

Using Scripted Story Books to Deliver Tier 2

(Session on Preschool Response to Intervention:
What Could It Look Like & How Might It Work?
(Lynette Chandler, Session Chair)

Jeanette McCollum

(Univ. of IL., Champaign-Urbana, IL)

Conference of the Division for Early Childhood

November, 2011

Washington, DC

Disclaimer

- Assessment tools and other information and materials mentioned or shown by presenters or grantees are provided as resources and examples for the viewer's convenience. Their inclusion is not intended as an endorsement by the U.S. Department of Education. In addition, the instructional practices and assessments discussed or shown in this presentation is not intended to mandate, direct, or control a State's, local educational agency's, or school's specific instructional content, academic achievement system and assessments, curriculum, or program of instruction. States and local programs are free to use any instructional content, achievement system and assessments, curriculum, or program instruction that they wish, so long as the instructional materials and literacy activities meet the Early Reading First statutory requirement of being based on scientifically based reading research that supports the age-appropriate development of the language and literacy skills described in the Early Reading First statute, and are part of their approved grant application.



CONTEXT: The DELL-D Project

DELL-D - Developing Early Language & Literacy in Danville

- Early Reading First
 - U.S. Dept. of Education (3-year projects)
 - Community with high number of low-income families
 - Focus on emergent language & literacy in 3-4 year old children
 - Primary activities: Research-based literacy curriculum, classroom resources, professional development
 - Partnerships with and among community entities providing care & education to young children, including school district

DELL-D Community Partners

- University of Illinois (Early Childhood & Parenting Collaborative, ECAP)
- Danville School District (8 half-day pre-K)
- Head Start (East Central Illinois Community Action Agency) (3 classrooms, full-day)
- DACC Child Care Center (Danville Area Community College) (3 classrooms)

Who participated (sample year)

- Children
 - 52% going to Kindergarten in following year
 - 80% from low income families
 - 12% with IEPs plus 4% with speech plans
 - 40% met eligibility criteria for RTI
- Lead Teachers
 - Education – Associate's to Master's
 - Certification - District teachers only
 - Experience - 1st year - over 20 years



Tier 1: A High Quality Foundation for ALL Children

ERF requirements and what we did

- Research-based curriculum, used with fidelity (TROPHIES)
- Literacy-rich classroom environment (ELLCO; classroom resources)
- Professional Development (intensive, ongoing)
- Screening, monitoring (PPVT, PALS upper case)
- Evaluation of outcomes (annually)
 - Classrooms – ELLCO benchmarks
 - Children – PPVT and upper case letter benchmarks



**Tier 2: MORE Language/Literacy
For SOME Children**

Context for RTI in DELL-D

- Across DELL-D sites
 - No Pre-K RTI existed in any of partnering sites
- Within the school district
 - In the school district - Kindergarten RTI just beginning
 - Expectations that RTI for Pre-K would follow
- Nationally
 - Few models available for Pre-K RTI

Decisions that had to be made

- *Curriculum*

- *How the Tier 2 curriculum would relate to the Tier 1 curriculum (unrelated, related, separate)*
- *Which areas of emergent literacy to include*
 - *1-2 specific, targeted areas of emergent literacy*
 - *Wider range of emergent literacy areas*

- *Format of the areas selected*

- *Re-teach Tier 1 lessons*
- *Pre-teach Tier 1 lessons*
- *New lessons developed by teachers (NOT from Tier 1)*
- *Scripted curriculum (purchased or project-developed)*

- *Logistics (when, where, who)*

What we did

- Included all areas of emergent literacy
- Developed own teaching protocols
 - Story books
 - Vocabulary, print concepts, print comprehension (and other skills highlighted in particular books)
 - Phonological awareness teaching protocols
 - Phonological awareness and alphabetic knowledge

Tier 2

- Two days per week, 20-30 minutes per day
 - Day 1
 - Storybook script
 - picture walk
 - Interactive reading
 - Phonological awareness protocol
 - Day 2
 - Storybook script
 - dialogic reading format
 - Phonological awareness protocol

Logistics

- What – small groups of 3-4 children
- Where - in the classroom
- Who
 - Tutors, in classroom full ½ day, twice/week
 - Teachers (toward end of project, in some classrooms)



How the story book scripts were developed

- Link to curriculum
 - Theme for the week – selected related books
 - Vocabulary related to theme
- Beyond the curriculum – target on skills
 - Vocabulary – direct teaching of one important word; embedded teaching of other words in context
 - Comprehension and story narrative within structure of script across days, using specific questions and comments
 - Print concepts – specific skills rotated across the 25 themes
- Based on the specific book – embedded skills (e.g., rhyme) to notice and highlight

What the scripts look like

- **Link to Tier 1 curriculum**
 - Theme concepts, vocabulary
- **Structure across days**
 - Day 1 - Picture walk and interactive reading
 - Day 2 - Dialogic reading with transfer of roles
- **Skills embedded within the scripts**

Advantages of scripting

- Systematic, explicit teaching of skills is enhanced
- Utilizes research on various benefits of different approaches to story book reading
- “Equalizer” across different ability levels in teachers
- Teachers appreciate it – may not have time or knowledge to develop appropriate Tier 2 lessons

Contact Information



The DELL-D Project
(Developing Early Language and Literacy in Danville)
www.dell-d.uiuc.edu



University of Illinois at Urbana-Champaign, Special Education
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
Phone: (217) 333-4123
Fax: (217) 244-7732