

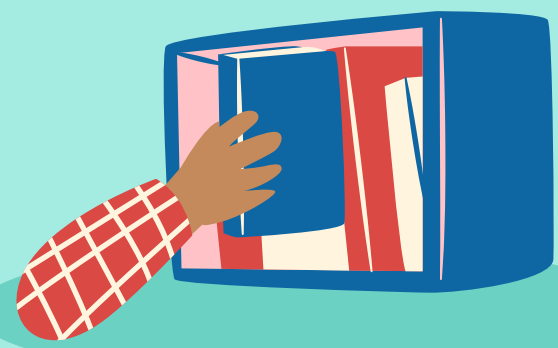
# TIER 2 LANGUAGE INTERVENTION FOR DIVERSE PRESCHOOLERS



The purposes of this study was to explore the use of a whole class dynamic assessment & to examine the efficacy of a narrative language intervention for diverse preschoolers.



A dynamic assessment was conducted with students from 3 Head Start classrooms. Children retold stories before and after 3 sessions of whole-group narrative instruction.



Children who made minimal progress ( $n=22$ ) were randomly assigned to control or to receive small-group, narrative intervention.



The treatment group showed significant improvement over the control group on proximal and distal measures of narrative retells, with large effect sizes.

Children received intervention for 15–20 min, 2x week, for 9 weeks. Interventionists individualized narrative & linguistic targets based on progress monitoring data.

