

Recognition & Response: Tier 2 & Tier 3 Intervention



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Learner Objectives:

- Identify the key features of Tier 2 small-group lessons within R&R
- Understand the role of Tier 2 embedded learning activities within R&R
- Learn about Tier 3 individualized scaffolding strategies within R&R

How can teachers help struggling learners?



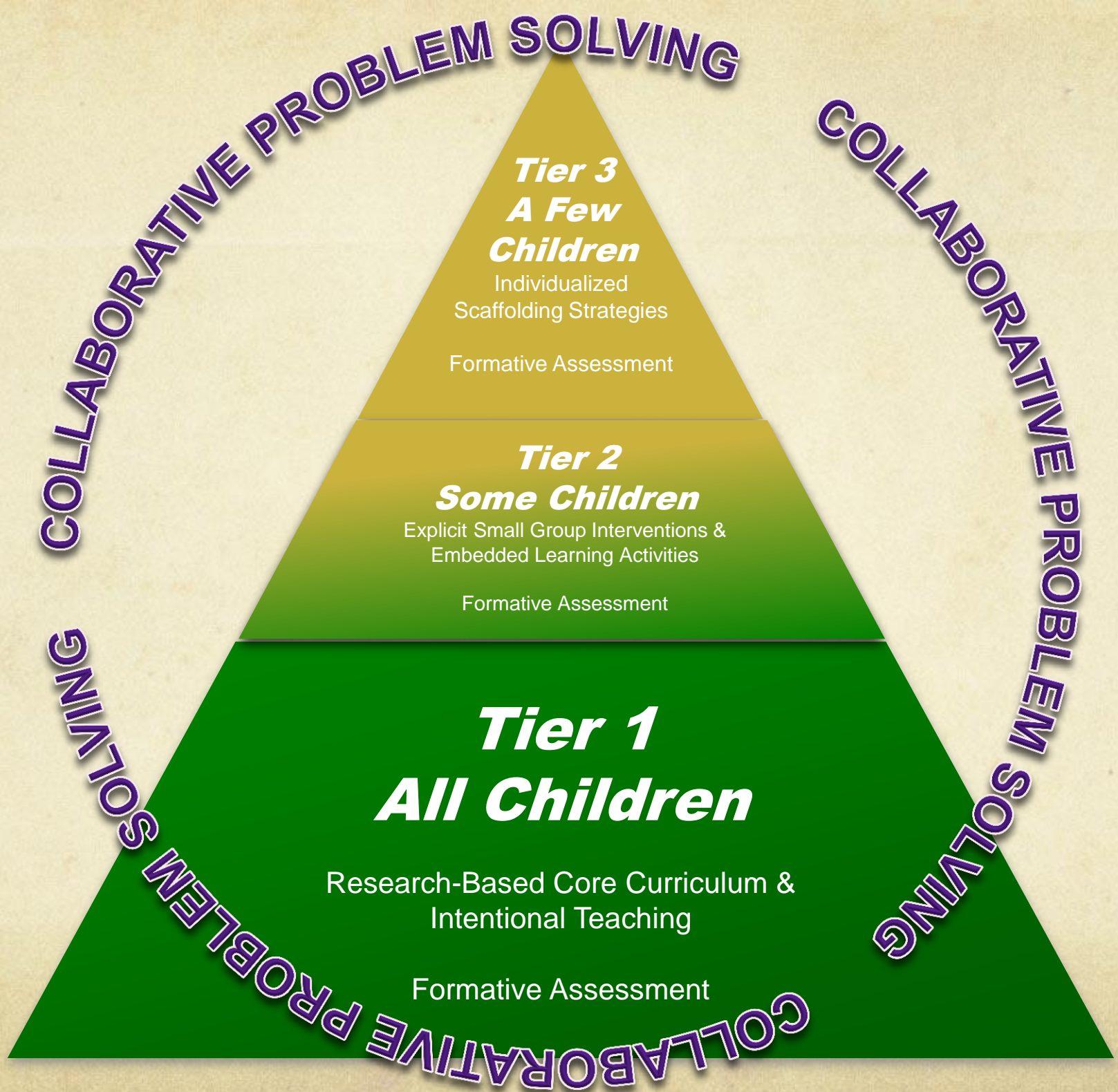
Recognition & Response

- Offers a framework for assessment and tiered instruction to address varying skill levels
- Uses data-based decision-making to determine which children need additional instructional supports provided at Tiers 2 & 3

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

Let's Review R&R





What is the Tier 2 Response?

