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

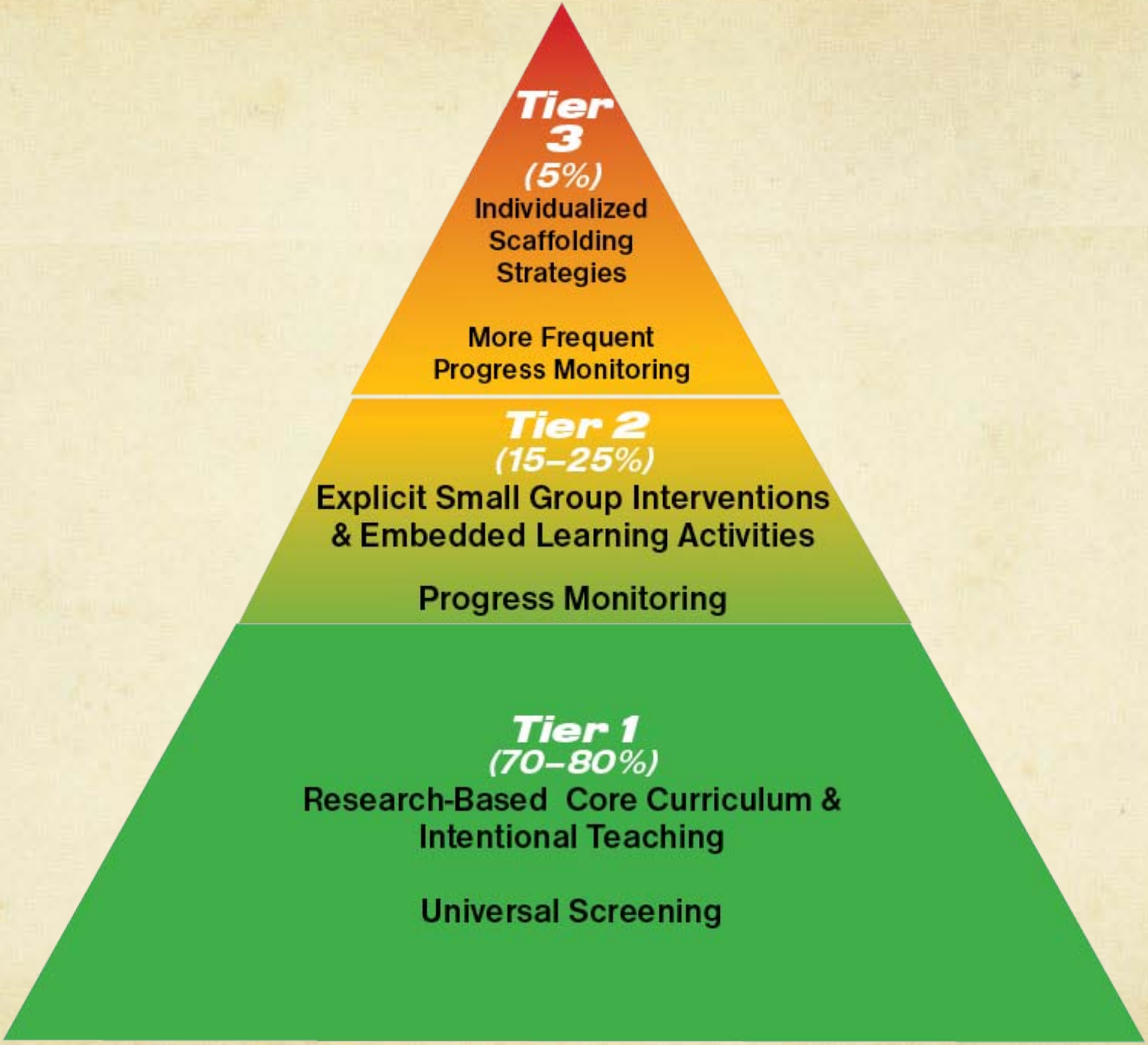
Recognition: Child assessment (universal screening & progress monitoring)

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?


Tier 3
(5%)
Individualized Scaffolding Strategies
More Frequent Progress Monitoring
Tier 2
(15–25%)
Explicit Small Group Interventions & Embedded Learning Activities
Progress Monitoring
Tier 1
(70–80%)
Research-Based Core Curriculum & Intentional Teaching
Universal Screening

Universal Screening & Progress Monitoring Assessments

Tier 2
Small-Group Lessons

What is the research evidence for R&R ?

