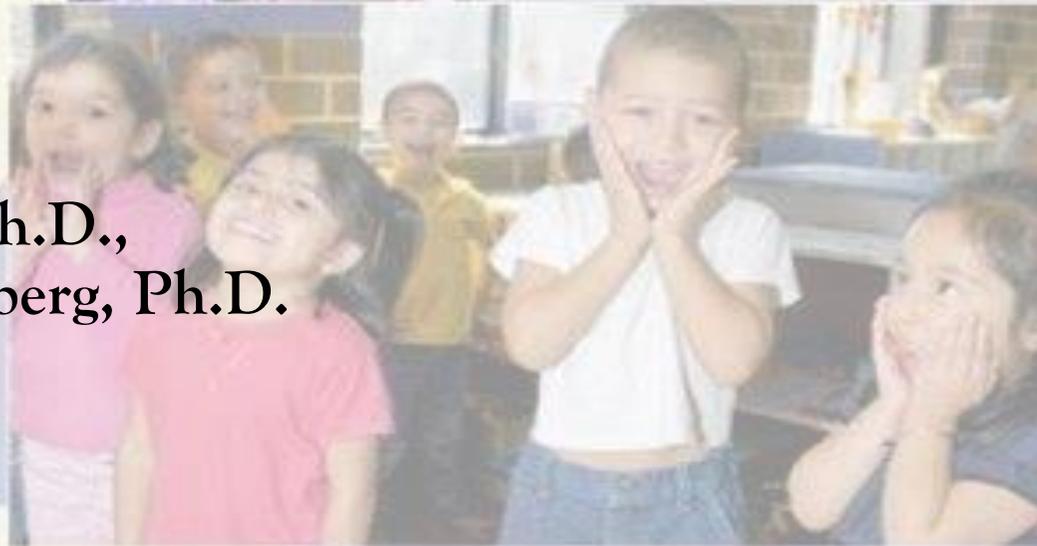


Recognition & Response: Tier 1 Foundational Instruction



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Goals for this Webinar

- Understand what is meant by foundational instruction at Tier 1
- Consider research evidence on language & literacy curriculum & instruction in EC
- Identify key features of dialogic reading

Teachers Want to Know the Best Way to Address Diverse Learning Needs



Their Questions

- Which children need additional instructional supports?
- What teaching strategies work best to promote language/literacy skills?
- Is it better to work with these children one-on-one or in small groups?
- How often should targeted instruction occur?

Recognition & Response

- Offers a framework for assessment and tiered instruction to address varying skill levels
- Has a dual focus on improving instructional quality for *all* students & providing targeted interventions for *some* to ensure that all students succeed

