Observational & Outcome Measures

Classroom Observational Measure: We measure Teachers’ Literacy Focus and Children’s Literacy Engagement rates using CIRCLE (Code for Interactive Recording of Children’s Learning Environments), designed to capture information on the organizational and behavioral features of the preschool classroom that can be used to inform intervention decisions. Higher rates of Teacher Literacy Focus are expected to render higher rates of Literacy Engagement, resulting in greater literacy gains. We also measure children’s literacy outcomes:

- **Literacy Screening**: GRTR (Get Ready to Read) is used to determine each child’s literacy level in English and Spanish.
- **Progress Monitoring**: PELI (Preschool Early Literacy Indicator) is an interactive storybook assessment of growth in four key early literacy domains: alphabet knowledge, vocabulary/oral language, comprehension, and phonological awareness.
- **Standardized Assessment**: TOPEL (Test of Preschool Early Literacy) measures alphabet knowledge, phonemic awareness, and definitional vocabulary.
- **Language Proficiency**: Spanish & English Oral IPT (IDEA Proficiency Test) a child’s proficiency in oral language.

Literacy 360° is a program of the Juniper Gardens Children’s Project University of Kansas at the Children’s Campus of Kansas City

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Why Get Involved?

- Not all children make progress in literacy with one-size fits all instruction
- Learn to individualize instruction to meet the needs of all children?
- Plan and implement classroom literacy activities that promote children’s literacy engagement, and growth in literacy skills.
- Learn how your children are responding to the literacy activities you provide them
- Learn what to do to differently to meet the needs of your most vulnerable children
- Do more in the IEP process by reporting how a child is responding to the intervention you are providing
Our Goals

We are currently seeking inclusive preschool programs and classrooms (Pre-K, Title 1, and Head Start) in KS and MO metropolitan areas for an innovative development project. We are seeking participation of programs who are serving children with IEPs and dual language learners. The aim is to acquire the information that preschool teachers and consultants need when individual children are not making progress in the curriculum.

Overview

“What exactly do we do for children identified as unresponsive to current instructional interventions?” This project is developing an approach to changing interventions that are not working for individual children. The intended users are School Psychologists, Early Childhood Special Educators, MTSS Team members, Teacher Educators, and Researchers whose roles include observational assessment and consultation. Each child’s academic progress is linked to the: (a) opportunity to learn in the form of academic instruction, and (b) engaged behaviors given these opportunities. Changes need to focus on boosting daily exposure by embedding literacy content into daily activities. Changes for children who are not engaged need response opportunities more likely to evoke, reinforce, and maintain academic behaviors rather than competing and/or other behaviors. The approach is consistent with practice-based coaching; the IEP process, and Multi-tier System of Supports (MTSS) prevention approaches.

Benefits of Participation

Early Literacy Data for Teachers: our staff will collect data that participating teachers can use to make data-based decisions in classrooms, including child screening and outcome data as well as observational data on the dynamics of interactions between adults and children in the classroom.

Early Literacy Data for Parents: reports will be provided to participating parents on children’s early literacy skills to encourage reading at home as well as home-school partnerships focused on supporting children’s literacy outcomes.

Addressing the Literacy Gap: You will join the nation-wide effort aimed at addressing the literacy gap that negatively affects so many young children as well as teachers and families who care them.

No Changes to Current Curriculum

Teachers will not need to make changes to instructional content or daily schedules.

Who is Involved?

Charles Greenwood, Director
Dwight Irvin, Co-Director
Judith Carter, Response to Intervention
Alana Schnitz, Literacy Interventionist
Jeanie Schiefelbusch, Project Coordinator
Sarah Petersen, Project Coordinator
Gaby Guerrero, Project Coordinator
Shye Reynolds, Software Developer
Consultants: Mary Abbott, Jane Atwater, Connie Beecher and Lilian Duran

Why is this Important?

As preschools increase use evidence-based practices, educators need tools that inform instructional decisions for individual children. Questions key to these decisions are:

- Is the intensity of basic instruction sufficient to achieve the desired literacy outcomes for each student?
- Are children at risk for learning to read in elementary school making the necessary progress as a result of your efforts?

Literacy 360 can help your program not only answer these questions but also identify and implement strategies to improve literacy outcomes for children.

Too many children are not ready for school because they lack early language and literacy experiences to support their development.

Studies report that even in prekindergarten classrooms with early literacy goals, most instructional interactions do not have a clear literacy focus.

Prekindergarten programs are increasingly seeking to employ intentional teaching practices that are evidence-based.

Literacy 360 can help! Join us!
