



Response Practices within R&R



National Early Childhood
Inclusion Institute 2010

Virginia Buysse
Ellen Peisner-Feinberg
Julie Ricker
LeeMarie Benshoff
Elena Soukakou



Objectives:

- ☐ Review what we already know about R&R
- ☐ Describe how instruction and intervention differ across Tiers 1, 2, and 3
- ☐ Explain what is meant by small group instruction & embedded learning activities at Tier 2, and scaffolding at Tier 3

Let's Review R&R



Background

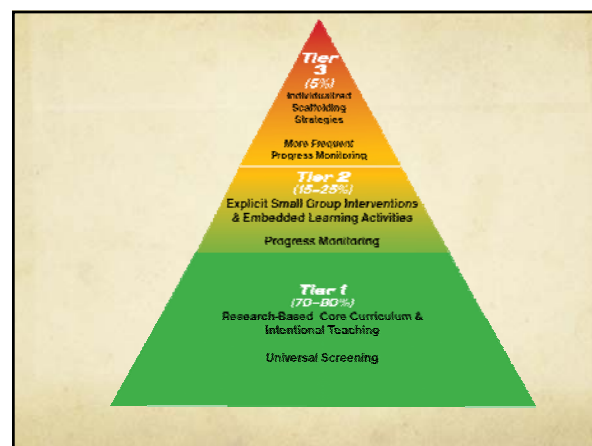
- R&R is a tiered instructional model based on the principles of RTI
- Existing evidence of effectiveness of RTI with school-age children
- R&R uniquely addresses the use of RTI for academic learning in pre-k

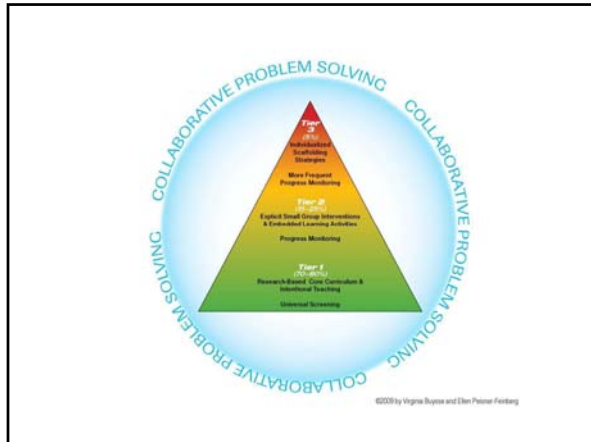
R&R Key Components

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





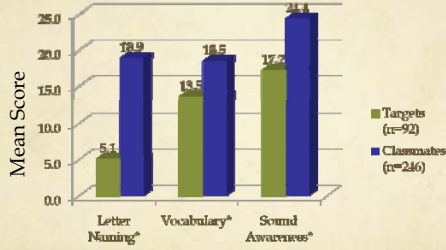
- ### Research Questions
- Can teachers implement the R&R system with fidelity? (Implementation fidelity)
 - Is there evidence that R&R is beneficial in promoting children's skill development? (Efficacy)
 - Do early childhood professionals find the R&R system acceptable and useful? (Treatment acceptability)

- ### Participants
- Study sites in FL & MD
- 24 pre-k classes
 - 352 4-year-olds
 - 95 target children (4/class)
 - 257 classmates / 94 comparison children

- ### Study Procedures
- Focus on language & literacy skills
- Teachers received PD to administer:
- Screening/progress monitoring to all children (mCLASS:CIRCLE)
 - Tier 2 small-group intervention to target children (Read It Again—Pre-k! daily, 2 mos)
- Researchers gathered pre- and post-assessments on target & comparison children (PPVT-4 & TOPEL)

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

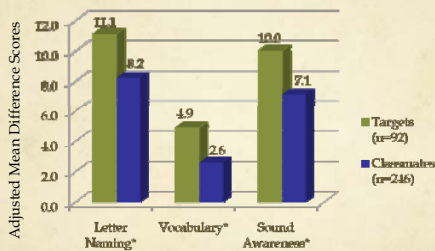
Observed 112 small-group lessons (4.7/teacher)

