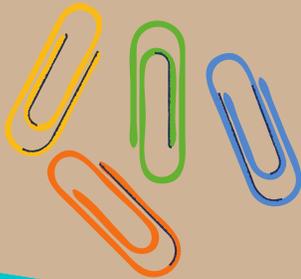


# Multi-Tiered Narrative Intervention

## An Implementation Study

Spencer, T. D., Weddle, S. A., Petersen, D. B., & Adams, J. A. (2018). Multi-tiered narrative intervention for preschoolers: A Head Start implementation study. *NHSA Dialog*, 20(1), 1-28.



## Purposes

Examine the efficacy of multi-tiered narrative intervention on language comprehension skills of preschoolers.

Explore implementation variables such as teacher and teaching assistants' intervention fidelity and scoring reliability.

## Method

Three Head Start teachers and teaching assistants delivered the multi-tiered instruction while monitoring progress over the course of one year. Three other Head Start classrooms served as the control group.

1. **Tier 1.** All children participated in large group narrative instruction once or twice a week.
2. **Tier 2.** Some preschoolers received small group intervention twice a week.
3. **Tier 3.** A few preschoolers received intensive 1:1 intervention.



## Results

Preschoolers in the treatment classrooms had statistically significantly higher story retell scores and listening comprehension scores (with medium effect sizes) than the control group.

Teachers and teaching assistants were able to deliver the instruction and interventions with fidelity and score the progress monitoring assessments reliably.