

The Effects of a Multitiered System of Language Support on Kindergarten Oral and Written Language: A Large-Scale Randomized Controlled Trial



Click to access full article: Petersen, D. B., Staskowski, M., Spencer, T. D., Brough, M. P., & Foster, M. E. (2022). The effects of a multi-tiered system of language support on kindergarten oral and written language: A large-scale cluster randomized trial. *Language, Speech, and Hearing Services in Schools*, 53(1), 44-68.

Procedures

Kindergarten teachers and speech-language pathologists (SLPs) implemented Story Champs at Tier 1 and Tier 2 in 4 school districts and 28 classrooms. Students' narrative retelling, personal story generation, expository retelling, and writing were monitored at pre/posttest .



Teachers delivered Tier 1 instruction for 15-20 minutes a day for 4 weeks. After the low-dose whole class Story Champs instruction, 49 students were identified for Tier 2 intervention. SLPs delivered small group Story Champs intervention with those students for 20 minutes twice a week for 14 weeks while Tier 1 continued.

Intervention



Findings

- Students in the treatment group had higher scores than students in the control group on all outcome measures.
- Students who received Tier 2 intervention improved so much on narrative retells that their scores were higher than the average and advanced performers from the control group.
- They were no longer performing below the expectations on personal stories, expository retells, or writing.