- Small group lessons augmented with embedded learning activities
- For **some** children determined on the basis of formative assessment results

Characteristics of Tier 2 Small-group Lessons

- 3-6 children with similar learning goals
- 10-15 min/day
- Structured
- Teacher-directed
- Curriculum-based

Focus of Academic Content

Key Math Skills Based on Research:

- Number—whole numbers, operations & relations
- Geometry, spatial thinking & measurement

(National Research Council, 2009)

Focus of Academic Content

Key Language & Literacy Skills Based on Research:

- Vocabulary
- Phonological awareness
- Letter knowledge

(National Early Literacy Panel (NELP), 2008; National Research Council, 2008)

Differences between Tier 1 & Tier 2 Small Groups

Ways Groups are Formed

- Child choice *vs* Data-based decisions
- Include children of varying skill levels *vs* Children with similar learning goals

Differences between Tier 1 & Tier 2 Small Groups

Context & Focus of Instruction

- Child-initiated activities in interest centers *vs*
Structured & sequenced lessons
- Activities to address thematic concepts or curriculum goals *vs*
Specific skills in a certain content area

Differences between Tier 1 & Tier 2 Small Groups

Teacher's Role

- Observe & monitor all children's participation; encourage & facilitate learning as needed *vs*
Explicitly teach lessons & systematically monitor progress

Implementation of Small-Group Lessons

- Continue using Tier 1 core curriculum & other foundational instructional practices (dialogic reading)
- Select a Tier 2 curriculum for supplemental instruction in a particular content area
- Tier 2 curriculum will form the basis of the small-group lessons

Implementation of Small- Group Lessons

- Small-group lessons should address similar skills to core curriculum
- Should include clearly defined scope & sequence of learning
- May need to adapt existing supplemental curriculum to fit small-lesson format

Small-group language & literacy lessons

- Use storybook reading & other interactive game-like activities
- Instructional activities addressing:
 - Vocabulary & comprehension
 - Sound awareness
 - Print/alphabet knowledge

What does a Tier 2 small-group lesson look like?





Part 2 of Tier 2

Embedded Learning Activities

- Purpose is to complement & extend small-group instruction
- Offer additional opportunities to practice, generalize, & maintain skills

Characteristics of Tier 2 Embedded Learning Activities

- Occurs within daily activities
- Linked to small-group lessons
- Teacher plans based on individual needs
- Teacher monitors & facilitates learning

Teaching and Learning Contexts

How can teachers organize teaching and learning in their classrooms



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

Monitoring Participation & Engagement

- Observing
- Keeping track of children's participation and engagement



Encouraging Participation & Engagement

- Inviting
- Guiding
- Redirecting



Facilitating Participation & Engagement

- Joining in play & learning activities
- Enlisting peers to model & support learning
- Initiating, responding, and expanding upon communication



Planning Embedded Learning Activities



Steps for Implementing Embedded Activities

- Identify the specific skills being targeted
- Determine the teaching & learning context
- Select embedded activities to support the targeted skills
- Define the teacher's role

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 are Tier 3 Individualized Scaffolding Strategies?

In R&R, scaffolding strategies are specific instructional techniques that teachers use for the **few** children who require more intensive supports to learn.

Individualized Scaffolding Strategies

Modeling--

The teacher demonstrates specific skills
(verbal or non-verbal)

Individualized Scaffolding Strategies

Response prompting--

The teacher offers assistance to elicit a response from a child (verbal or non-verbal)

Individualized Scaffolding Strategies

Peer supports--

Peers support another child in learning by encouraging participation or demonstrating a response

Individualized Scaffolding Strategies

Corrective feedback--

Reinforcing correct responses & addressing
incorrect responses & non-responses

Tier 3 Supplemental Supports

Behavioral Supports:

- Space/positioning arrangements
- Visual supports
- Communicating behavioral expectations

Steps for Implementing Tier 3 Strategies

- Use results from formative assessment 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

Reminder

R&R Tiers Are Additive:

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

Let's Review

- We discussed differences between Tier 1 & Tier 2 small groups
- We reviewed characteristics of Tier 2 small-group lessons as part of R&R
- We examined the use of embedded learning activities within R&R
- We identified individualized scaffolding strategies for use at Tier 3

Next time: Planning for Implementation of R&R



References

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Recognition & Response

RTI for Pre-K

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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