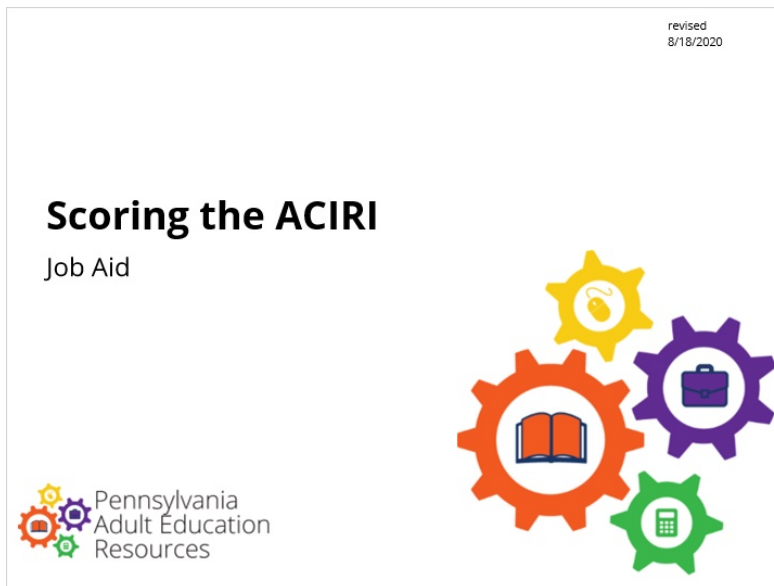


ACIRI Job Aid - Transcript

Slide 1 - Scoring the ACIRI

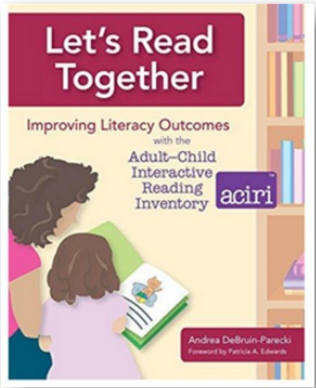


Notes:

Welcome to Scoring the ACIRI - a Job Aid.

Slide 2 - Introduction

Introduction



PA Adult Education Resources 2

Notes:

This job aid provides a brief review of the scoring procedure for the Adult-Child Interactive Reading Inventory. For detailed training on administering and scoring the assessment, please enroll in the online course, *Using and Scoring ACIRI*, located in the PA Adult Education Resources PD Portal. The course is offered twice annually, once in the fall and once in the spring.

Slide 3 - Adult categories and behaviors

Adult categories and behaviors

- Enhancing attention to text.
- Promoting interactive reading and supporting comprehension.
- Using literacy strategies.


PA Adult Education Resources 3

Notes:

Let's begin with the three adult categories and review the behaviors within in each category. The three categories are

- Enhancing attention to text.
- Promoting interactive reading and supporting comprehension.
- Using literacy strategies.

Slide 4 – Attention to text

Category 1 – Attention to text 

Proximity	Interest and Attention
Book Handling	Sense of Audience

PA Adult Education Resources 4

Notes:

Let's review the four adult behaviors that demonstrate enhancing attention to text. They are promoting proximity, sustaining interest and attention, promoting book handling, and displaying a sense of audience.

Slide 5 - Proximity

Proximity



The adult attempts to promote and maintain physical proximity with the child.



Notes:

To enhance book reading, the adult should sit in close proximity to the child, either side by side or holding the child. It is important that the distance be close enough that the adult and child can see and interact with the book.

Slide 6 - Interest and attention

Interest and attention

The adult sustains the child's interest and attention through the use of child-adjusted language, positive affect, and reinforcement.



PA Adult Education Resources6


Notes:

The adult can use many actions to sustain the child's interest and attention. For example, the adult can use a variety of voices, speaking in different ways to represent characters in the book. The adult can simplify language so that the child can understand. The adult should remain positive when reading, so that the experience is one that the child enjoys. Finally, the adult should pause his or her reading to allow the child to ask questions or respond.

Slide 7 - Book handling

Book handling 

The adult gives the child the opportunity to hold the book and turn the pages.