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

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

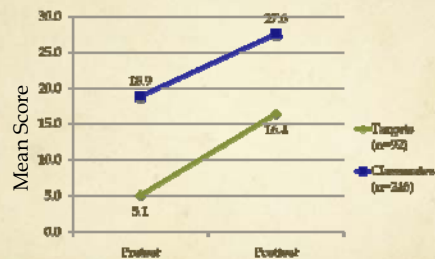


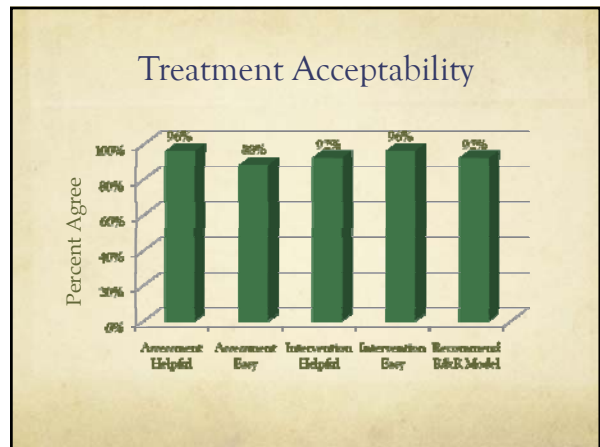
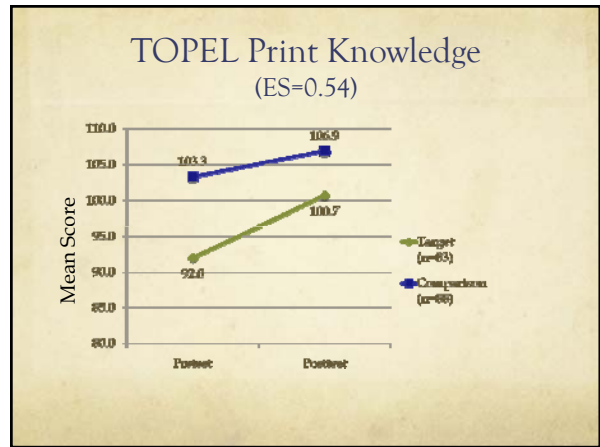
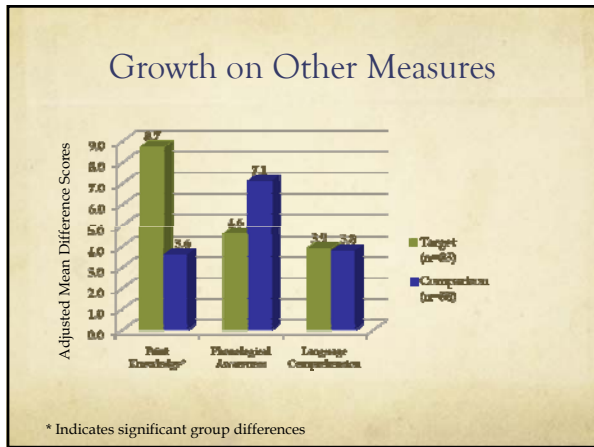
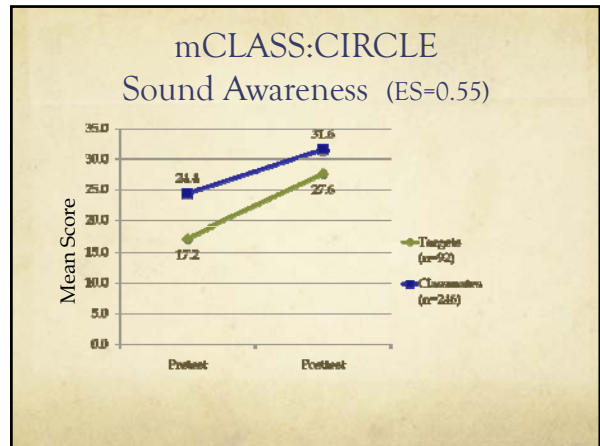
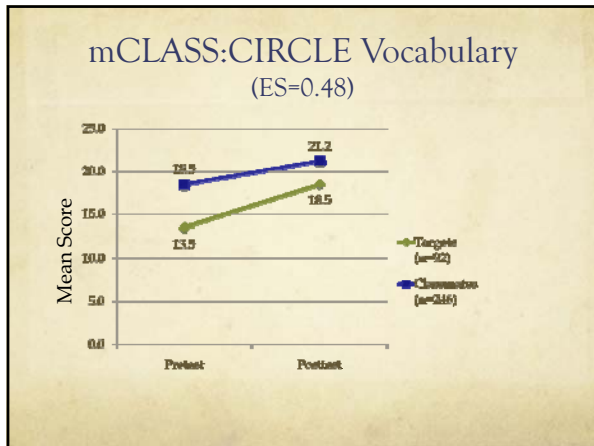
Growth on Screening Measures



* Indicates significant group differences

mCLASS:CIRCLE Letters (ES=0.37)





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.

