

# An Introduction to Recognition & Response



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FPG Child Development Institute at The University of North Carolina at Chapel Hill is one of the nation's oldest multidisciplinary centers devoted to the study of children and families. Our mission is to cultivate and share knowledge that enhances child development and family well being.

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# An Introduction to Recognition & Response

March 15, 2011

## Overall Goals

- Understand the conceptual framework for Recognition & Response (R&R)
- Acquire knowledge about the components of the R&R system (universal screening and progress monitoring, tiered interventions, collaborative problem-solving)
- Engage in strategic planning related to implementing the R&R system in pre-k classrooms

## Agenda

9:00	Welcome & Introduction Overview of R&R model Empirical evidence base Universal screening & progress monitoring
10:30	Break
10:45	Tier 2 & 3 interventions Collaborative Problem-Solving Q&A/Review
12:00	Lunch
1:00	Strategic Planning Planning for adoption Key decisions Planning for implementation
3:00	Adjourn

# Take a Stand (on R&R)!

1. Children should never be assessed on concepts that they haven't learned yet.
2. Learning difficulties in language and literacy should not be identified in young children until they have experienced a year or more of schooling.
3. Screening should only be used as a method of determining which children need further evaluation.
4. Currently there are no valid tools that early childhood teachers can use to screen all children and monitor their progress.
5. If a teacher notices that a child is having difficulty in learning a new concept, it is best for the teacher to work individually with the child.
6. Syllable recognition and alliteration skills are not developmentally appropriate for pre-K children.
7. Teachers should use teacher-directed instruction to address certain learning goals.
8. Parents generally express more interest in their children's social development during the early years and are less concerned about progress in language, literacy, and math.
9. Teachers should involve other professionals to help make instructional decisions.
10. It is inappropriate to use timed tests for assessing young children.
11. Early learning standards and program quality standards are very important, but have little to do with helping teachers address children's learning difficulties.
12. Early childhood teachers should use small groups to address instructional goal as related to academic learning.
13. It is not equitable for teachers to provide additional instruction for some children and not others.

## 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

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## R&R Key Components

**Recognition:** Child assessment  
(universal screening & progress monitoring)

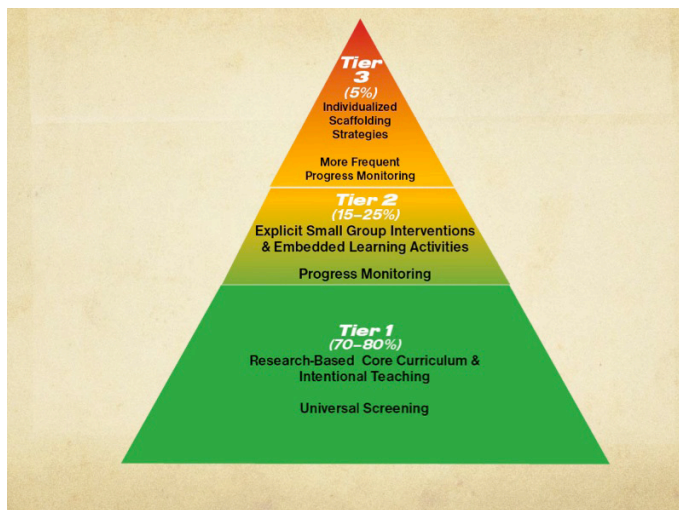
**Response:** Core instruction for *all* children  
Targeted interventions for *some* children

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

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# Recognition & Response

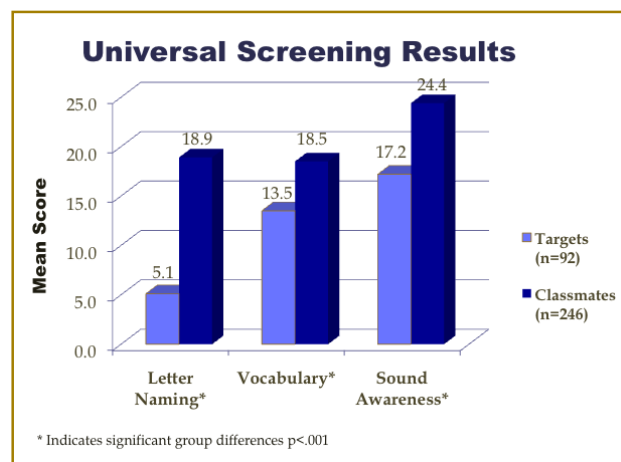
## Findings from the First Implementation Study

October 2009

RESEARCHERS at the FPG Child Development Institute recently completed a study on a new approach to teaching pre-kindergartners called Recognition & Response (R&R). Designed specifically for use in pre-k, R&R is based on Response to Intervention (RTI), an approach that is gaining widespread acceptance in schools throughout the country. R&R helps teachers use information they gather on children's skills to improve the quality of instruction for all children and to provide targeted interventions to some children who need additional supports to learn. This study offers the first evidence of the effectiveness of R&R for promoting language and literacy skills in pre-k children enrolled in community early childhood programs.