Notes:

The adult should allow the child, if he or she is old enough, to turn the pages or hold the book. If the child turns the pages too quickly, it is important for the adult to help him or her turn the pages at the appropriate time.

Slide 8 - Sense of audience

Sense of audience



The adult shares the book with the child – displays a sense of audience in book handling when reading.




Notes:

When reading, the adult should consider the child's developmental level, size, language and motor skills, and interests. The child should feel like they are part of the dyad. That he or she is reading **with** the adult. The child should be encouraged to hold the book and turn the pages.

Slide 9 - Category 2– Interactive Reading and Supporting Comprehension

Category 2- Interactive Reading and Supporting Comprehension



Questions	Points to Pictures and Words
Relates the Book to Personal Experience	Pauses to Answer Questions

PA Adult Education Resources 9

Notes:

Let's review the four adult behaviors that promote interactive reading and support comprehension. They are asking questions, pointing to pictures and words, relating the book's content to personal experience, and pausing to answer the child's questions.

Slide 10 - Questions

Questions



The adult poses and solicits questions about the book's content.



Notes:

The adult should look for opportunities to ask questions about the book's content. It is important to ask open-ended questions, not just those that can be answered with yes or no. The adult can ask questions about the plot or characters.

Slide 11 - Points to pictures and words

Points to pictures and words



The adult points to pictures and words to assist the child in identification and understanding.



Notes:

When the adult points to pictures and words, the child learns to identify words and understand their meaning. Pointing to pictures versus words should be based on the adult's understanding of the child's developmental level.

Slide 12 - Relates the book to personal experience

Relates the book to personal experience



The adult relates the book's content and the child's responses to personal experiences.



Notes:

To relate the book to the child's personal experience is a two-fold task for the adult. He or she must look for opportunities to relate the content of the book to the child's experience **and** respond to the child's comments relating them to personal experiences.

Slide 13 - Pauses to answer questions

Pauses to answer questions



The adult pauses to answer questions the child poses.




PA Adult Education Resources

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Notes:

The adult should pause his or her reading when the child poses a question. The adult should answer the question, or ask the child additional questions so he or she can learn the answer.

Slide 14 - Category 3 – Literacy Strategies

Category 3 – Literacy Strategies 

Identifies Visual Cues	Makes Predictions
Recalls Information	Elaborates on Ideas

PA Adult Education Resources 14

Notes:

And finally, let's review the four adult behaviors of literacy strategies - identifying visual cues, making predictions, recalling information, and elaborating on ideas.

Slide 15 - Identifies visual cues

Identifies visual cues



The adult identifies visual cues related to story reading.



Notes:

It is important for the adult to identify visual cues that will assist the child to follow along with the book. These cues may come in the form of repeated words or phrases or even pictures. Children who are not yet readers will develop reading skills by following these cues.

Slide 16 - Makes predictions

Makes predictions



The adult solicits predictions.



Notes:

The ability to predict future events based on the content of a story is a crucial skill. The adult should look for opportunities in the book to ask the child to make predictions. The adult should be positive and encourage the child's creativity.

Slide 17 - Recalls information

Recalls information 

The adult asks the child to recall information from the story.



PA Adult Education Resources 17

Notes:

Similar to asking the child to make predictions about the book, the adult should also ask the child to recall previous information from the story. This can help the adult understand how the child is comprehending the story. If the child is not able to recall an action or an event, the adult can gently review the information.

Slide 18 - Elaborates on ideas

Elaborates on ideas 

The adult elaborates on the child's ideas.





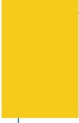

PA Adult Education Resources 18

Notes:

Lastly, the adult should elaborate on the child's ideas, comments, and questions.

Slide 19 - Child categories and behaviors

Child categories and behaviors 

-  Enhancing attention to text.
-  Promoting interactive reading and supporting comprehension.
-  Using literacy strategies.

PA Adult Education Resources 19

Notes:

Now let's review the child categories and behaviors. Notice that the three categories for the child are the same

- Enhancing attention to text.
- Promoting interactive reading and supporting comprehension.
- Using literacy strategies.

