



Skills Developed Through Story Champs®

- Listening comprehension
- Reading comprehension
- Vocabulary
- Learning vocabulary from context
- Complex syntax
- Oral narrative retelling
- Oral narrative personal generation
- Oral narrative fictional generation
- Written narrative retelling
- Written narrative personal generation
- Written narrative fictional generation
- Information oral retelling
- Information writing
- Domain knowledge
- Problem solving
- Social and emotional aptitude
- Memory

Best Practices Used to Develop Skills

- Multiple exemplar training
- Frequent opportunities for students to respond
- Visually and socially engaging procedures
- Explicit and individualized targets
- Multiple exposures to words
- Supportive scaffolding
- Modeling and recasting
- Immediate corrective feedback
- Natural consequences

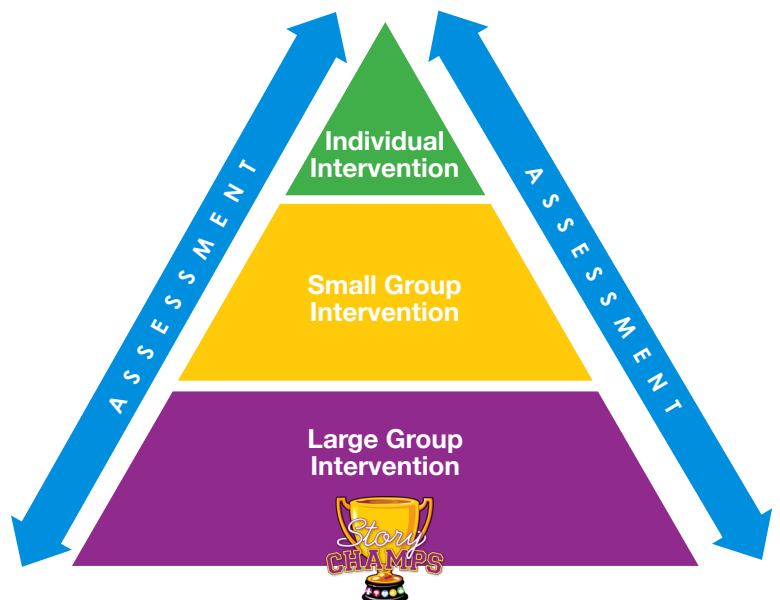


character setting problem feeling action ending end feeling

A Multi-Tiered Language Curriculum

Story Champs® is a multi-tiered language intervention curriculum that helps educators and clinicians promote academic language of diverse students. Although the primary focus of Story Champs® is on the development of a strong oral language foundation through storytelling, it also promotes other aspects of academic language that are essential for school success through information retelling, vocabulary learning, and writing.

As a multi-tiered curriculum, Story Champs® lessons can be differentiated for any student or group of students. The advantage of aligned tiers is that students with greater language needs receive more intensive intervention whereas students with fewer needs participate in a low dose intervention that is sufficient to support their academic language development. Ideally, a classroom teacher delivers lessons in the large group setting while a special educator, literacy specialist, or paraeducator delivers small group or individual lessons. Importantly, the curriculum adheres to the same principles and instructional approaches across all tiers so students who move between the tiers are not confused by conflicting approaches.



Story Champs® Research Studies

The development of Story Champs® has spanned ten years and over 30 research studies. Each of the tiers (large group, small group, individual) have been studied separately and as an integrated MTSS system. The effects of the Story Champs intervention has been documented with preschoolers and K-3 students in several states, and with typically developing students, students who are at risk, and students with disabilities. Outcomes have included improved story retelling, personal story generation, story comprehension, acquisition of targeted vocabulary, inferential word learning, story writing, information retelling, and reading comprehension. In many studies, the dose of Story Champs intervention was small (e.g., only two times per week for ten weeks), suggesting that this is a powerful intervention capable of producing robust effects in a short amount time.

