

Recognition and Response in Early Childhood Education

Program Classroom Total Enrollment Quality

Wee Care Child Development Center
4s
18 (including 1 child with an Individualized Education Plan)
4 stars (good quality based on the state's rated license); working toward NAEYC accreditation

Teacher Teaching Assistant Target Child

Marissa
Tonya
Rashad

Marissa is the lead teacher in an early childhood classroom with 18 children enrolled and one teaching assistant. Marissa has an associate's degree in child development from a community college and a goal of obtaining early childhood teaching certification through a university program. Wee Care is a licensed program with good overall quality, based on the Early Childhood Environment Rating Scale (ECERS-R) and the state's rated license. Wee Care has just enrolled in a self-study of the program, an initial step in achieving NAEYC accreditation.

Last year, Marissa's program adopted Recognition and Response (R&R)—an early intervening system designed to help teachers use assessments to determine the quality of early learning experiences for all children and to plan focused interventions for individual children who require additional supports. This year, as part of R&R, Marissa administered universal screening within the first two months of school and is planning to administer periodic screening on a regular basis (every two to three months) throughout the year. The screening results are used as part of an integrated assessment plan to determine whether most children are making adequate progress in key domains of learning and to identify individual children who show signs of learning difficulties.

Marissa has determined that most of the children in her class are acquiring skills in areas such as vocabulary development and phonological awareness that are the foundation for early reading and writing. She has concerns about several children in her class which were confirmed by the screening results. Rashad is one of the children for whom she has concerns. Even though Rashad is generally outgoing and friendly, Marissa has observed that he has difficulty paying attention during read aloud activities, recognizing letters, and printing his name. When Rashad's father dropped Rashad off at school recently, he mentioned that his son shows little interest in story books and other literacy activities that Marissa sends home weekly with the children.



Marissa decided to use the Recognition and Response Observation and Rating Scale (RRORS) to gather some additional information about Rashad. The RRORS is designed to complement other measures and sources of information as part of a comprehensive screening program. The RRORS helped Marissa pinpoint her concerns in several domains of learning such as receptive and expressive language, early literacy, and self-management skills.

After consulting a speech-language pathologist and her director, Marissa scheduled a meeting with Rashad's parents. Marissa, Rashad's parents, and the speech-language pathologist discussed their concerns about Rashad's literacy skills at school as well as several other concerns that were identified at home, but not at school. They also discussed areas in which Rashad was doing quite well such as making friends, communicating, and getting along with others. The team used this information as a starting point for developing a plan to respond to Rashad's needs for additional instructional supports in the area of early reading and writing using strategies listed under Tier 2 of the response manual. Part of the plan involved a shared storybook reading activity. It would be delivered in a small group during interest centers three times a week and incorporated into daily storytime at home and at school. They agreed to communicate with each other about how the reading strategies were working and to monitor Rashad's progress. Then they could assess Rashad's response to these strategies and determine whether any adjustments were needed.

1. What measures or approaches would you recommend be used in Marissa's classroom for the purposes of universal screening and progress monitoring?
2. What additional resources and strategies should the team consider as they develop a plan for how to respond to Rashad's learning needs?
3. What additional information should the team gather as they implement their plan and evaluate it? How would they gather it?