

Recognition and Response: Adaptations for Dual Language Learners



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Objectives

- Present the conceptual framework for RTI & Recognition & Response (R&R)
- Share research findings from an implementation study
- Discuss adaptations of R&R for DLLs

Response to Intervention

- A dual focus on improving instructional quality for all students & targeted interventions/supports for some to ensure that all students succeed
- A body of research evidence on the effectiveness of RTI for school-age students, with strong evidence for targeted reading & math interventions (Gersten et al., 2008, 2009)
- DEC/NAEYC/NHSA joint position statement on RTI for pre-k

Response to Intervention: Defining Features

- Formative assessment (universal screening & progress monitoring)
- Instruction & tiered interventions/supports
- Collaboration & data-based decision-making

A Close Look at R&R



R&R Key Components

Recognition: Child assessment
(universal screening & progress
monitoring)

Response: Core instruction for *all* children
Targeted interventions for *some* children

Collaborative problem-solving: Process for
supporting data-based decision-making

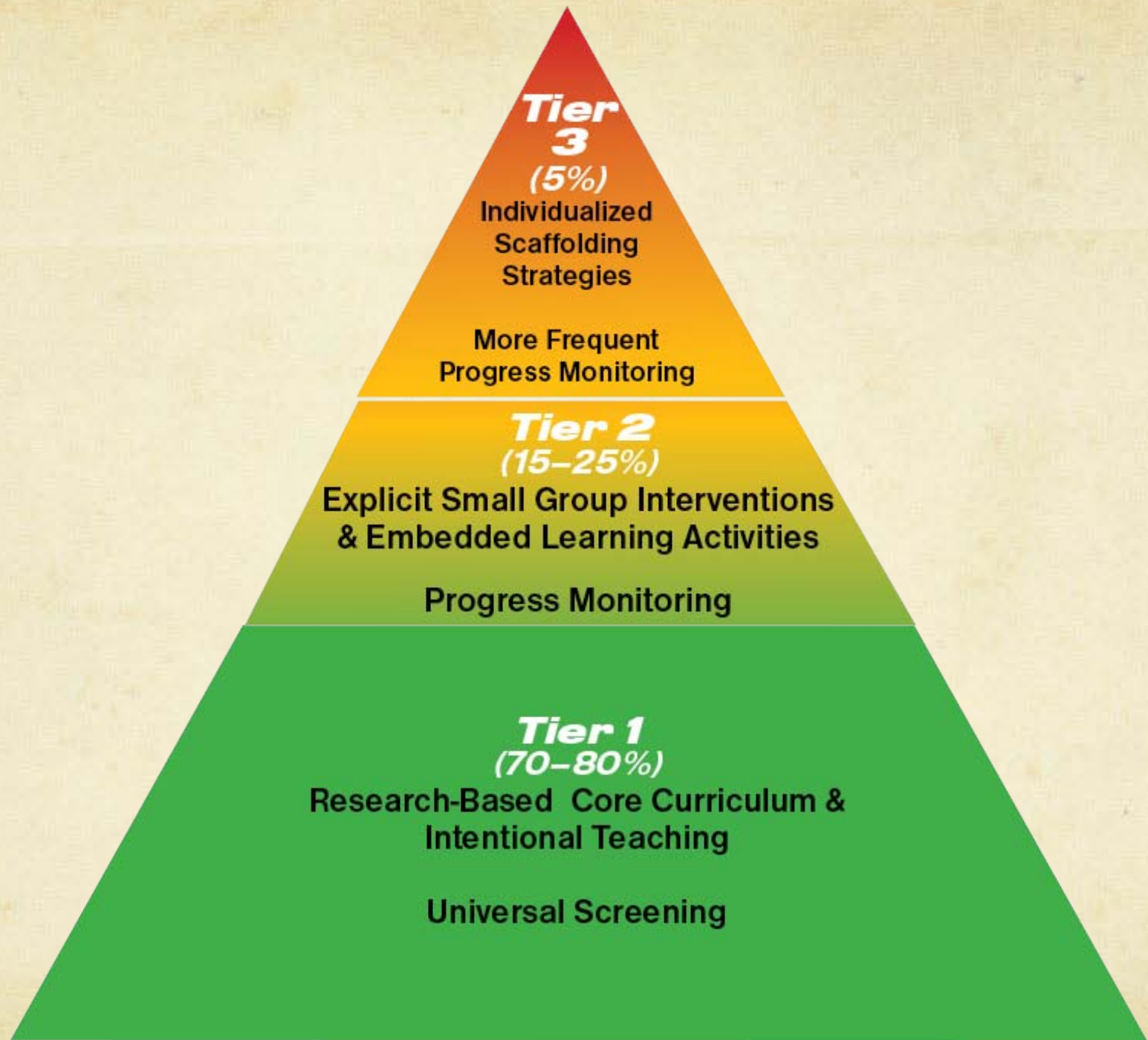
Who is R&R designed to help?





How does R&R work?





Universal Screening & Progress Monitoring Assessments



Tier 2

Small-Group Lessons



What is the
research
evidence for
R&R ?