STUDY DETAILS	PARTICIPANTS	OUTCOMES
<ul style="list-style-type: none"> • Small group study • 12 daily intervention sessions 	5 preschoolers with low language skills; 1 dual language learner	<ul style="list-style-type: none"> • All 5 children’s narrative retells improved • 4 out of 5 children’s personal stories improved
<ul style="list-style-type: none"> • Individual study • 24 sessions, 2x/week 	5 preschoolers with developmental disabilities	<ul style="list-style-type: none"> • All students showed meaningful improvements in narrative retell and comprehension
<ul style="list-style-type: none"> • Individual study • 12 sessions, 1x/week 	3 school age children with autism	<ul style="list-style-type: none"> • Immediate improvements on story grammar and linguistic targets
<ul style="list-style-type: none"> • Large group study • 12 daily large group classroom sessions 	71 preschoolers in four classrooms; more than half were dual language learners	<ul style="list-style-type: none"> • Significant differences between treatment and control group on narrative retell and comprehension measures
<ul style="list-style-type: none"> • Individual study • 8, 10-min. sessions for one week 	75 bilingual school age children with/without language impairment	<ul style="list-style-type: none"> • Significant improvements in narrative retells in English • Evidence of cross linguistic transfer to Spanish narratives
<ul style="list-style-type: none"> • Large group, small group and individual study 	11 preschoolers with low language skills; 7 were dual language learners	<ul style="list-style-type: none"> • Large group; 25% had minimal gains • Small group; substantial improvements for 10 children • Individual; 1 child made improvements
<ul style="list-style-type: none"> • Large group, small group and individual study • 1-4 session/week for 6 months 	6 preschool classes; 53 students in treatment and 52 in control	<ul style="list-style-type: none"> • Treatment group showed significant growth over control group in Narrative retell and comprehension
<ul style="list-style-type: none"> • Small group study • 6 sessions within 2 weeks 	7 1st grade students, 6 typical developing and, 1 with autism	<ul style="list-style-type: none"> • Immediate and substantial improvement in story writing
<ul style="list-style-type: none"> • Small group study • 30 min., 4x/week. Emphasis on vocabulary 	22 1st grade students at risk for comprehension problems	<ul style="list-style-type: none"> • Treatment group showed growth on specific words taught and retained most of words after several weeks • Significant growth in ability to define contextual vocab
<ul style="list-style-type: none"> • Large group study • 30-min., 2x/week for 8 weeks 	56 2nd grade students, typically developing	<ul style="list-style-type: none"> • Significant growth for narrative retells, story comprehension, inferential vocabulary, and reading comprehension
<ul style="list-style-type: none"> • Small group study • 20 min, 4x/week for 5 weeks 	54 typically developing Native American students from 1st, 3rd, and 4th grades	<ul style="list-style-type: none"> • Significant growth on writing • 2nd grade writing scores were higher than 5th grade students’ scores who did not participate in the treatment
<ul style="list-style-type: none"> • Small group study • 20 min. Spanish and English sessions; 24 total sessions 	8 preschool students, Spanish speaking	<ul style="list-style-type: none"> • Meaningful gains in English retells and vocabulary
<ul style="list-style-type: none"> • Small group study, English and Spanish intervention • 15-30 min., 2x/week for 12 weeks 	100 Kindergarten and 1st grade students	<ul style="list-style-type: none"> • Significant gains in narrative retells in English and Spanish
<ul style="list-style-type: none"> • Large group study • 1 hour, 1x/week for 5 weeks 	93 3rd grade students from 6 classrooms in 2 schools	<ul style="list-style-type: none"> • Moderate to large effect sizes with treatment group on expository outcome measures
<ul style="list-style-type: none"> • Large group study • 20 min., 4x/week for 3 weeks 	43 kindergarten students	<ul style="list-style-type: none"> • Significant gains for treatment group in narrative retells and personal story generations
<ul style="list-style-type: none"> • Large group and small group study • 15-20 min., 2-4x/week for 14 mo. 	241 preschool and kindergarten students	<ul style="list-style-type: none"> • Significant gains from treatment group in narrative retells, expository retells and personal story generation
<ul style="list-style-type: none"> • Large group and small group study 	686 Kindergarten Students	<ul style="list-style-type: none"> • Significant growth over the control group on Narrative Retells, expository language, personal stories and writing

For more information or a full list of research articles, visit LanguageDynamicsGroup.com