

Use evidence-based practice decision-making

Objective(s)

- Learners summarize the dilemma and content presented in Module 6.
- Learners make a recommendation using an evidence-based practice decision-making process.

Description

In this activity, learners are introduced to an evidence-based practice decision-making framework they can use to make a recommendation about use of dialogic reading practices.

Required Materials/Resources

Learner Materials

- [Handout 6.1: Research Summary on Dialogic Reading](#)
- [Video 6.2: Dr. Christopher Lonigan: Research on Dialogic Reading](#)
- [Activity 6.7: Consider the policy recommendations on reading practices](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to the evidence-based practice decision-making tool.
2. Ask learners to complete the tasks below:
 - 1) Summarize Step 3. Evidence
 - a. List the major points from Handout 6.1 and Video 6.2 to summarize the best available research on dialogic reading.
 - b. List the major points from Activity 6.7 reflecting the field's views on early literacy practices.
 - c. List the major points noted by practitioners and the parent on dialogic reading from Step 3: [D: Experience-Based Knowledge](#).
 - 2) Consider the context
 - a. Summarize your answers from [Activity 6.9a: Consider the unique contexts](#).
 - 3) Integrate the evidence and context to make a decision.
 - a. Recall the answerable question: *When reading to young children in early care and education settings (P), is the use of interactive and dialogic reading (I), effective in developing early language and literacy skills (O)?*
 - b. Weigh the evidence in light of the context to come to a decision. What is your recommendation? Be prepared to discuss.
3. Provide Feedback.

This activity is part of Module 6: Dialogic Reading Practices. To view the content related to this activity, go to [Step 4: Decision](#).

Instructional Method
Structured Exercise

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
[Activity 6.10a](#)

Suggested Assessment

1. Summarize the general evidence including:
 - a. Research – (1) The study found that dialogic reading had positive effects on oral language (and no discernible effects on phonological processing), and Dr. Lonigan says that when children are exposed to dialogic reading, they develop greater levels of vocabulary, and more language skills than children who are not exposed to dialogic reading.
 - b. Policy Guidelines – Policy recommendations such as having (2) sufficient resources to ensure adequate ratios of teachers to children for small groups; (3) sufficient resources for high-quality books, and (5) appropriate assessment strategies are all relevant to helping ensure that dialogic reading practices can be implemented effectively.
 - c. Experience-Based Knowledge – Family members and practitioners recommend being open to learning new ideas and techniques for reading practices, letting parents know about the building blocks of reading and making them a partner in the process, and thinking about the strategies and words you are going to use to involve dual language learners in dialogic reading.
2. Consider the unique context

Tenisha works in a pre-K classroom with children who have a range of abilities and some who are English language learners. Tenisha wants to her students to be more engaged during storybook reading. She also wants to help her students improve their language and literacy skills, but needs to learn more about which strategies she should use.
3. Integrate the evidence and context

The research suggests that dialogic reading has positive effects on young children’s oral language skills. Policy guidelines recommend that to achieve developmentally appropriate literacy experiences for young children, there need to be sufficient high-quality resources such as books, low teacher-child ratios, and appropriate assessment strategies. Family members and practitioners recommend being open to new techniques and ideas and thinking about the strategies and words you use to involve children during dialogic reading. Tenisha wants to engage her children more during storybook reading and help improve their language and literacy skills.

Recommendation: Tenisha should using dialogic reading practices during storybook reading to help engage her children and improve their language and literacy skills. However, Tenisha should be mindful of her children’s range of abilities and think about the dialogic reading strategies that would be best to use in her classroom with her children.

Hints provided to learner:

1. Summarize the general evidence including:
 - a. Research – see ‘effectiveness’ on the first page in Handout 6.1: Research Summary on Dialogic Reading
 - b. Policies- see Activity 6.7a: Consider the policy recommendations on reading practices
 - c. Experience-Based Knowledge – see Step 3. D, and your responses to questions on Activity 6.8a:
Consider experience-based knowledge
2. Consider the unique context

See your responses to questions in Activity 6.9a: Consider the unique contexts

3. Integrate the evidence and context

Using the information above, make a decision about whether Tenisha should use dialogic reading practices with her children.

Facilitation Tips

- Break into groups to discuss and respond.

Alternate Version(s) (refers to different levels of difficulty)

- No alternate versions of this activity.

Credits

The CONNECT Content Team