First Implementation Study

- Focus on language & literacy skills
- 24 community-based pre-k classes
- Teachers administered universal screening/progress monitoring and Tier 2 small-group intervention
- Researchers gathered pre- and post-assessments on target & comparison children

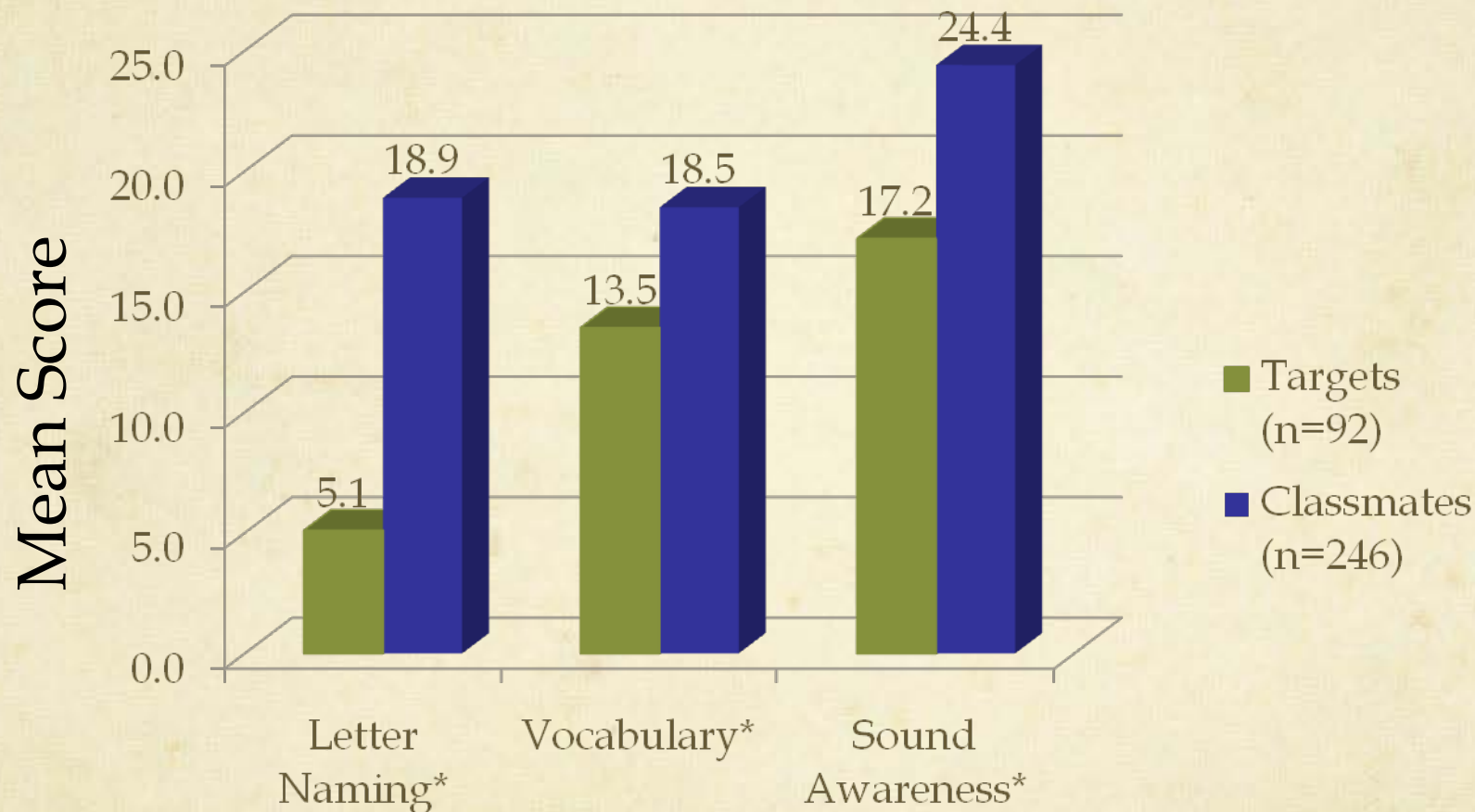
Professional Development

- Three full-day sessions: introduction to assessment/interventions
- Classroom visits: guided practice & feedback from consultants
- Collaborative Problem-Solving (CPS) meetings: ongoing support & problem-solving with other teachers

Can R&R help teachers select children for targeted interventions?
(Recognition fidelity)



First Universal Screening Results



* Indicates significant group differences $p < .001$

Can teachers implement the Tier 2 interventions with fidelity?

(Response fidelity)



