



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, inferencing, and writing.

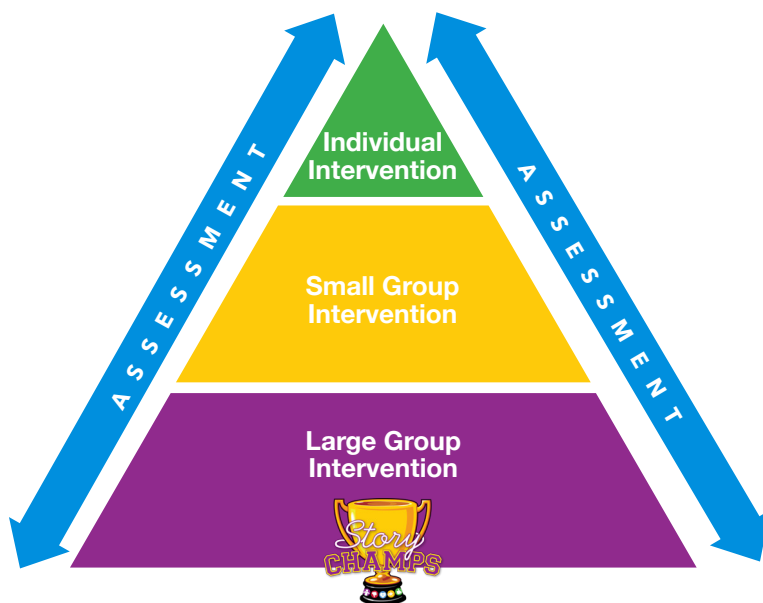
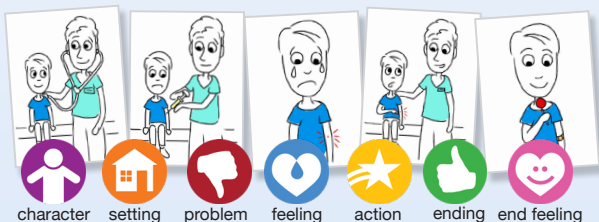
As a multi-tiered curriculum, Story Champs® lessons can be differentiated for any student or group of students. The advantage of aligned tiers is that students with greater language needs receive more intensive intervention whereas students with fewer needs participate in a low dose intervention that 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.

Skills Developed Through Story Champs®

- Listening comprehension
- Reading comprehension
- General academic vocabulary
- Domain-specific 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
- Inference making
- 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





STUDIES



Independently
researched &
published

30 completed
studies

8 in progress

15 published
by authors

2 investigated remote
Story Champs® intervention



Participants

United States

- Preschoolers – 3rd Graders
- White, Black, Hispanic, Native American, Asian American
- Typically developing children
- Children at risk for reading failure
- Children with autism
- Children with language disabilities
- Children with learning disabilities
- Children with challenging behavior
- English language learners
- Bilingual children

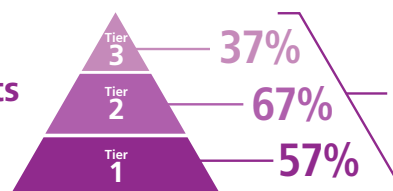
International

- Mexico: Spanish-speaking 5th and 6th Graders learning English
- India: Kindergartners & 1st Graders
- Israel: Hebrew and Arabic speakers



~2000 CHILDREN
participated in the studies

Instructional Arrangements



20% Fully implemented multi-tiered system

**Many studies included more than one tier of intervention*

Dose

TIME 10-45 min.

FREQUENCY 1-5x/week

LENGTH 2-72 weeks

Interventionists

- Head Start teachers
- Preschool teachers
- General ed K-3 teachers
- Special ed K-3 teachers
- Paraprofessionals
- Speech-language pathologists
- Reading specialists
- Spanish-speaking parents
- Parents
- Researchers

**Fidelity of intervention delivery is always above 90%*

Flexibility

- 57 master lesson plans
- 8 add on lessons
- Center activities
- Take home activities
- Writing organizers
- Word journals
- Digital materials for remote learning
- Spanish bilingual version
- Classwide peer tutoring
- Story games
- Informational lessons

Average effect sizes by outcome



What makes Story Champs® effective?

- Realistic child-friendly themed stories
- Stories carefully constructed to reflect complex academic language
- Multiple exemplar training to address metacognitive learning
- Simple and engaging visual materials with systematic fading
- High rates of active student responding
- Explicit instruction blended with authentic speaking and listening activities
- Extensive modeling and recasting
- Retrieval-based learning via story retelling
- Spaced learning of vocabulary through extensions and family engagement activities
- Intentional generalization strategies