### Key Findings

- As part of the Recognition & Response approach, pre-k teachers conducted universal screenings on every child throughout the year. This information helped teachers learn which children could benefit the most from language and literacy interventions (the target group).
- The target group who received the language and literacy interventions made greater gains than their classmates in letter naming, vocabulary, sound awareness, and print knowledge. The target group made gains at the same rate as their classmates on other language and literacy skills.
- Pre-k teachers were able to implement this approach successfully with a high level (97%) of accuracy. They found R&R an acceptable and useful instructional approach; 92% reported that they would recommend R&R to other teachers.



## Study Method

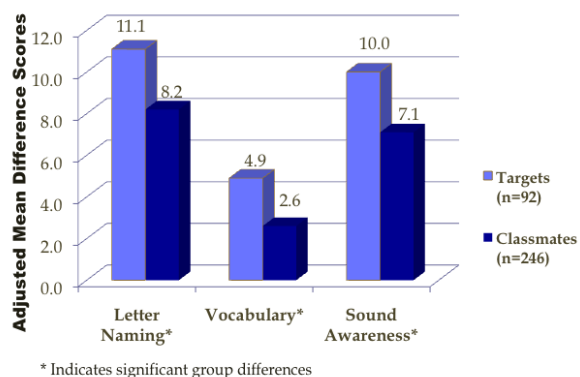
Teachers conducted universal screenings of all children and used these results to select a target group of four children in each classroom. These children received a language and literacy intervention in a small group for 15 minutes a day for two months. Teachers conducted progress monitoring of these children during the intervention and a second universal screening on all children following the intervention. Also, researchers administered standardized assessments of language and literacy skills to the target children and a comparison group before and after the intervention.

The study was conducted with 353 four-year-olds in 24 child care, Head Start, and public pre-k classrooms in Maryland and Florida. The children who participated were 46% girls and 54% boys; 67% White, 24% African-American, and 9% Other; and 49% Latino. The educational levels of teachers who participated were 63% bachelor's degree, 25% associate's degree, and 12% graduate degree.

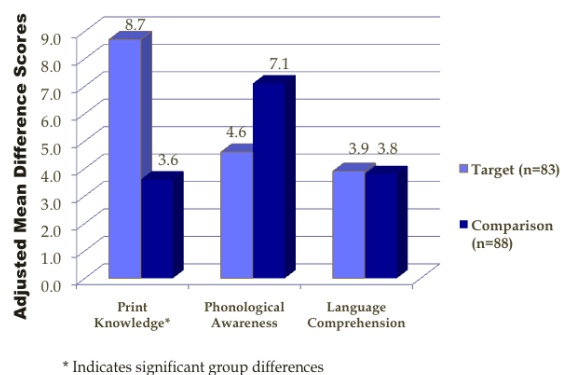
## What Did We Learn?

- This study provides the first evidence of the efficacy of Recognition & Response for supporting the development of pre-k children with potential learning difficulties in language and literacy.
- Further research is needed to examine the effectiveness of this approach with larger samples across different content areas.
- Given the growing interest in RTI for pre-k, the early childhood field needs policies, guidelines, and resources to support implementation on a broader scale. ■

### Growth on Screening Measures



### Growth on Other Measures



### For More Information ...

Contact Virginia Buysse or Ellen Peisner-Feinberg at [randr@mail.fpg.unc.edu](mailto:randr@mail.fpg.unc.edu), or visit the Recognition & Response Web site at [www.randr.fpg.unc.edu](http://www.randr.fpg.unc.edu)

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# The Meaning of Screening

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**NAEYC recommends universal screening of all children within the first two months of school and on a set schedule after that.**

**R&R recommends that screening be conducted in the fall, winter, and spring.**

1. What domains of learning do you cover in screening?

2. What approaches do you use?

3. What do you do with the results?



## Screening & Progress Monitoring Tools

- For instructional planning, not for diagnostic evaluation
- Designed to be used repeatedly
- Direct assessments of children's skills
- Quick, easy to administer
- Correlated w/ long-term educational goals
- Information on both *level & rate* of growth

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## Universal Screening & Progress Monitoring

- **Tier 1**  
Do *most* children meet screening criteria? Which children need targeted interventions?
- **Tier 2**  
How well are Tier 2 interventions working for *some* children who need additional supports?
- **Tier 3**  
How well are Tier 3 interventions working for a *few* children who need more individualized and intensive supports?