Fidelity of Targeted Interventions

Mean target child participation = 94% of all lessons

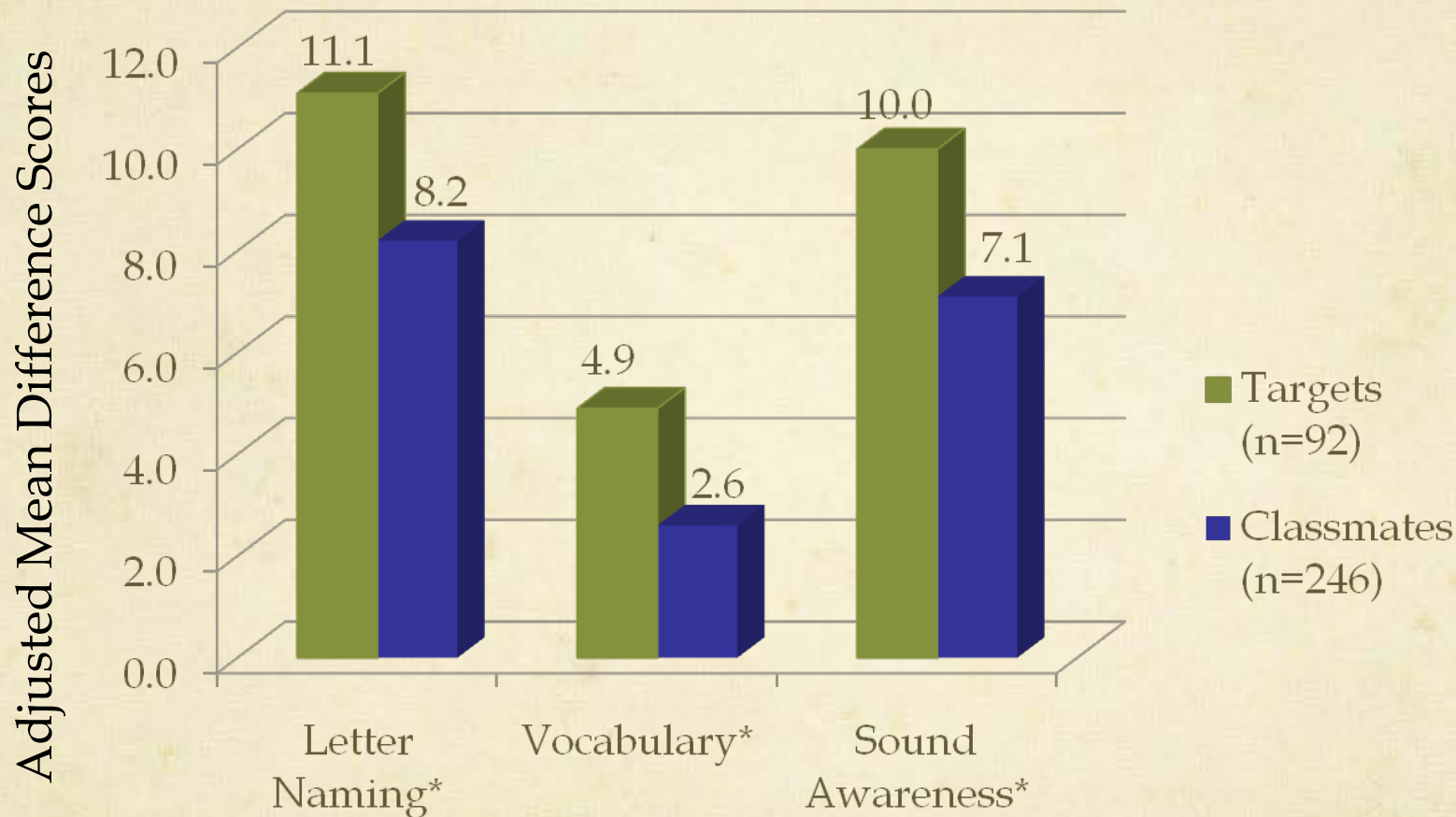
Observed 112 small-group lessons (4.7/teacher)

- Mean fidelity score = 97%
- 85% of observations had scores of 100%

Do children benefit from tiered interventions in R&R? (Efficacy)