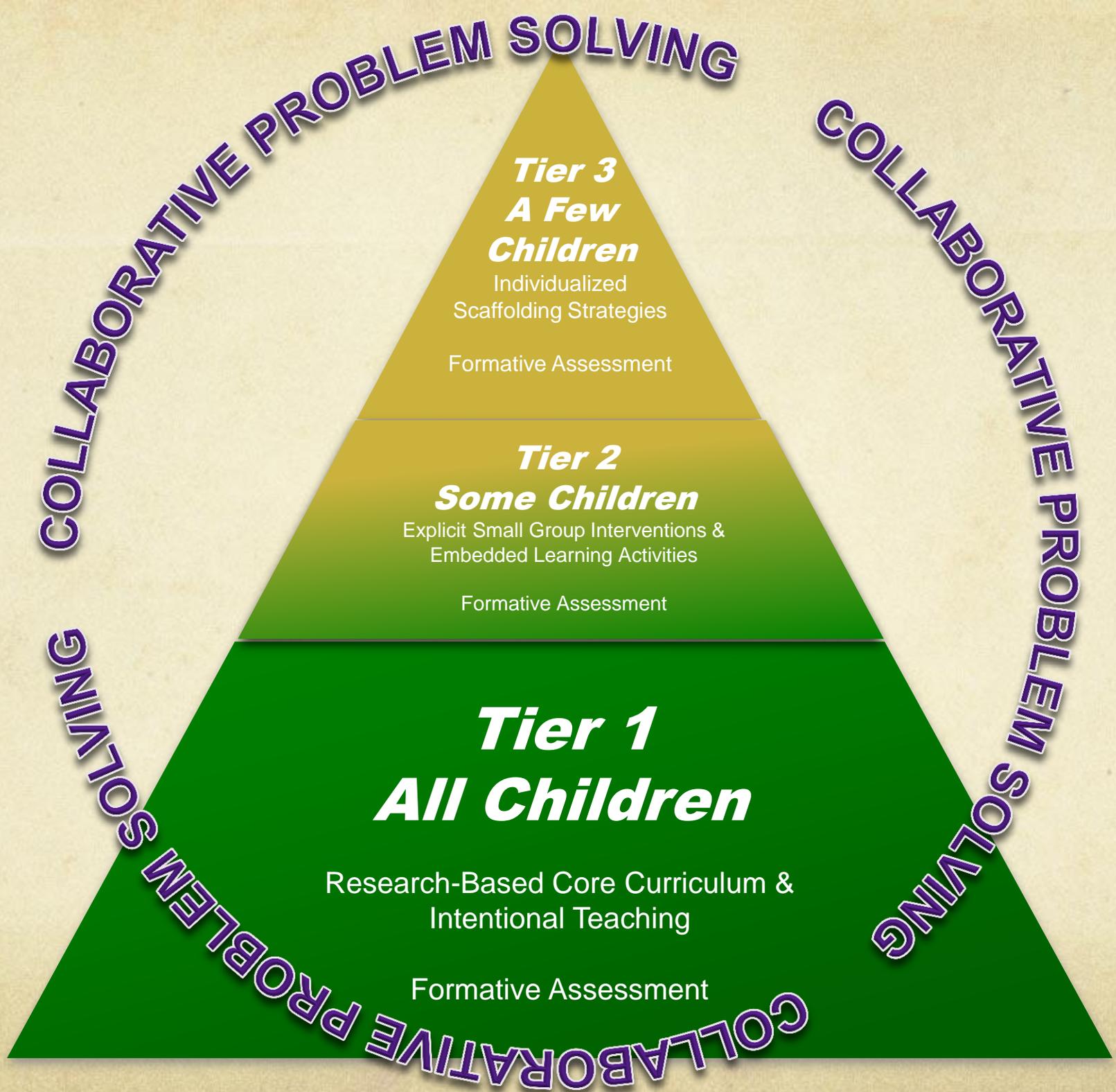
(Buysse, Peisner-Feinberg, et al., 2013)

R&R Components: Let's Review

Recognition: Formative child assessment
(universal screening & progress
monitoring)

Response: Core instruction for *all* children;
Tiered interventions for *some* children

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



What practices define the Response component?



Response Component

○ Tier 1

Core curriculum, intentional teaching, & dialogic reading for *all* children

○ Tier 2

Small group lessons for *some* children (augmented by embedded learning)

○ Tier 3

Scaffolding strategies for *a few* children: response prompting, modeling, & peer supports, with corrective feedback

R&R Tiers Are Additive:

- *All* children receive Tier 1
- *Some* children receive Tiers 1 & 2
- *A few* receive Tiers 1, 2, & 3

A Closer Look at Tier 1



What is the Tier 1 Response: Core Curriculum, Intentional Teaching, & Dialogic Reading



What is the
research on
language &
literacy
instruction
in EC?



Key Language & Literacy Skills in PreK

- Vocabulary
- Phonological awareness
- Letter knowledge

(National Early Literacy Panel (NELP), 2008; Snow & Van Hemel, 2008)

3 Types of Interventions Evaluated through Research:

- **Instructional practices**
- **Curricula**
- **Multi-component instructional systems**

(Buysse, Peisner-Feinberg, & Burchinal, in preparation)

*3 Instructional Practices with Positive Effects

- Instruction on PA & letter knowledge
- Shared storybook reading
- Vocabulary instruction

*Many studies w/ strong effects involved small-group instruction (NELP, 2008)

Research on Curricula & Instruction

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Research on Dialogic Reading: A Type of Storybook Reading

- Dialogic reading: strong positive effects on oral language; no discernable effects on other skills (WWC, 2007)

Defining Curriculum

- A set of explicit, written directions to guide instruction that include
 - The developmental goals addressed
 - The scope & sequence of the skills
 - A specified set of materials needed for implementation

6 Lang/Literacy Curricula Evaluated by WWC:

- 2 showed positive effects on oral lang, print knowledge, & PA (Literacy Express, Doors to Discovery)
- 1 showed potentially positive effects on oral lang & print knowledge (Headsprout Early Reading)
- 1 had mixed effects on print knowledge (Let's Begin with the Letter People)
- 2 had no discernable effects on any skills (Bright Beginnings, Ladders to Literacy)

PCER Study (2008):

- 14 curricular interventions evaluated
- 1 showed positive effects on lang & literacy skills: DLM/Open Court (now called Imagine It!)
- PCER study had methodological limitations

Multi-Component Systems: Examples

- Head Start REDI program (Bierman et al., 2008)
- My Teaching Partner (Pianta et al., 2008)
- EPIC (Fantuzzo et al., 2010)
- TEEM (Landry et al., 2010)

Multi-Component Systems: Findings

- Almost all interventions showed positive effects on lang/literacy skills & some for teaching practices
- There were a number of methodological limitations
- Key elements of instructional system were missing/not fully defined (assessment linked to instruction, a focus on class-wide instruction versus tiered instruction)

Based on this Research, R&R includes:

- Research-based curricula (core & language/literacy)
- Dialogic reading
- Small-group instruction
- All elements of a multi-component instructional system (formative assessment, tiered instruction, & collaborative problem-solving)

OK, but how does it work?