First Implementation Study

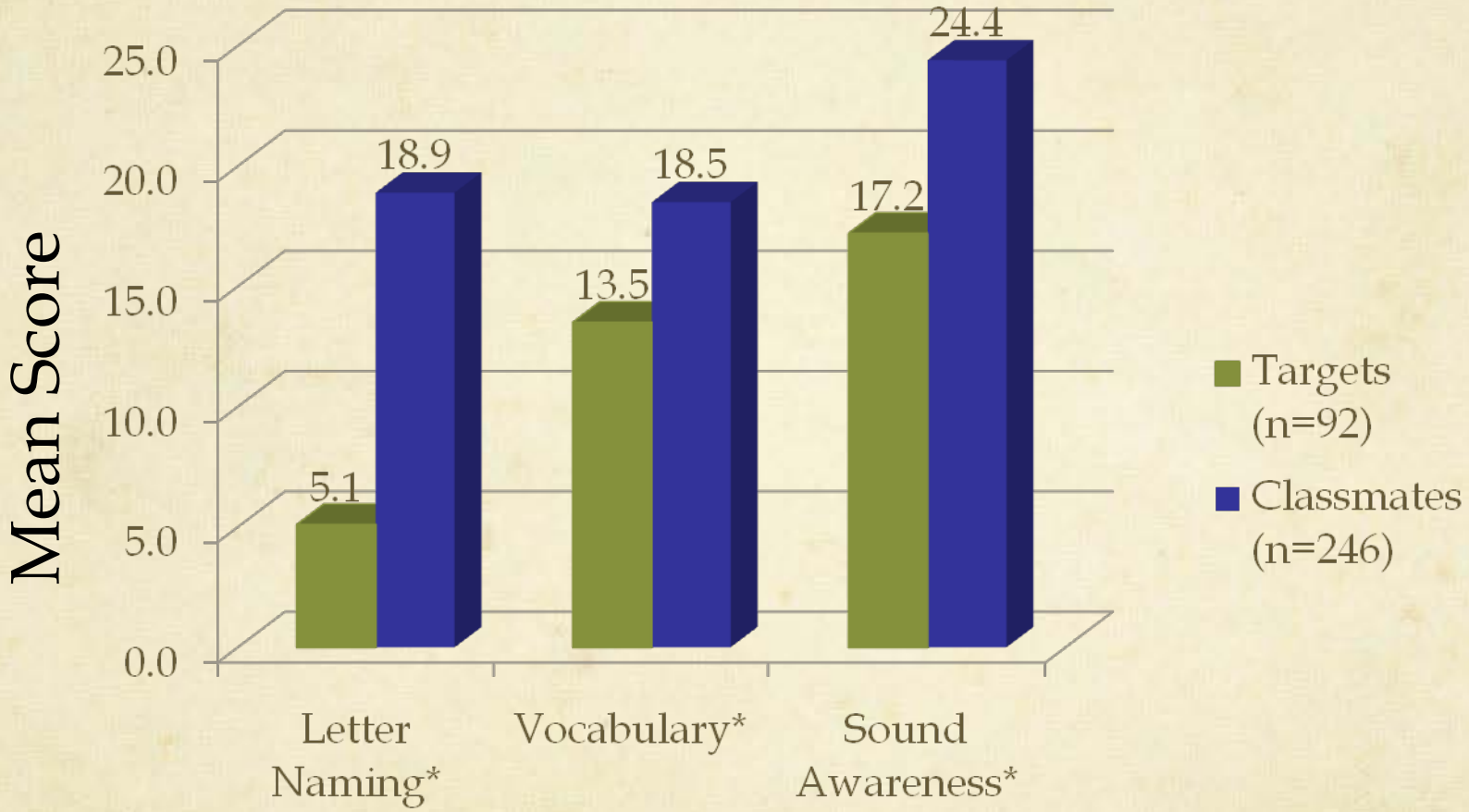
- Focus on language & literacy skills
- 24 community-based pre-k classes
- Teachers administered universal screening/progress monitoring and Tier 2 small-group intervention
- Researchers gathered pre- and post-assessments on target &comparison children