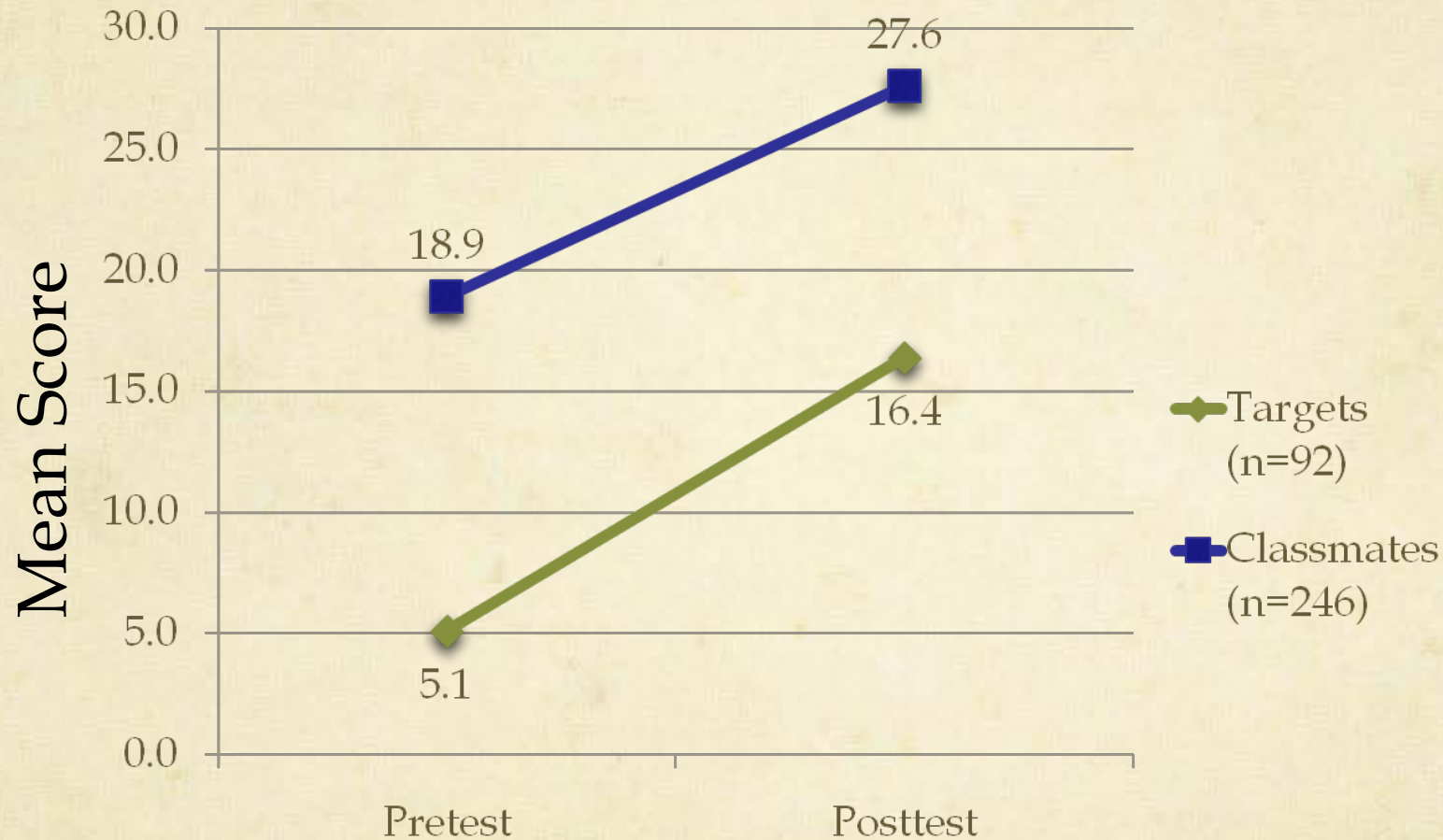


Growth on Screening Measures

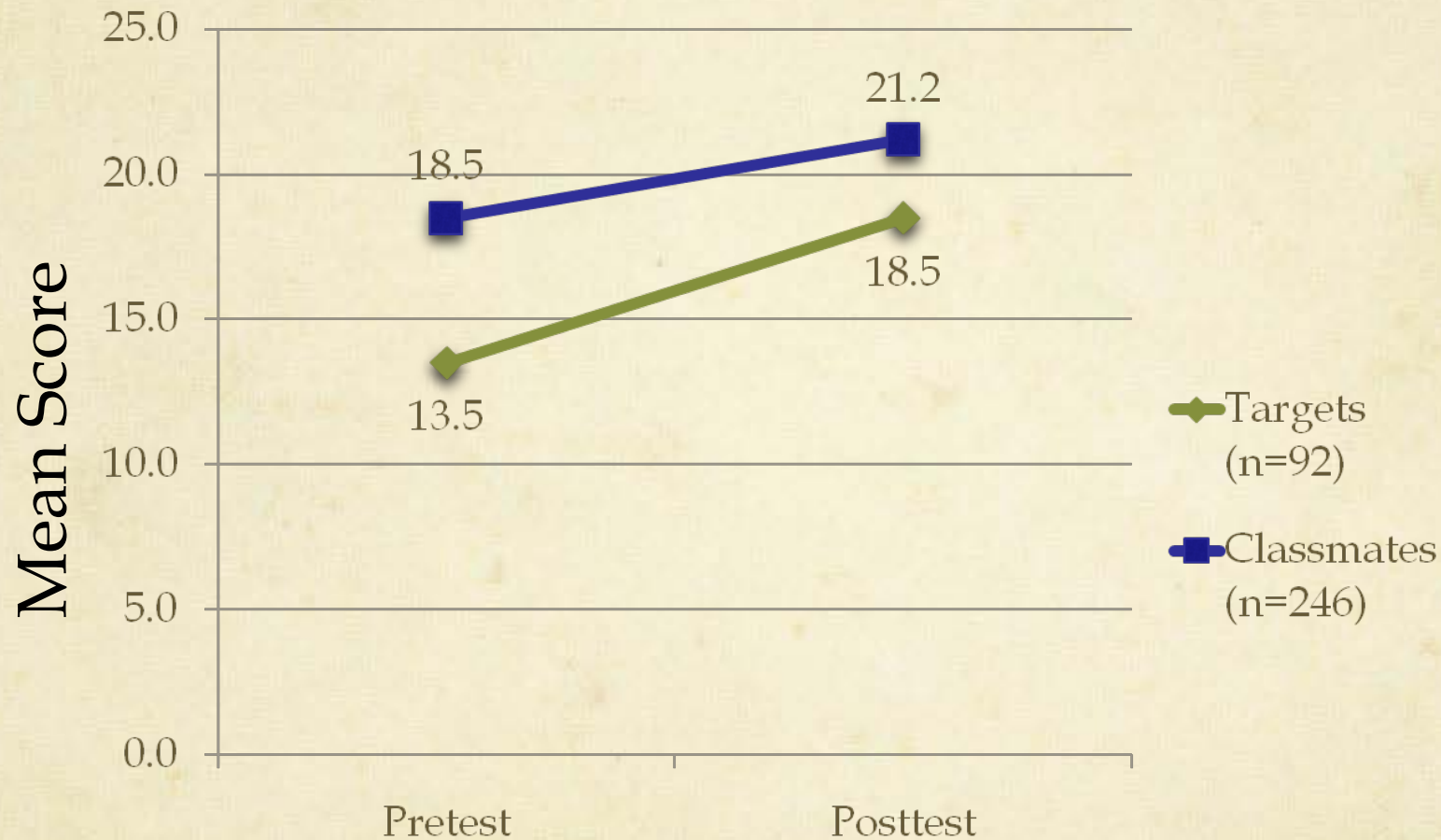


* Indicates significant group differences

mCLASS:CIRCLE Letters (ES=0.37)