You will see that the behaviors are also very similar.

Slide 20 - Category 1 – Attention to text

Category 1 - Attention to text


Proximity	Interest and Attention
Book Handling	Response to Book Sharing

PA Adult Education Resources 20


Notes:

Let's review the four child behaviors that demonstrate enhancing attention to text. They are proximity, interest and attention, book handling, and response to book sharing.

Slide 21 - Proximity

Proximity 

The child seeks and maintains physical proximity.



PA Adult Education Resources 21

Notes:

The child wants to either sit in the adult's lap or sit very closely by his or her side so he or she can see the book and turn the pages. The child remains close for the entire reading.

Slide 22 - Interest and attention

Interest and attention 

The child pays attention and sustains interest.



PA Adult Education Resources 22

Notes:

The child maintains interest and is attentive to the adult. The child is not distracted and is motivated to interact with the adult.

Slide 23 - Book handling

Book handling



The child holds the books and turns the pages on his or her own when asked.



PA Adult Education Resources

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Notes:

The child wants to hold the book and turn the pages when the adult offers. The child may want to do this without being asked. It is important to note that if the child turns the pages at random, he or she is **not** following along or engaging in the reading.

Slide 24 - Response to book sharing

Response to book sharing




The child initiates or responds to book sharing that takes his or her presence into account.



Notes:

The child may ask the adult to use different voices or seek out more opportunities to participate in the reading. If the adult takes into account the child's interests, developmental level, and other skills, the child is likely to maintain interest in the reading.

Slide 25 - Category 2 – Interactive Reading and Supporting Comprehension

Category 2 – Interactive Reading and Supporting Comprehension 

Responds to Questions	Responds to Pictures and Words
Relates the Book to Personal Experience	Poses Questions

PA Adult Education Resources 25

Notes:

Let's examine the four child behaviors that promote interactive reading and support comprehension. They are responding to questions, responding to pictures and words, relating the book's content to personal experiences, and asking questions.

Slide 26 - Responds to questions

Responds to questions



The child responds to questions about the book.



PA Adult Education Resources

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Notes:

The child responds to questions the adult poses. He or she may ask for more information. The child should not ignore questions.

Slide 27 - Responds to pictures and words**Responds to pictures and words**

The child responds to adult cues or identifies pictures and words on his or her own.



PA Adult Education Resources

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Notes:

The child is ready to respond the cues the adult offers around picture and word identification. The child demonstrates an understanding of the pictures and words that the adult shows. The child may begin to respond to these cues on his or her own as the book progresses.

Slide 28 - Relates the book to personal experience

Relates the book to personal experience



The child attempts to relate the book's content to personal experiences.



PA Adult Education Resources

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Notes:

The child looks for ways to relate the content of the book to his or her personal experiences. The child may relate the book to an experience, a song, a TV show, or even another book.

Slide 29 - Poses questions

Poses questions



The child poses questions about the book and related topics.



Notes:

During the reading, the child asks questions about the book's content to enhance understanding or relate the book to something he or she knows or has experienced.

Slide 30 - Category 3 – Literacy Strategies

Category 3 - Literacy Strategies

Identifies Visual Cues

Makes Predictions

Recalls Information

Elaborates on Ideas

PA Adult Education Resources 30

Notes:

And finally, let's review the four child behaviors of literacy strategies: identifying visual cues, making predictions, recalling information, and elaborating on ideas.

Slide 31 - Identify visual cues

Identify visual cues



The child responds to the adult or identifies visual cues related to the story or him- or herself.



Notes:

The child responds to pictures, repeated words, or other cues that the adult points out. The child can independently follow the story by identifying pictures and words.

Slide 32 - Makes predictions

Makes predictions



The child is able to guess what will happen next based on picture cues.



Notes:

By following along with the book and using cues and his or her own imagination, the child is able to predict what might happen next in the story. Note this could be the next event in the story or how the story will end.

Slide 33 - Recalls information

Recalls information



The child is able to recall information from the story.



PA Adult Education Resources

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Notes:

When the adult asks, the child is able to recall earlier events from the book. The complexity of the information that the child is able to provide is determined by the book's content and the child's developmental level.