Group Brainstorm: Contexts for Instruction & Intervention

Think of how early educators organize teaching & learning.



Name That Tier!



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

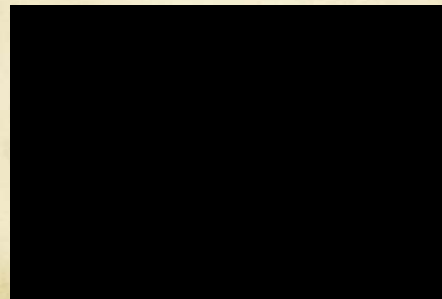


What is the Tier 2 Response?

Tier 2: Explicit small group interventions augmented with embedded learning opportunities

- **Explicit:** structured, teacher-directed, content-specific interventions (DAP)
- **Embedded:** occur within daily activities, build on children's strengths & interests, complement explicit interventions

Small Group Tier 2 Intervention



Embedded Learning Activities: A Definition

- Embedded learning activities offer children additional opportunities to practice, generalize, and maintain specific skills acquired within explicit small group instruction.

Embedded Learning Activities

Enriching & adapting
existing contexts for teaching
and learning

- The learning environment
- Small-group activities
- Whole-group activities
- Individualized instruction
- Classroom routines
- Child-initiated activities & interest centers

Adjusting teacher roles

- Monitoring
- Encouraging
- Facilitating

Sharing Examples of Embedded Learning Activities



Rhyming Books on Display



Phonological Awareness



Sign-In Routine



Writing



Frying Letters



Letter Identification



Rhyming Bowls



Phonological Awareness -Rhyming



Visual Schedules



Print Awareness

Family Library



Print Awareness



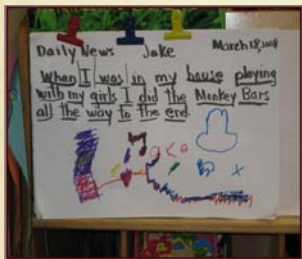
Beginning Letter Hunt



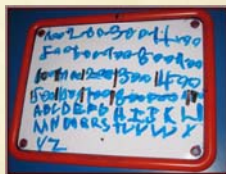
Letter Identification



Daily News



Writing



Student Authors



Writing



Embedded Learning Activities Examples

Whole-Group

Embedded Learning Take-Home Messages

- Embedded learning activities reinforce key skills at Tier 2
- Teachers monitor & encourage children's participation in embedded learning
- Peers can support & benefit from embedded learning activities

What do we mean by Tier 3 Individualized Scaffolding Strategies?

- In R&R, scaffolding strategies are specific instructional techniques that teachers use to support acquisition of new skills for the few children who require additional supports to learn.

Individualized Scaffolding Strategies

- Modeling
- Response prompting
- Peer supports

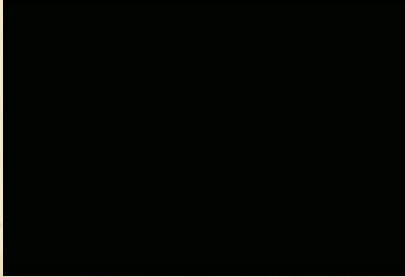
Steps for Implementing Tier 3 Strategies

- Use results from progress monitoring and universal screening to determine which children need additional instructional supports.
- Add scaffolding strategies into small-group intervention lessons.
- Monitor student progress and re-adjust plan for scaffolding strategies

Examples of Scaffolding Strategies



Examples of Scaffolding Strategies

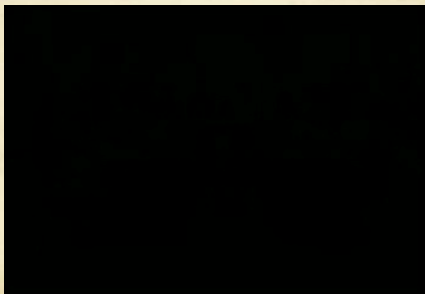


How Collaborative Problem-Solving Supports R&R

- Data-based decision-making
- Intervention planning



Collaborative Problem-Solving



R&R Website



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

Questions?