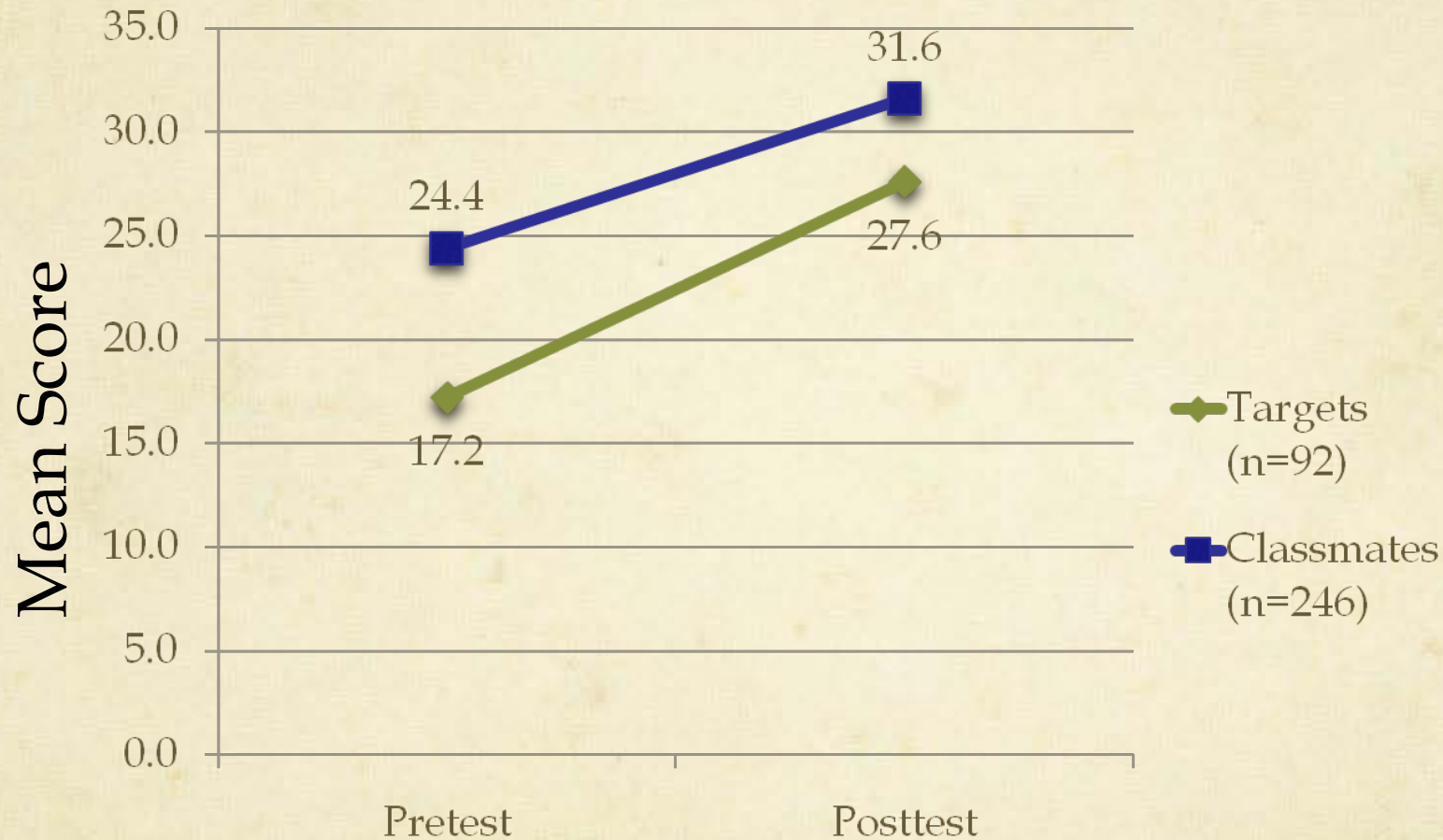


mCLASS:CIRCLE Vocabulary (ES=0.48)