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## What is the Tier 2 Response?

Explicit small-group interventions along with embedded learning opportunities

- **Explicit:** structured, sequenced lessons delivered in small groups that address specific skills
- **Embedded:** planned activities incorporated throughout the curriculum that extend skills learned in small groups

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## 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.

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## 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

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# R&R Vignette



**M**ARISSA is the lead teacher in a blended Head Start/public pre-kindergarten classroom with 18 children enrolled. The public-school based program in which she works is a licensed program with good overall quality, based on several measures of program quality and the state's rated license.

Last year, Marissa's program adopted the Recognition and Response (R&R) system. Prior to implementing R&R, the entire program staff attended a series of planning meetings and participated in intensive professional development that addressed the three components of R&R: (1) universal screening and progress monitoring (recognition); (2) a core curriculum, intentional teaching, and targeted interventions (response); and (3) a process for collaborative problem-solving and decision-making.

This year, as part of R&R, Marissa administered universal screening during the first two months of school and is planning to administer periodic screening to all children in accordance with the recommended fall, winter, and spring schedule.

Marissa has determined that most of the children in her class have acquired skills in areas such as vocabulary development, phonological awareness, counting, and number concepts that are important for early learning in language, literacy, and math. However, Marissa has concerns about four children in her class which were confirmed by the class-wide screening results. These four children currently are not receiving special education services. Marissa plans to use the problem-solving process to determine whether these children might benefit from targeted interventions at Tier 2.

# R&R Vignette Questions

1. How is Marissa's classroom similar or different from the classroom(s) in which you work? How would these differences affect the way in which R&R would be implemented in your setting(s)?
2. What if the fall screening results in Marissa's class indicated that 50% of the children were not where she expected them to be? How would you interpret this and what would you do if you were Marissa?
3. If you were Marissa, who else would you want to involve in making instructional decisions based on these results?

### What are Tier 3 Individualized Scaffolding Strategies?

- Additional, individualized intervention strategies for a few children who require further supports.
- Scaffolding strategies include response prompting, modeling, and peer supports

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### 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

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# Name that Tier!



- \_\_\_\_\_ 1. The classroom includes a wide range of learning centers, toys and materials. Teachers observe the centers children choose and redirect them as needed to promote active participation in a variety of centers (environment).
- \_\_\_\_\_ 2. During center time, a child who has been struggling to learn letter sounds chooses to go to the art center. The teacher uses prompts (saying the names of items) to help him recognize materials that start with the letter "g" (child-initiated activities).
- \_\_\_\_\_ 3. As part of story book reading during circle time, the teacher reinforces concepts of print (such as left-to-right direction for reading) for some children who are working on this in their small group (whole-group activities).
- \_\_\_\_\_ 4. A small group focusing on language and literacy skills is created for some children based on screening results (small-group activities).
- \_\_\_\_\_ 5. During lunch time, the teacher sits with one particular child and encourages him to name the foods to work on vocabulary (classroom routines).
- \_\_\_\_\_ 6. Teachers play a game clapping out syllables while children are lining up to go outside (classroom routines).
- \_\_\_\_\_ 7. The teacher helps a particular child look at a simple book she has added to the book center to help him extend the vocabulary he is learning in his small group (environment).
- \_\_\_\_\_ 8. Children select activities from a variety of centers on a daily basis (child-initiated activities).
- \_\_\_\_\_ 9. As part of the arrival routine, teachers have children match their picture with their name card. Teachers especially encourage some children receiving small-group instruction to find their name card (classroom routines).
- \_\_\_\_\_ 10. Small groups are created naturally by children during center time. Teachers encourage children to participate in a variety of different small groups during center time (small-group activities).
- \_\_\_\_\_ 11. While playing a letter bingo game with the whole class, the teacher has a peer help one child who is having difficulty learning letters (whole-group activities).
- \_\_\_\_\_ 12. For circle time, all children find their names on their carpet squares to practice recognizing their names in print (whole-group activities).
- \_\_\_\_\_ 13. Following a group read-aloud activity, some Dr. Seuss books with rhymes are added to the book center. Teachers encourage some children working on rhymes in their small group to look at these books during center time (environment).
- \_\_\_\_\_ 14. When doing a small-group reading activity, a teacher verbally prompts a specific child to say what each picture shows (small-group activities).
- \_\_\_\_\_ 15. The block area is adapted by adding some vehicles and street signs to extend what some children are learning about environmental print in their small-group activities (child-initiated activities).



## How Collaborative Problem-Solving Supports R&R

- Data-based decision-making
- Intervention planning





## Recognition & Response Project



### What Happens at Each Tier of R&R?

	Tier 1	Tier 2	Tier 3:
Who is the target group?			
What is the recognition component?			
What is the response component?			