Published Story Champs Studies

18. Petersen, D. B., Staskowski, M., Spencer, T. D., Brough, M. P., & Foster, M. E. (2021). 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*.
17. Scadden-Nelson, B., Petersen, D. B., & Rai, A. (2021). The effects of a multi-tiered system of language support on oral narrative language, writing, and reading comprehension in India. *Language and Education*, 1-21.
16. Raymond, S. M, & Spencer, T. D. (2021). The effect of narrative language intervention on the language skills of children with hearing loss. *Perspectives of ASHA Special Interest Groups*, 6(2), 386-396.
[INFOGRAPHIC](#)
15. Kirby, S. M., Spencer, T. D., & Chen, Y. I. (2021). Oral narrative instruction improves kindergarten writing. *Reading & Writing Quarterly*, 137(6), 574-591. **[INFOGRAPHIC](#)**
14. Gutierrez Arvizu, M. N. & Spencer, T. D. (2020). Comprensión auditiva en inglés con cuentos en primaria en México. *Lenguas en Context*, 11, 30-37. <http://www.facultaddelenguas.com/lencontexto/?idrevista=28#28.30> **[INFOGRAPHIC](#)**
13. Petersen, D. B., Mesquita, M. W., Spencer, T. D., & Waldron, J. (2020). Examining the effects of multi-tiered oral narrative language instruction on reading comprehension and writing: A feasibility study. *Topics in Language Disorders*, 40 (4), pp. E25-E39. **[INFOGRAPHIC](#)**
12. Spencer, T. D., Moran, M. K., Thompson, M. S., Petersen, D. B., & Restrepo, M. A. (2020). Early efficacy of multi-tiered dual language instruction: Promoting preschoolers' Spanish and English oral language. *AERA Open*, 6(1), 1-16. **[INFOGRAPHIC](#)**
11. Hessling, A., & Schuele, C. M. (2020). Individualized Narrative Intervention for School-Age Children With Specific Language Impairment. *Language, Speech, and Hearing Services in Schools*, 1-19.
10. Spencer, T. D., Petersen, D. B., Restrepo, M. A., Thompson, & M. Gutierrez Arvizu, M. N. (2019). The effect of a Spanish and English narrative intervention on the language skills of young dual language learners. *Topics in Early Childhood Special Education*, 38(4), 204-219. **[INFOGRAPHIC](#)**
9. Spencer, T. D., & Petersen, D. B. (2018). Narratives bridge oral and written language: An oral language intervention study with writing outcomes. *Language, Speech, and Hearing Services in Schools*, 49, 569-581. **[INFOGRAPHIC](#)**
8. 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. **[INFOGRAPHIC](#)**
7. Petersen, D. B., Thompson, B. E., Guiberson, M., & Spencer, T. D. (2016). Cross-linguistic interactions from L2 to L1 as the result of individualized narrative language intervention with children with and without language impairment. *Applied Psycholinguistics*, 37(3), 703-724. **[INFOGRAPHIC](#)**
6. Weddle, S. A., Spencer, T. D., Kajian, M., & Petersen, D. B. (2016). An examination of a multi-tiered system of language support for culturally and linguistically diverse preschoolers: Implications for early and accurate identification. *School Psychology Review*, 45(1), 109-131. **[INFOGRAPHIC](#)**
5. Spencer, T. D., Petersen, D. B., & Adams, J. L. (2015). Tier 2 language intervention for diverse preschoolers: An early stage randomized control group study following an analysis of response to intervention. *American Journal of Speech-Language Pathology*, 24, 619-636. **[INFOGRAPHIC](#)**

4. Spencer, T. D., Petersen, D. B., Slocum, T. A., & Allen, M. M. (2015). Large group narrative intervention in Head Start classrooms: Implications for response to intervention. *Journal of Early Childhood Research*, 13(2), 196-217. **INFOGRAPHIC**
3. Petersen, D. B., Brown, C. L., Ukrainetz, T. A., DeGeorge, C., Spencer, T. D., & Zebre, J. (2014). Systematic individualized narrative intervention on the personal narratives of children with autism. *Language, Speech, Hearing Services in Schools*, 45, 67-86. **INFOGRAPHIC**
2. Spencer, T. D., Kajian, M., Petersen, D. B., & Bilyk, N. (2013). Effects of an individualized narrative intervention on children's storytelling and comprehension skills. *Journal of Early Intervention*, 35(3), 243-269. **INFOGRAPHIC**
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Story Champs Studies Under Review

4. Garcia, A. R., Spencer, T. D., Stern, B., Kirby, M. S. (2021). Additive effect, feasibility, and cost-effectiveness of family engagement activities that supplement dual language preschool instruction.
3. Garcia, A. R., Spencer, T. D., & Kirby, M. S., (2021). The effect of narrative intervention on the listening and reading comprehension of children with autism.
2. Spencer, T. D., Moran, M. K., Petersen, D. B., Thompson, M. S., & Restrepo, M. A. (2021). A design-based implementation study informing the iterative development of a Spanish-English multi-tiered language curriculum for early childhood MTSS.
1. Petersen, D. B., Staskowski, M., Douglas, K., Spencer, T. D., & Foster, M. E. (2021). Multi-tiered oral narrative language intervention with preschool and kindergarten students: Improving academic narrative language.

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