Multitiered System of Language Support for Diverse Preschoolers



Of the 41 preschoolers in 3 Head Start classrooms, 22 continued to exhibit language difficulties after Tier 1 language instruction.



17% English Learners

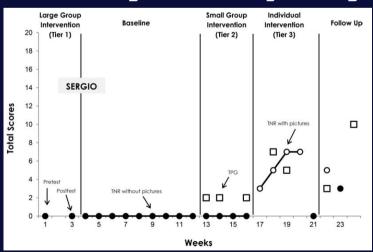
At risk of being referred for SPED evaluation.



RESPONSE TO INTERVENTION

7 preschoolers received Tier 1
language instruction, followed by
a period of monitoring (i.e.,
staggered baselines). Tier 2
language intervention was
delivered in small groups. 1
child, who showed minimal
response to Tier 1 and Tier 2,
received Tier 3 intervention.

Increasing Intensity Design



Using an RTI process, 6 preschoolers were not referred for SPED evals. 1 preschooler had a language disability.

Weddle, S. A., Spencer, T. D., Kajian, M., & Petersen, D. B. (2016). An examination of a multitiered system of language support for culturally and linguistically diverse preschoolers: Implications for early and accurate identification. School Psychology Review, 45(1), 109-131.