Slide 34 - Elaborates on ideas

Elaborates on ideas



The child spontaneously offers ideas about the story.



PA Adult Education Resources


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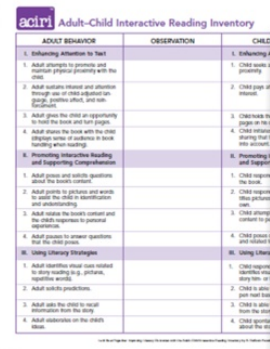
Notes:

Without prompting, the child offers ideas about the story. This may be a result of a cue, an exciting event, or information that the child relates to or recognizes.

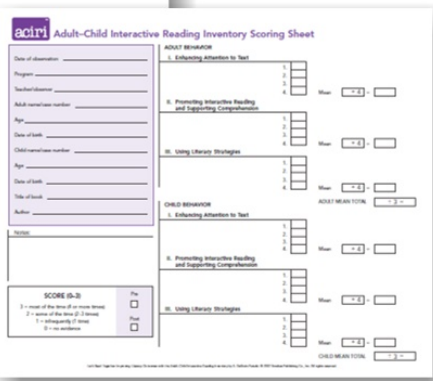
Slide 35 - Practice scoring

Practice scoring





ADULT BEHAVIOR	OBSERVATION	CHILD
1. Exhibiting Attention to Text		1. Exhibiting Attention to Text
1. Adult attempts to promote and maintain positive proximity with the child.		1. Child reads a priority.
2. Adult notices interest and attention through use of child's egotential (page, picture effect, and non-verbal).		2. Child says at least one.
3. Adult gives the child an opportunity to hold the book and turn pages.		3. Child reads the page at least once.
4. Adult shares the book with the child through voice of confidence or face during when sharing.		4. Child identifies the story content.
4. Promoting Interactive Reading and Supporting Comprehension		4. Promoting Interactive Reading and Supporting Comprehension
1. Adult poses and invites questions about the book's content.		1. Child responds to the book.
2. Adult poses to picture and words to guide the child in identification and understanding.		2. Child responds to pictures and words.
3. Adult relates the book's content and the child's responses to personal experiences.		3. Child shares content to the book.
4. Adult poses to answer questions and the child's responses.		4. Child shares content to the book.
8. Using Literary Strategies		8. Using Literary Strategies
1. Adult identifies what cues related to the reading (e.g., pictures, repetitive words).		1. Child responds to cues related to the story.
2. Adult asks predictions.		2. Child is able to predict part of the story.
3. Adult asks the child to recall information from the story.		3. Child shares information from the story.
4. Adult asks the child to identify the main idea.		4. Child shares the main idea.



ACIRI Adult-Child Interactive Reading Inventory Scoring Sheet

ADULT BEHAVIOR

1. Exhibiting Attention to Text

2. Promoting Interactive Reading and Supporting Comprehension

8. Using Literary Strategies

CHILD BEHAVIOR

1. Exhibiting Attention to Text

4. Promoting Interactive Reading and Supporting Comprehension

8. Using Literary Strategies

SCORE (0-3)

0 = none of the items at all were observed

1 = infrequently (1/3 times)

2 = infrequently (2/3 times)

3 = all the behaviors

PA Adult Education Resources

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Notes:


Now that we have reviewed the categories and behaviors, let's take some time to practice scoring the ACIRI. Under the Resources tab above, please locate and print a copy of the blank scoring form.

Scoring the ACIRI – A Job Aid

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Slide 26 - Practice scoring

Practice scoring




- Practice scoring the ACIRI using the video on the next slide.
- Before you proceed, download a copy of the scoring form found under the Resources tab above.


PA Adult Education Resources 36

Notes:

You will practice scoring the ACIRI using the video on the next slide. You may pause the video or watch it several times, if needed.

Slide 37 - Video


Video




00:00 / 03:40

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Slide 38 - Practice scoring

Practice scoring


Adult behaviors

Demonstrated Behavior	Behavior to Improve
Snuggles with child.	Does not solicit predictions.
Asks and responds to child's questions.	Does not solicit recall information story.
Points to pictures.	