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

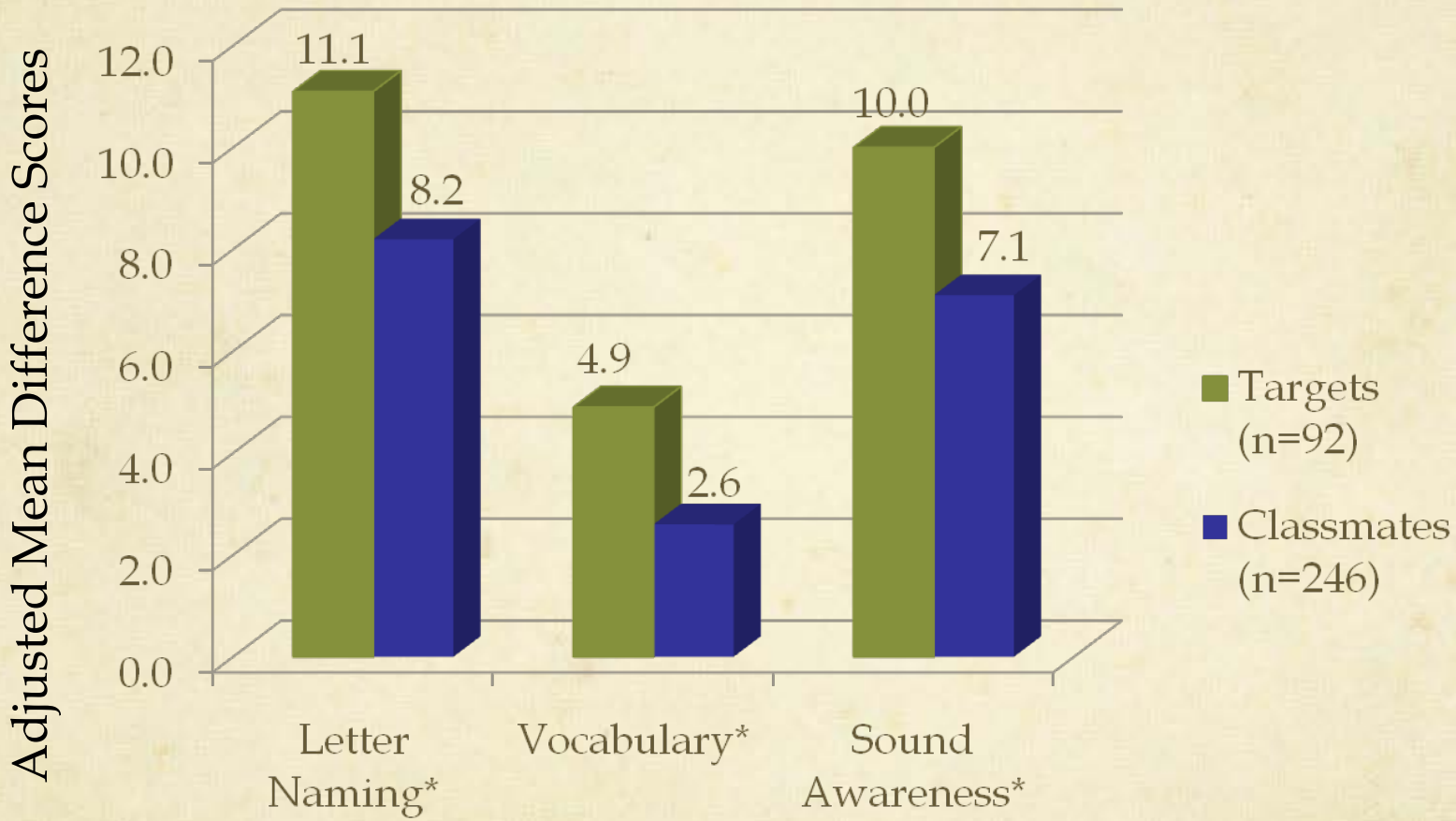
Mean target child participation = 94% of all lessons

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)