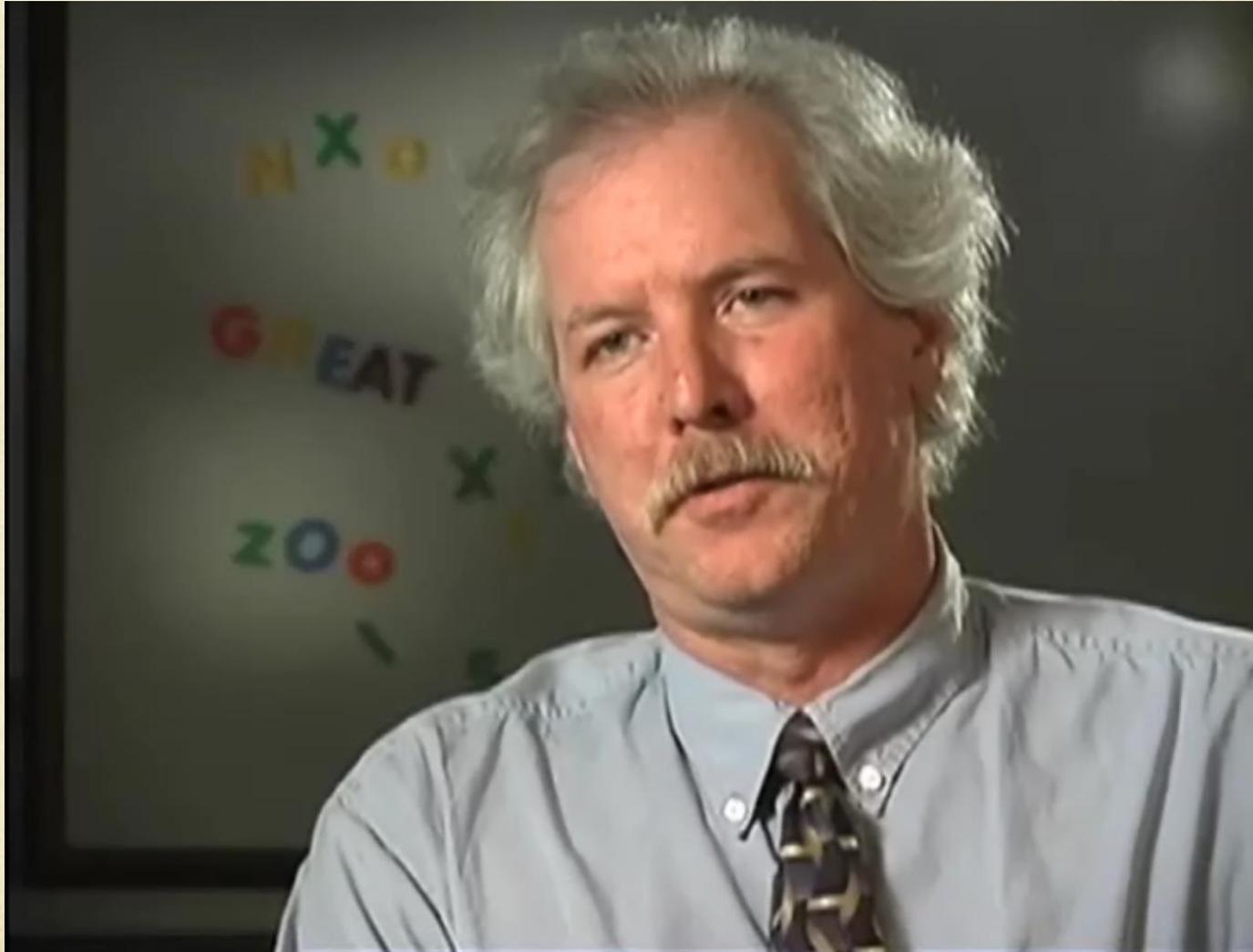
Marissa's Classroom

- Continues using the core curriculum already in place (e.g., Creative Curriculum)
- Makes necessary adjustments to ensure ample opportunities throughout the curriculum for every child to learn lang/literacy skills
- Employs dialogic reading as a foundational practice for all children