Child behaviors

Demonstrated Behavior	Behavior to Improve
Turns the pages when asked.	Does not offer predictions.
Answers adult's questions.	Does not recall information from the story.
Relates story to nursery rhyme.	Does not hold the book.

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Notes:


What were you able to observe? Under the Resources tab above, please locate the Scoring Example and review the scorer's observation notes and scores. Are your

results similar?

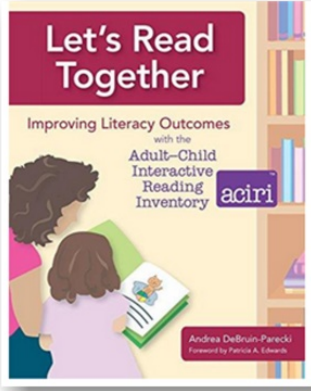
The reading dyad demonstrated many ACIRI behaviors. For example, the adult and child snuggled under the blanket to read the story. The child led the page turning. The adult asked the child questions and responded to his questions. The scorer noted that the adult and child seemed to enjoy reading together. Did you notice any behaviors you could help the child and parent improve? Notice that the parent did not ask the child to make predictions or recall information from the story, and the child did not spontaneously offer this. These are important skills for a successful reader, so these would be behaviors you could address in Parent Education. Also the scorer notes that the adult could focus on the words in the text. This is a good opportunity for the child to learn to identify words and their meanings.

Slide 39 - Next steps

Next steps



- Continue to practice scoring.
- Complete the ACIRI course.
- Review the manual.



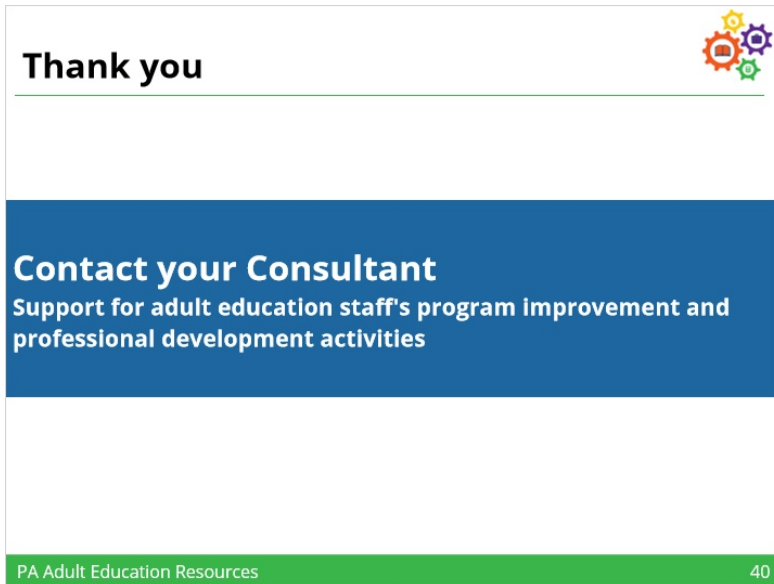
PA Adult Education Resources
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Notes:

To improve your skills, continue to practice scoring adult and child reading interactions. If you haven't already, access *Using and Scoring ACIRI*, available in the PA Adult Education Resources PD Portal, and most importantly, review the manual. It provides valuable information on scoring procedure, as well as lessons to support the ACIRI behaviors. Information to order the manual can be found under the

resources tab above.

Slide 40 - Thank you



The slide features a white background with a green footer bar. At the top left, the text "Thank you" is displayed in a bold, black font, underlined. To the right of this text is a colorful icon consisting of four interlocking gears in yellow, purple, green, and red. Below the "Thank you" text is a large blue rectangular box containing the text "Contact your Consultant" in white, bold font, followed by "Support for adult education staff's program improvement and professional development activities" in a smaller white font. The green footer bar at the bottom contains the text "PA Adult Education Resources" on the left and the number "40" on the right.

Notes:

Thank you for viewing this job aid. For more information, please contact your agency's consultant.