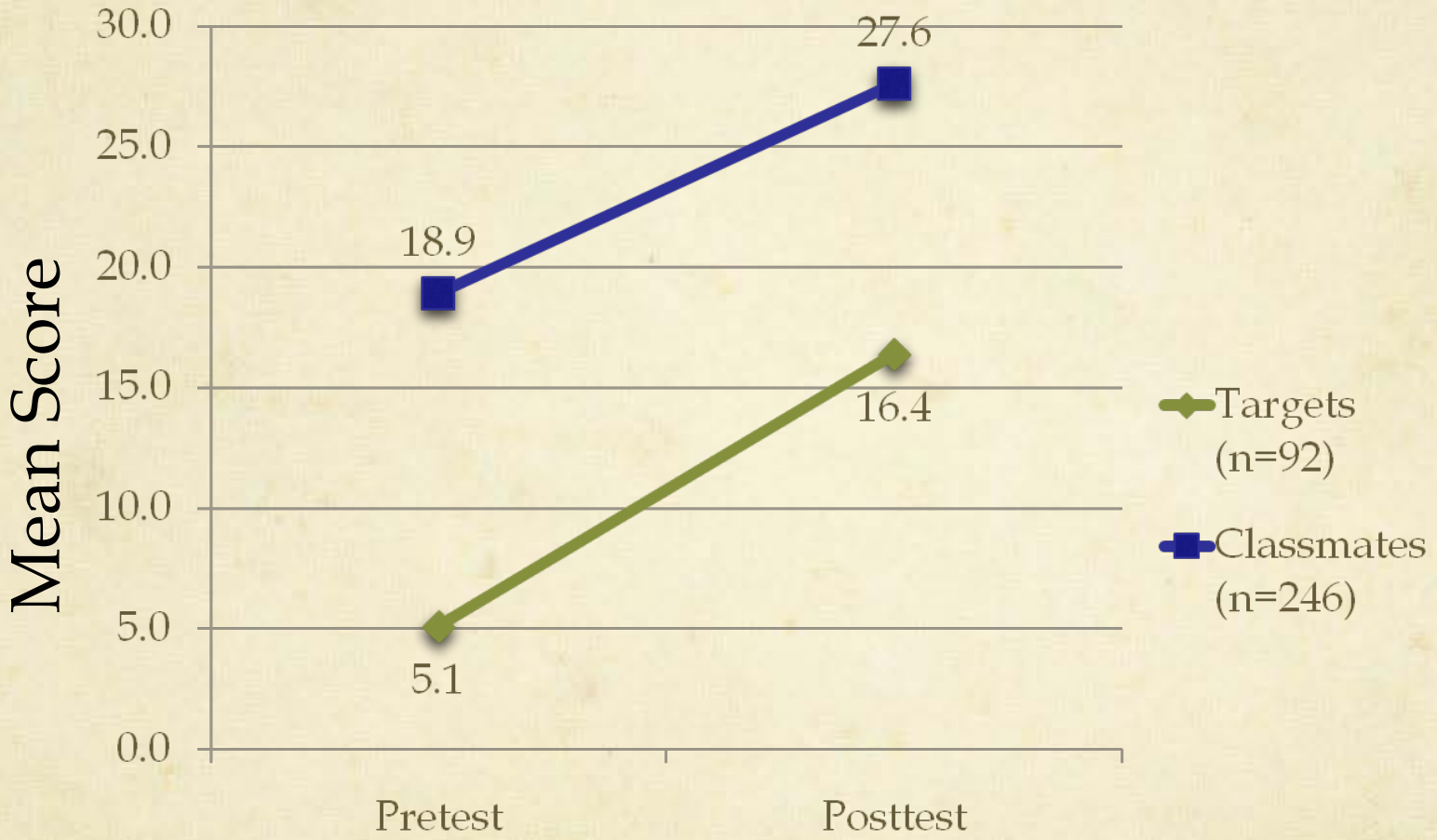
Growth on Screening Measures



* Indicates significant