More on Dialogic Reading



Dr. Chris Lonigan



Definition of Dialogic Reading

- 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 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

More Dialogic Reading Strategies

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

Demonstration of Dialogic Reading



CONNECT Module 6: Dialogic Reading





Research Summary on Dialogic Reading

U.S. DEPARTMENT OF EDUCATION

WWC Intervention Report

What Works Clearinghouse



Revised February 8, 2007

Early Childhood Education

Practice description

Dialogic Reading is an interactive shared picture book reading practice designed to enhance young children's language and literacy skills. During the shared reading practice, the adult and the child switch roles so that the child learns to become

the storyteller with the assistance of the adult who functions as an active listener and questioner. Two related practices are reviewed in the WWC intervention reports on *Interactive Shared Book Reading* and *Shared Book Reading*.

Research

Four studies of *Dialogic Reading* met the What Works Clearinghouse (WWC) evidence standards and one study met the WWC evidence standards with reservations.¹ Together these five studies included over 300 preschool children and examined intervention effects on children's oral language and phonological

processing. The majority of the children studied were from economically disadvantaged families. This report focuses on immediate posttest findings to determine the effectiveness of the intervention; however, follow-up findings provided by the study authors are included in the technical appendices.²

Effectiveness

Dialogic Reading was found to have positive effects on oral language and no discernible effects on phonological processing.

	Oral language	Print knowledge	Phonological processing	Early reading/writing	Cognition	Math
Rating of effectiveness	Positive effects	N/A	No discernible effects	N/A	N/A	N/A
Improvement index ³	Average: +19 percentile points Range: -6 to +48 percentile points	N/A	Average: +9 percentile points Range: -7 to +40 percentile points	N/A	N/A	N/A

- To be eligible for the WWC's review, the Early Childhood Education (ECE) interventions had to be implemented in English in center-based settings with children ages 3 to 5 or in preschool. One additional study is not included in the overall effectiveness ratings because the intervention included a combination of *Dialogic Reading* and *Sound Foundations*, which does not allow the effects of *Dialogic Reading* alone to be determined. See the section titled "Findings for *Dialogic Reading* plus *Sound Foundations*" and Appendix A4 for findings from this and a related document.
- The evidence presented in this report is based on available research. Findings and conclusions may change as new research becomes available.
- These numbers show the average and the range of improvement indices for all findings across the studies.

Step 1:
Dilemma

Step 2:
Question

Step 3:
Evidence

Step 4:
Decision

Step 5:
Evaluation





CROWD Strategy Planning Sheet

Title:	
Author:	Illustrator:

Create at least 2 prompts for each category for your book that you can use to prompt and build upon children's language during dialogic reading. Include the page number that corresponds to the appropriate opportunity to use each prompt.

Completion- The reader creates an incomplete sentence to prompt the children to come up with the appropriate response (i.e. fill-in-the-blank). (Ex: Lily's purse is _____ and she brings it _____).

Recall- The reader asks a question designed to help children remember key elements of the story. (Ex: What happened when Jose went back to school? What was missing from Corduroy's overalls? How did Stephanie wear her hair?)

Open-ended- The reader asks a question or makes a statement that requires children to describe part of the story in their own words beyond just a "yes" or "no" response. (Ex: Tell me what you think is happening in this picture. How is Josie going to carry all of those apples?)

Planning tool

Dialogic Reading Observation Form

Introducing the Book	
Title of the Book The reader says the title of the book to the children before beginning the read aloud.	Circle Yes or No to indicate whether this occurs. <input type="checkbox"/> YES <input type="checkbox"/> NO
Author of the Book The reader tells the children who the author of the book is before beginning the read aloud.	Circle Yes or No to indicate whether this occurs. <input type="checkbox"/> YES <input type="checkbox"/> NO
Asks a Question to Build Children's Interest The reader asks the children at least one question before beginning to read the book to build the children's interest in the story. (Ex: <i>What do you think this book is about?</i>)	Circle Yes or No to indicate whether this occurs. <input type="checkbox"/> YES <input type="checkbox"/> NO

Step 1:
Dilemma



Step 2:
Question



Step 3:
Evidence



Step 4:
Decision



Step 5:
Evaluation

Let's Review

- We discussed what is meant by foundational instruction as part of R&R
- We reviewed research on language & literacy instruction
- We looked more closely at the response component of R&R
- We identified key practices that define dialogic reading

Next time: What about children who don't make progress at Tier 1?



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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.

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R&R Study Findings

Webinar Presentation of R&R Findings

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