and cultural rewards.



Q & A



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