group differences

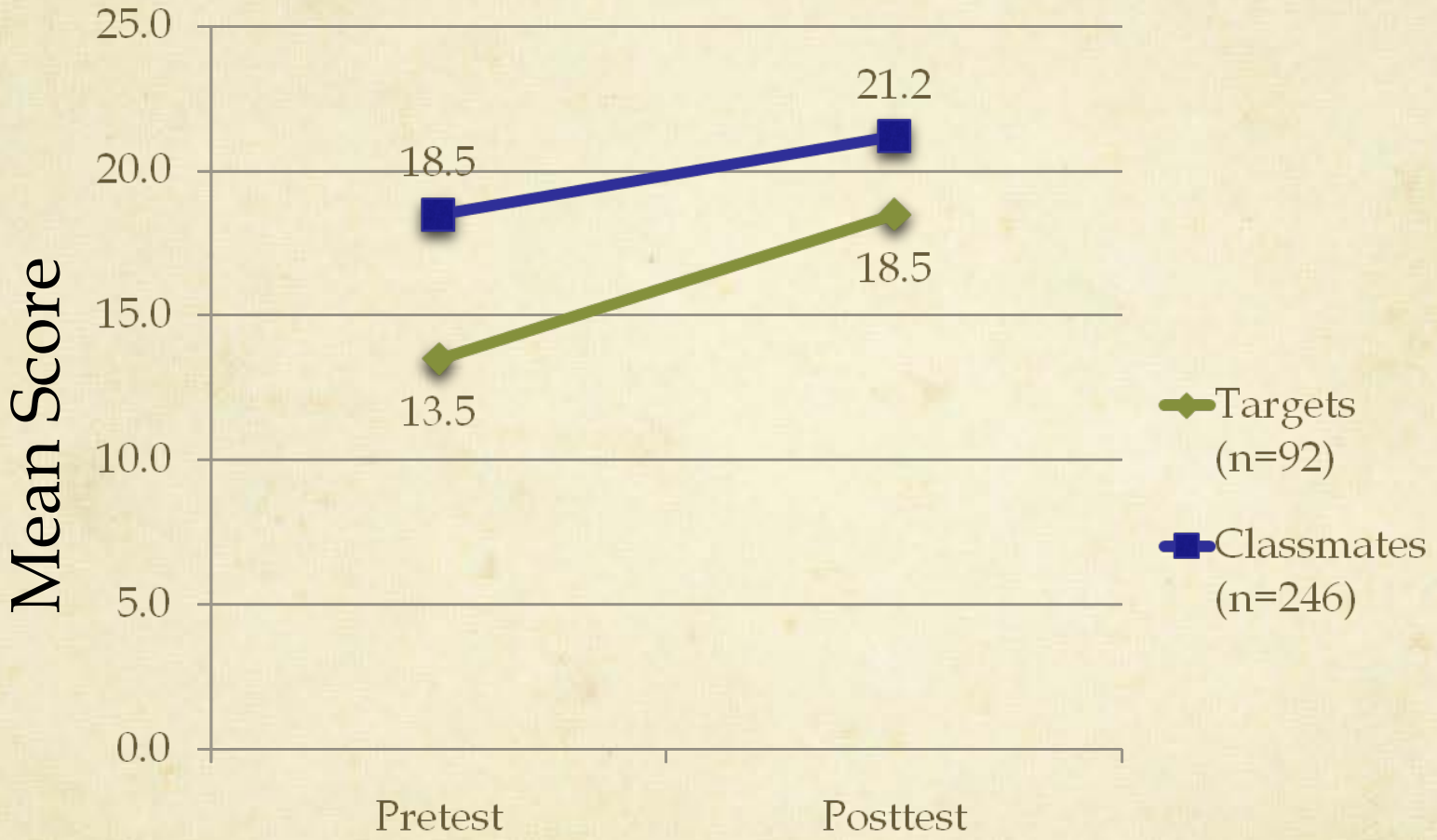
mCLASS:CIRCLE Letters

(ES=0.37)