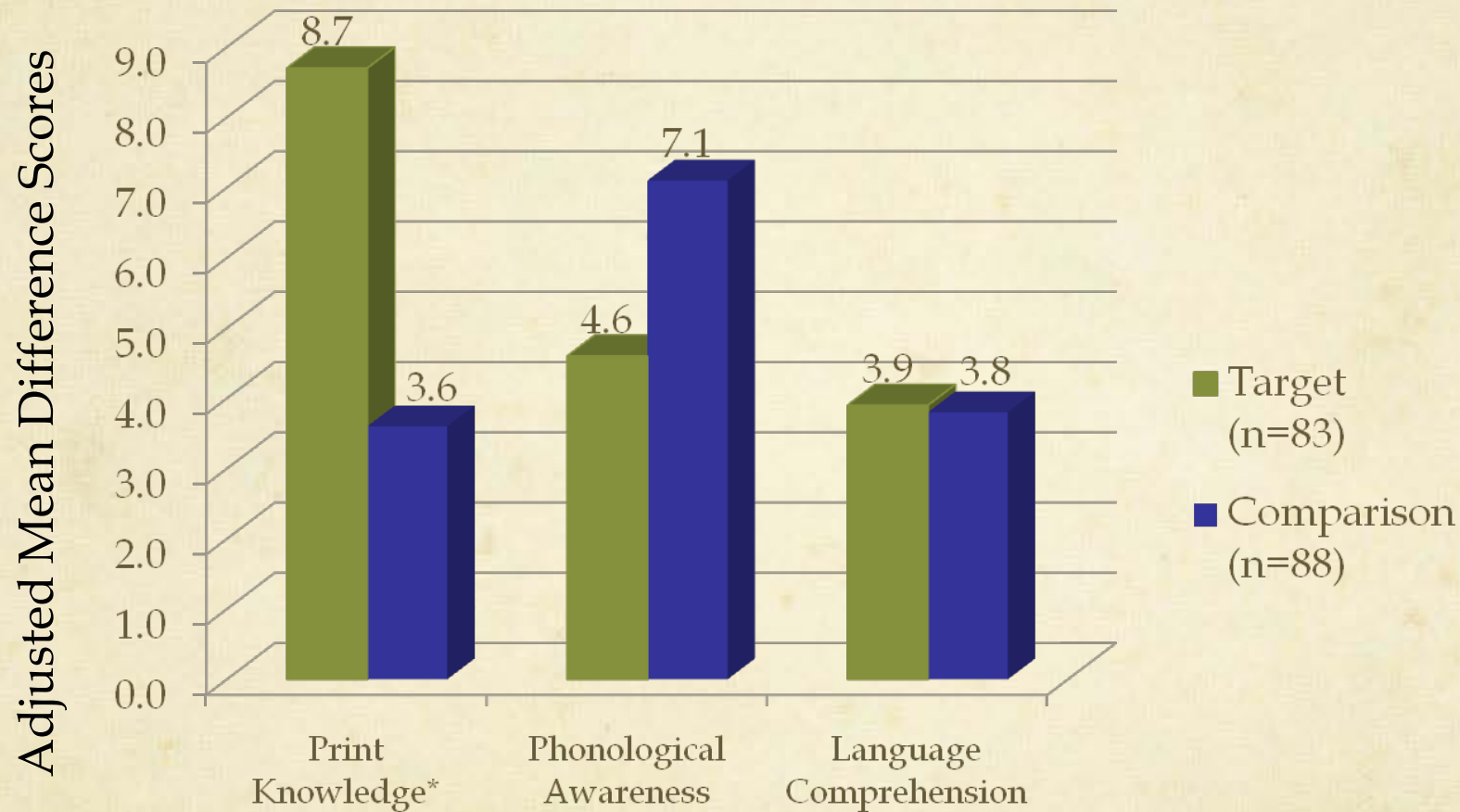


mCLASS:CIRCLE

Sound Awareness (ES=0.55)

