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
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

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

Rapid Letter Naming
Tier 2
Small-Group Lessons

Vocabulary
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

Mean Score

- **Letter Naming***
  - Targets (n=92): 5.1
  - Classmates (n=246): 18.9

- **Vocabulary***
  - Targets (n=92): 13.5
  - Classmates (n=246): 18.5

- **Sound Awareness***
  - Targets (n=92): 17.2
  - Classmates (n=246): 24.4

* 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

Adjusted Mean Difference Scores

<table>
<thead>
<tr>
<th>Measure</th>
<th>Targets (n=92)</th>
<th>Classmates (n=246)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Naming</td>
<td>11.1</td>
<td>8.2</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>4.9</td>
<td>2.6</td>
</tr>
<tr>
<td>Sound Awareness</td>
<td>10.0</td>
<td>7.1</td>
</tr>
</tbody>
</table>

* Indicates significant group differences
mCLASS:CIRCLE Letters
(ES=0.37)

Mean Score

Pretest

Posttest

Targets (n=92)

Classmates (n=246)
mCLASS: CIRCLE Vocabulary
(ES = 0.48)

![Graph showing mean scores for Targets and Classmates across pretest and posttest.](image)
mCLASS: CIRCLE
Sound Awareness (ES=0.55)

Mean Score

<table>
<thead>
<tr>
<th>Pretest</th>
<th>Targets (n=92)</th>
<th>Classmates (n=246)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>17.2</td>
<td>24.4</td>
</tr>
<tr>
<td></td>
<td>27.6</td>
<td>31.6</td>
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</table>

Graph showing improvement in mean scores from pretest to posttest.
Growth on Other Measures

Adjusted Mean Difference Scores

- Print Knowledge: Target (n=83) - 8.7, Comparison (n=88) - 3.6
- Phonological Awareness: Target (n=83) - 4.6, Comparison (n=88) - 7.1
- Language Comprehension: Target (n=83) - 3.9, Comparison (n=88) - 3.8

* Indicates significant group differences
TOPEL Print Knowledge
(ES=0.54)
Did teachers find R&R useful and acceptable? (Treatment acceptability)
Treatment Acceptability

Percent Agree

Assessment Helpful: 96%
Assessment Easy: 88%
Intervention Helpful: 92%
Intervention Easy: 96%
Recommend R&R Model: 92%
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

<table>
<thead>
<tr>
<th>PEER</th>
<th>CROWD</th>
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</thead>
<tbody>
<tr>
<td>Prompts the child to say something</td>
<td>Completion prompts</td>
</tr>
<tr>
<td>Evaluates the response</td>
<td>Recall prompts</td>
</tr>
<tr>
<td>Expands the child’s response</td>
<td>Open-ended prompts</td>
</tr>
<tr>
<td>Repeats the prompt</td>
<td>Wh-prompts</td>
</tr>
<tr>
<td></td>
<td>Distancing prompts</td>
</tr>
</tbody>
</table>
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