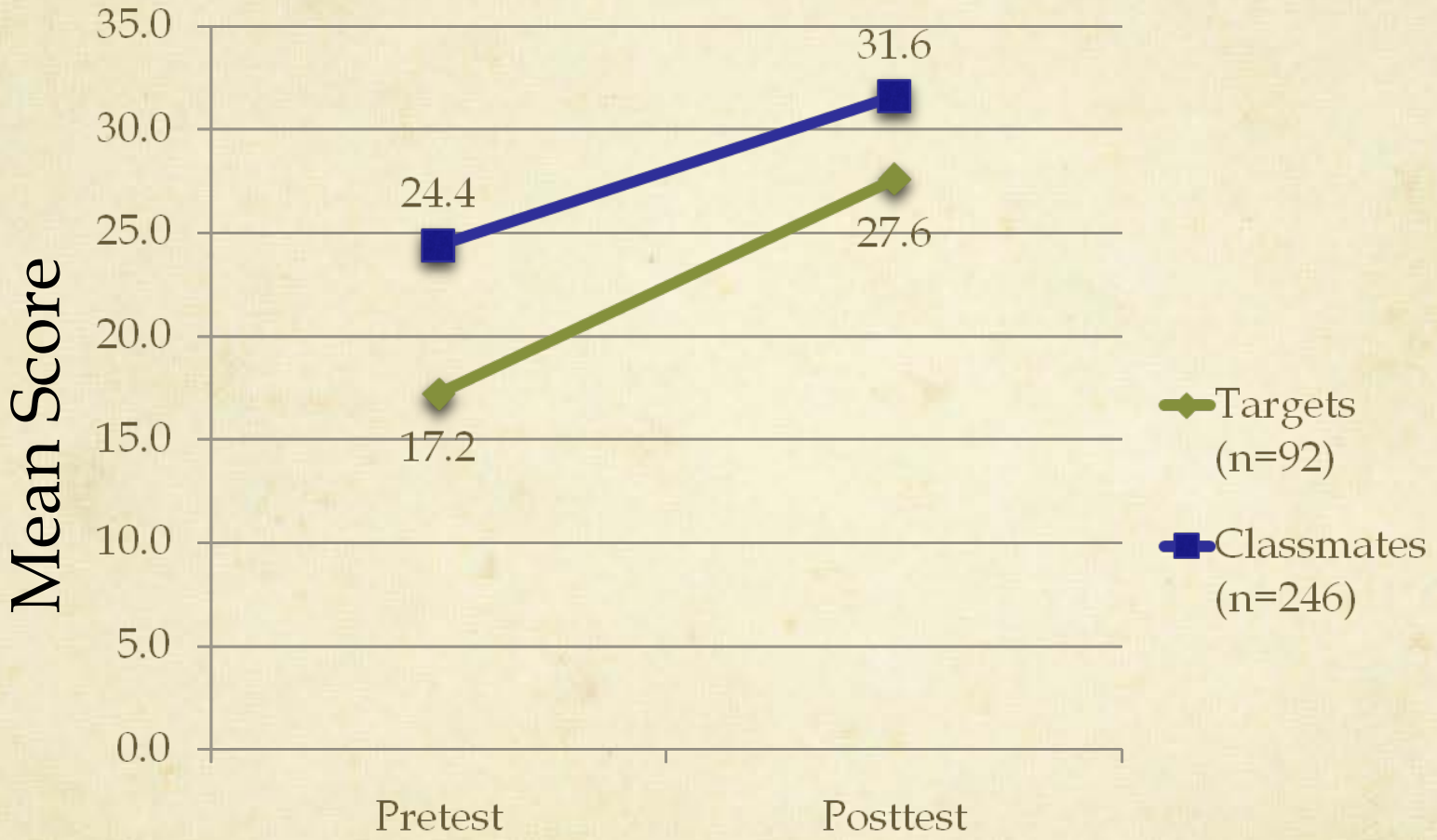


mCLASS:CIRCLE Vocabulary

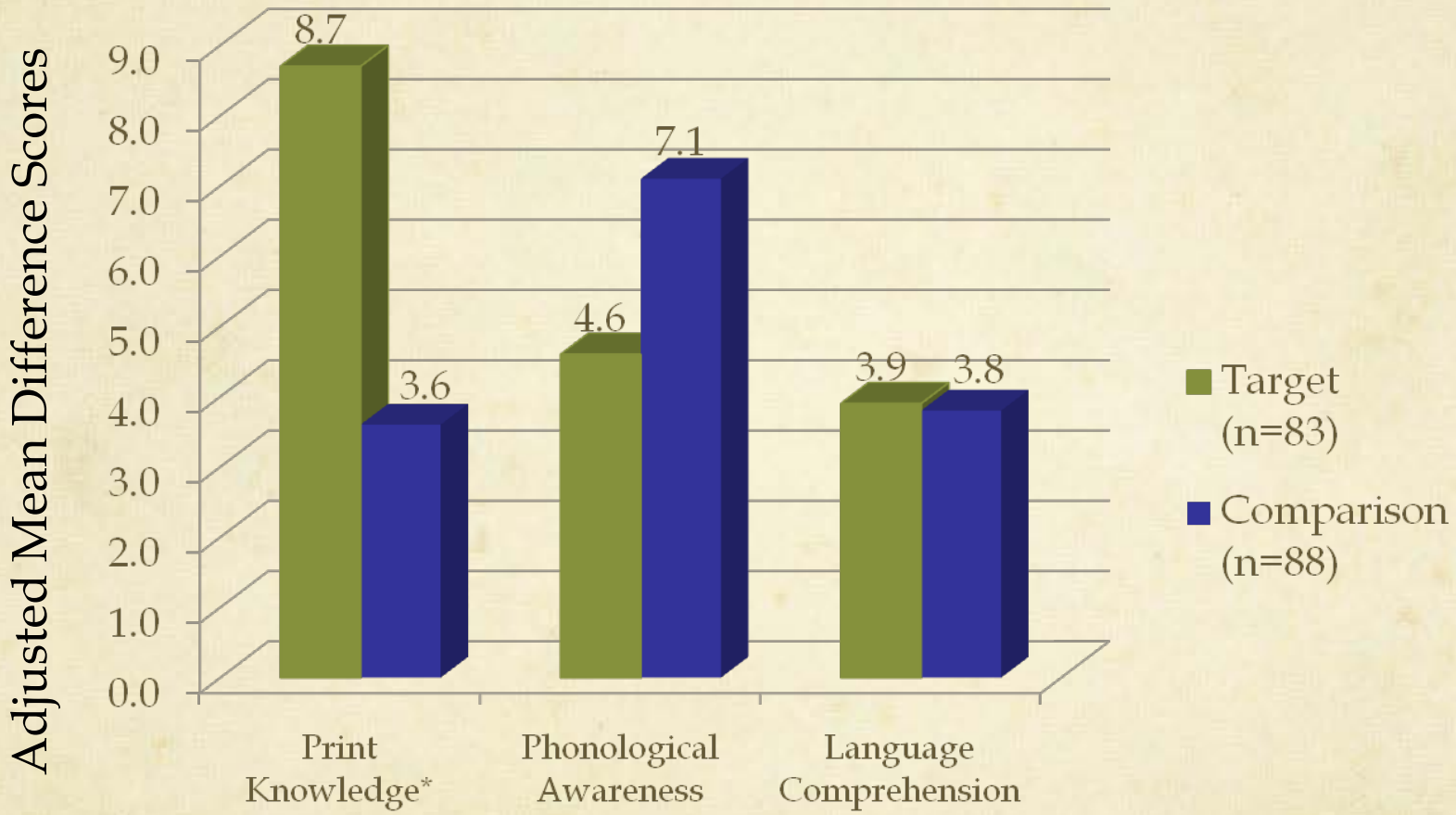
(ES=0.48)