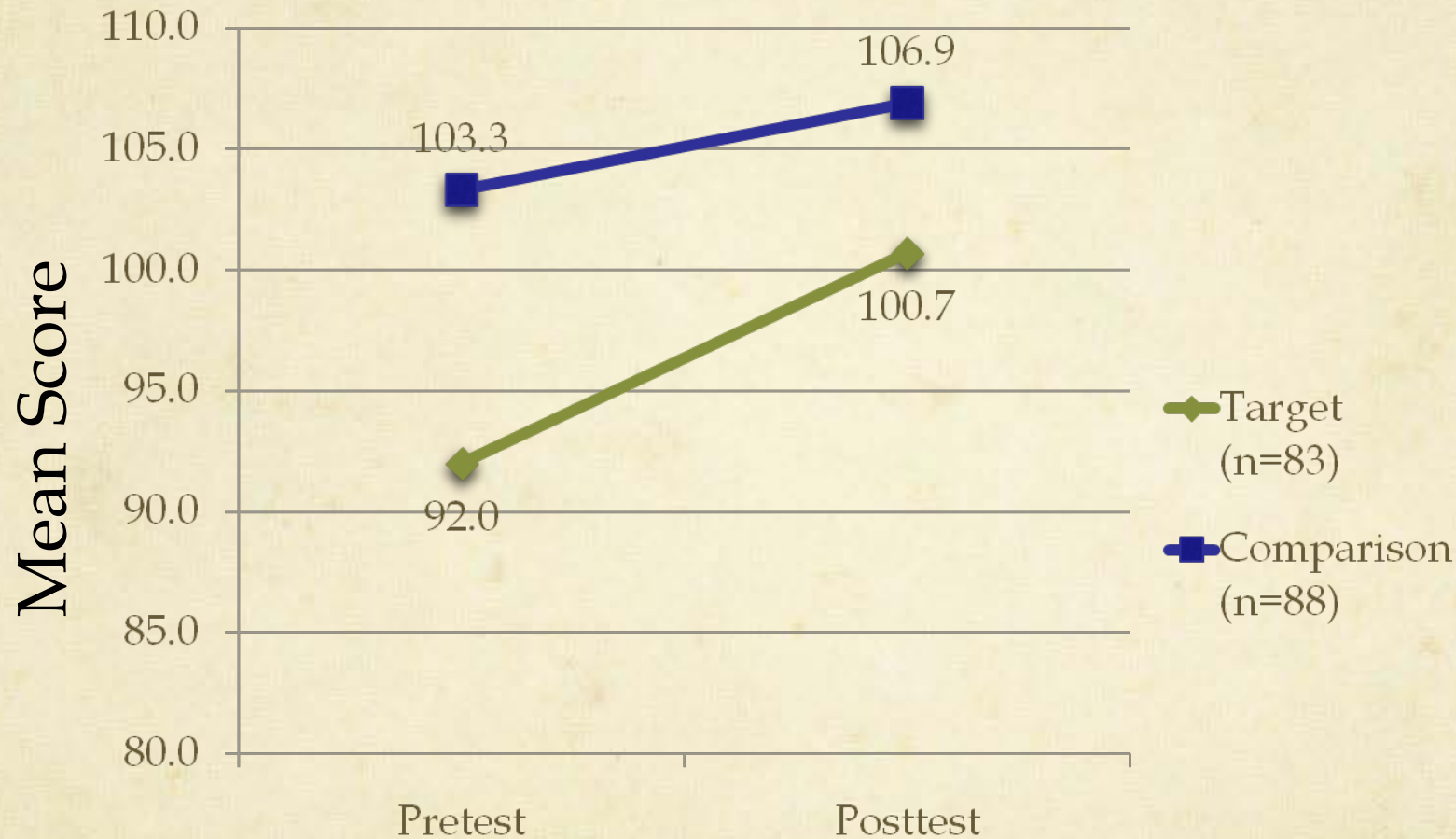


Growth on Other Measures



* Indicates significant group differences

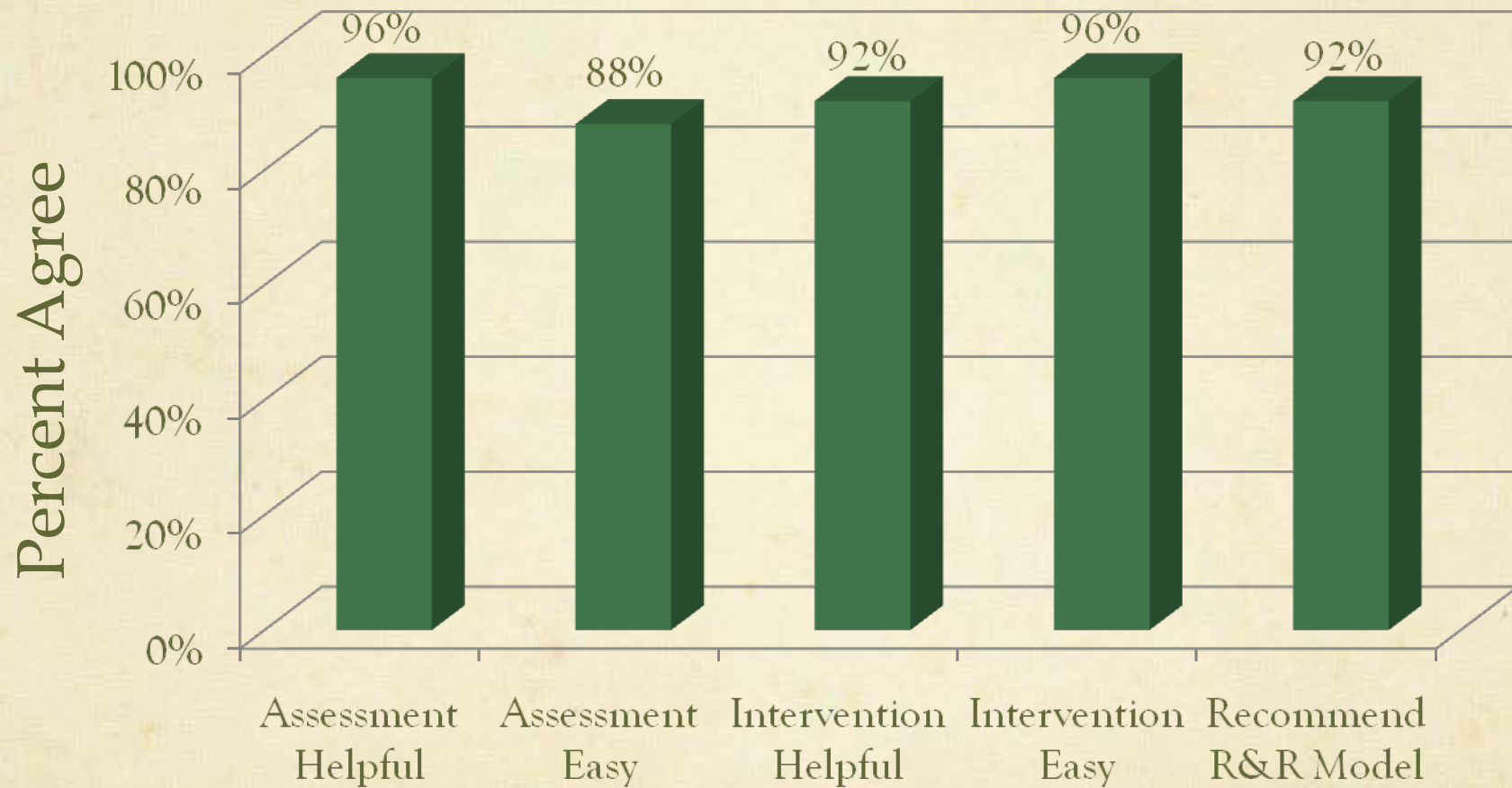
TOPEL Print Knowledge (ES=0.54)



Did teachers find R&R useful and acceptable? (Treatment acceptability)



Treatment Acceptability



Key Findings

- Teachers could implement the R&R system with good fidelity (both recognition & response)
- Children who received the targeted interventions made greater gains in language & literacy skills than their classmates.
- Teachers found the R&R model acceptable, useful, and easy to implement.

R&R for Dual Language Learners (DLLs): Rationale

- Over- and under-referral of DLLs (Geva, 2006; Paradis et al., 2011; Peña & Halle, 2011)
- Little systematic attention to:
 - Optimal early care & education programming for DLLs
 - Specific interventions that foster language, literacy, and other developmental outcomes for DLLs
- Critical review by the CECER-DLL (2011)
 - English-based interventions → positive effects on English skills
 - Interventions with home language → mixed results for positive effects on one v. both languages

Adjustments for R&R-DLL

- Greater focus on key practices in Tier 1 (i.e., how teachers read to children)
- Additional instructional supports for DLLs
- Bilingual assessments (i.e., English/Spanish)

Dialogic & Interactive Reading: Tier 1

- Interactive reading: a general approach that focuses on engaging children in book reading through commenting or asking questions
- Dialogic reading: a specific type of interactive reading that relies on a particular set of strategies (PEER/CROWD) designed to create conversations with children & help them take an active role in storytelling

Dialogic & Interactive Reading Strategies

PEER	CROWD
<u>P</u> rompts the child to say something	<u>C</u> ompletion prompts
<u>E</u> valuates the response	<u>R</u> ecall prompts
<u>E</u> xpands the child's response	<u>O</u> pen-ended prompts
<u>R</u> epeats the prompt	<u>W</u> h-prompts
	<u>D</u> istancing prompts

Dialogic & Interactive Reading Strategies (cont.)

- Before reading...introduce the title/author, create interest in the book
- During reading...use PEER & CROWD
- After reading...help children recall the story & make connections to their lives

Additional Instructional Supports for DLLs

- Use the home language to supplement instruction in English (i.e., Spanish bridging)
 - Introducing and reviewing content
 - Eliciting responses from children
 - Illustrating similarities & differences between the two languages
- Provide contextual cues to facilitate understanding
 - Visual cues
 - Basic & elaborated definitions of vocabulary words
- Small-group lessons conducted bilingually (English/Spanish)

Assessment

- Parallel assessment procedures
 - Universal screening in English & Spanish
 - Progress monitoring in English & Spanish
- Explore use of conceptual scoring

R&R Website

The screenshot shows the homepage of the Recognition & Response (R&R) website. At the top, the UNC FPG Child Development Institute logo is on the left, and navigation links for Portal, Directory, and Calendar are on the right. A search bar labeled 'FPG search' with a 'GO' button is also present. Below the header, a secondary navigation bar includes links for About FPG, FPG News, and Support FPG. On the left side, there is a vertical menu with links: Home, R&R Exchange, Learn About R&R, Resources, and The R&R Team. The main content area is titled 'Recognition & Response' with the subtitle 'RTI for Pre-K'. It features a large photograph of a teacher interacting with a group of young children in a classroom. Below the photo, there are three sections: 'What is R&R?', 'How does R&R work?', and 'Who is R&R designed to help?'. The 'What is R&R?' section describes it as a tiered model for pre-k based on Response to Intervention (RTI). The 'How does R&R work?' section details the recognition and response components. The 'Who is R&R designed to help?' section lists two categories: 'All children' and 'Some children'. On the right side of the main content area, there is an 'R&R News' section with links to 'R&R Study Findings', 'Webinar Presentation of R&R Findings', 'Download Key Findings Summary', 'Read About R&R in Education Week', and 'Read & Respond to the New Blog Entry'. At the bottom of the news section is a 'Follow us on Twitter!' button.

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Recognition & Response

RTI for Pre-K

What is R&R?

R&R is a tiered model for pre-k based on Response to Intervention (RTI), designed to provide high quality instruction and targeted interventions that are matched to children's learning needs.

How does R&R work?

The recognition component of R&R involves universal screening of all children and progress monitoring of those who require additional supports to learn. The response component provides an effective core curriculum, intentional teaching and targeted interventions. Collaborative problem-solving offers a process by which teachers, parents and specialists can work together to plan and evaluate instruction at all tiers.

Who is R&R designed to help?

All children. Through R&R, teachers provide core support by gathering information on all children to gauge and improve the quality of their instruction.

Some children. Through R&R, teachers provide strategic support for some children by recognizing signs of learning difficulties and providing small-group interventions and embedded activities targeting particular skills.

R&R News

R&R Study Findings

Webinar Presentation of R&R Findings

Download Key Findings Summary

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An International Perspective on R&R

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