mCLASS:CIRCLE
Sound Awareness (ES=0.55)

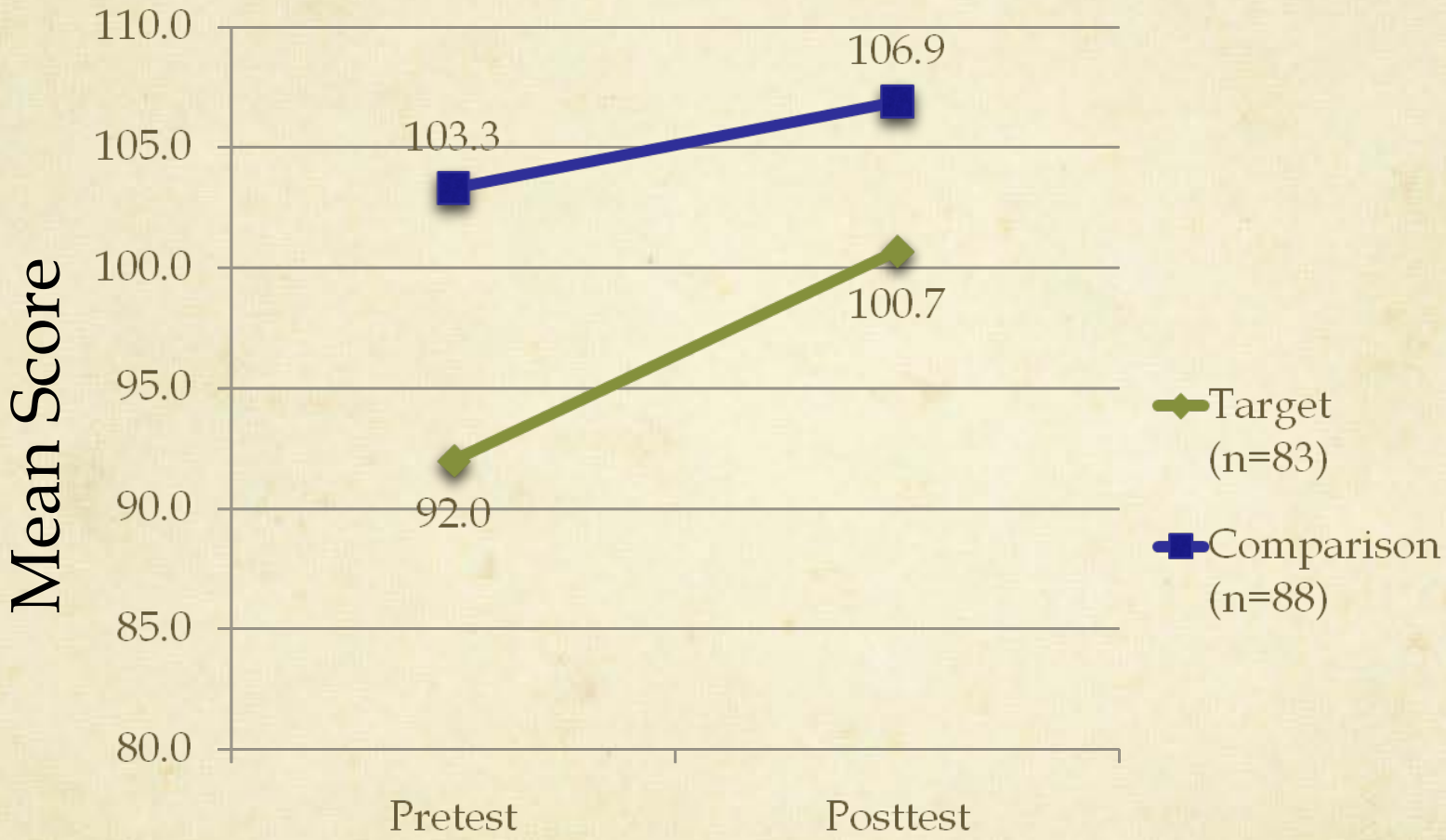


Growth on Other Measures



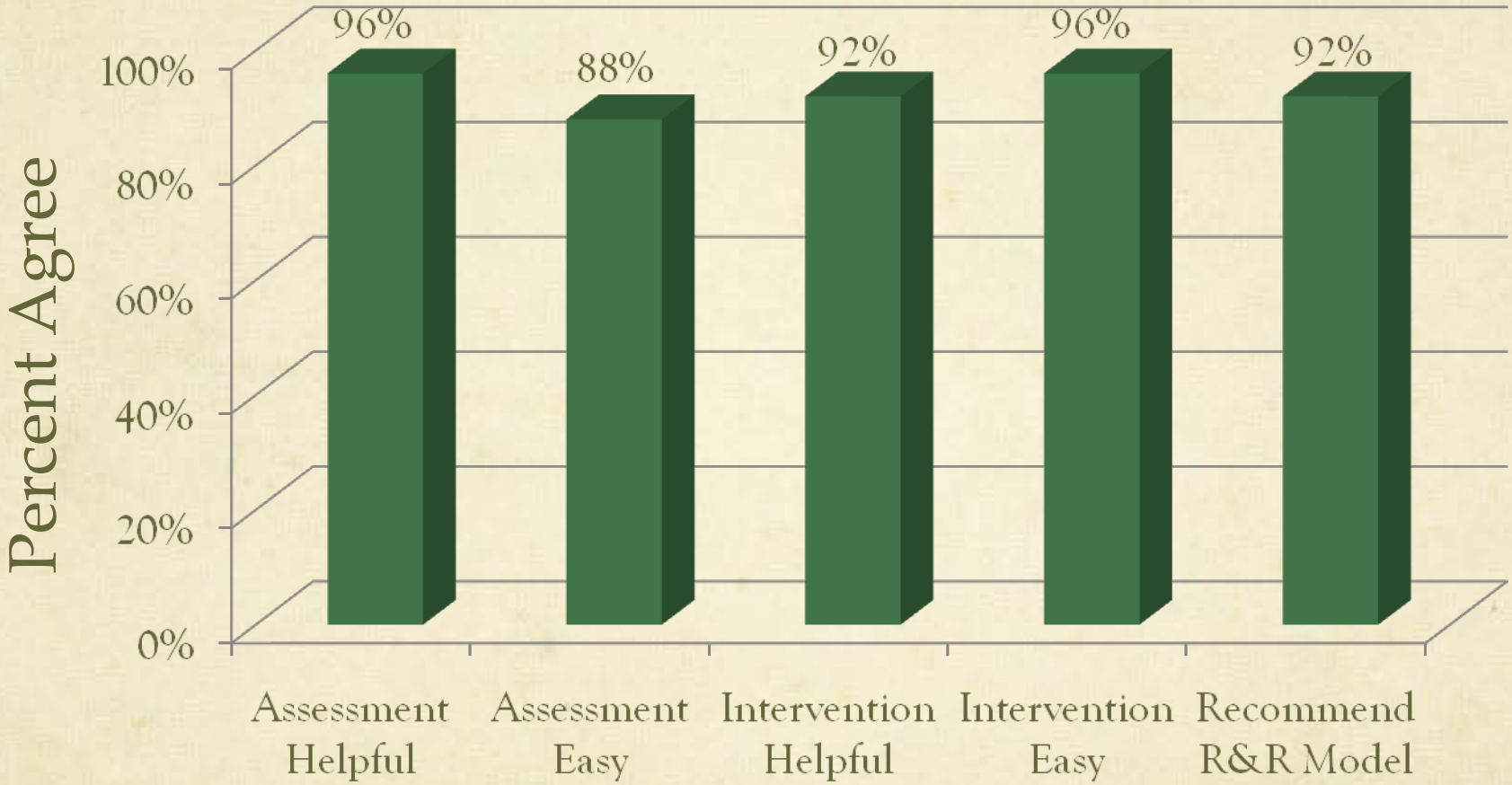
* Indicates significant group differences

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
Prompts the child to say something	Completion prompts
Evaluates the response	Recall prompts
Expands the child's response	Open-ended prompts
Repeats the prompt	Wh-prompts
	Distancing 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

For more information on R&R, visit **randr.fpg.unc.edu**