

Providing Early Vocabulary Intervention for At-Risk Children: The Community Reading Center

Amy Murdoch, Ph.D.

College of Mount St. Joseph

Community Reading Center Project

- Community Reading Center
 - Summer program for children entering K and their families
 - Partnered with Human Service Organization
 - Urban Appalachian, African-American, Mexican—ELL
 - Children who would enter K in the fall. No preschool experiences prior to this program.

Community Reading Center Project

- Reading Science Program at the College of Mount St. Joseph
- Partnered with a community human service organization
 - Did PD with the SWs on early literacy and the programs we would be using
 - SWs brought families to the group and participated in family group
- 3 locations in the community
- Three part services
 - 1. Preschool groups
 - 2. Family groups
 - 3. Tutoring for older siblings
- Eight week program

Background of the Tutors

- Certified teachers working on their Master's Degree in Reading Science
- All working in schools serving low-income families
- Completed Coursework
 - Basic Phonics and Linguistics
 - Advanced Phonics and Linguistics
 - Advanced Assessment and Remediation
 - Fluency, Vocabulary and Comprehension
 - Orton-Gillingham Training
 - Culturally Responsive Practices

Preschool Group

45 min. time frame plus free play

- Text Talk (Beck) –15 min.
- PA Movement Activity—5 min
- Stepping Stones (Nelson, Cooper, & Gonzalez, 2005)—15 min
- PA Movement Activity—5 min
- Text Talk Review—5 min

Best laid plans...

Family Group

- Met while children were with the teacher
- VERY Informal
 - Day 1: Book Activity with Book
 - Day 2: PA Activity
 - Day 3: Watch the preschool group

Data

- 20 children started the summer program
 - 9 students = completed 80% or more of the sessions AND both assessment time periods
 - 5 students missed the post-assessment
 - 5 students completed less than 80%
- Measures Given (Pre and Post)
 - Pre and Post
 - DIBELS—LNF and ISF
 - Curriculum Based Assessment
 - Family Survey

CBA of Vocabulary

- Followed assessment outlined by Andrew Biemiller
- Created 2 forms
- Pool of Words = words from the stories
 - Two words from each of the 17 stories (10 taught and 7 not taught)
 - Each form had 15 randomly chosen words
 - Pre-test: 10 words taught, 5 words not taught
 - Post-test: matched the pre-test ratio for taught and untaught

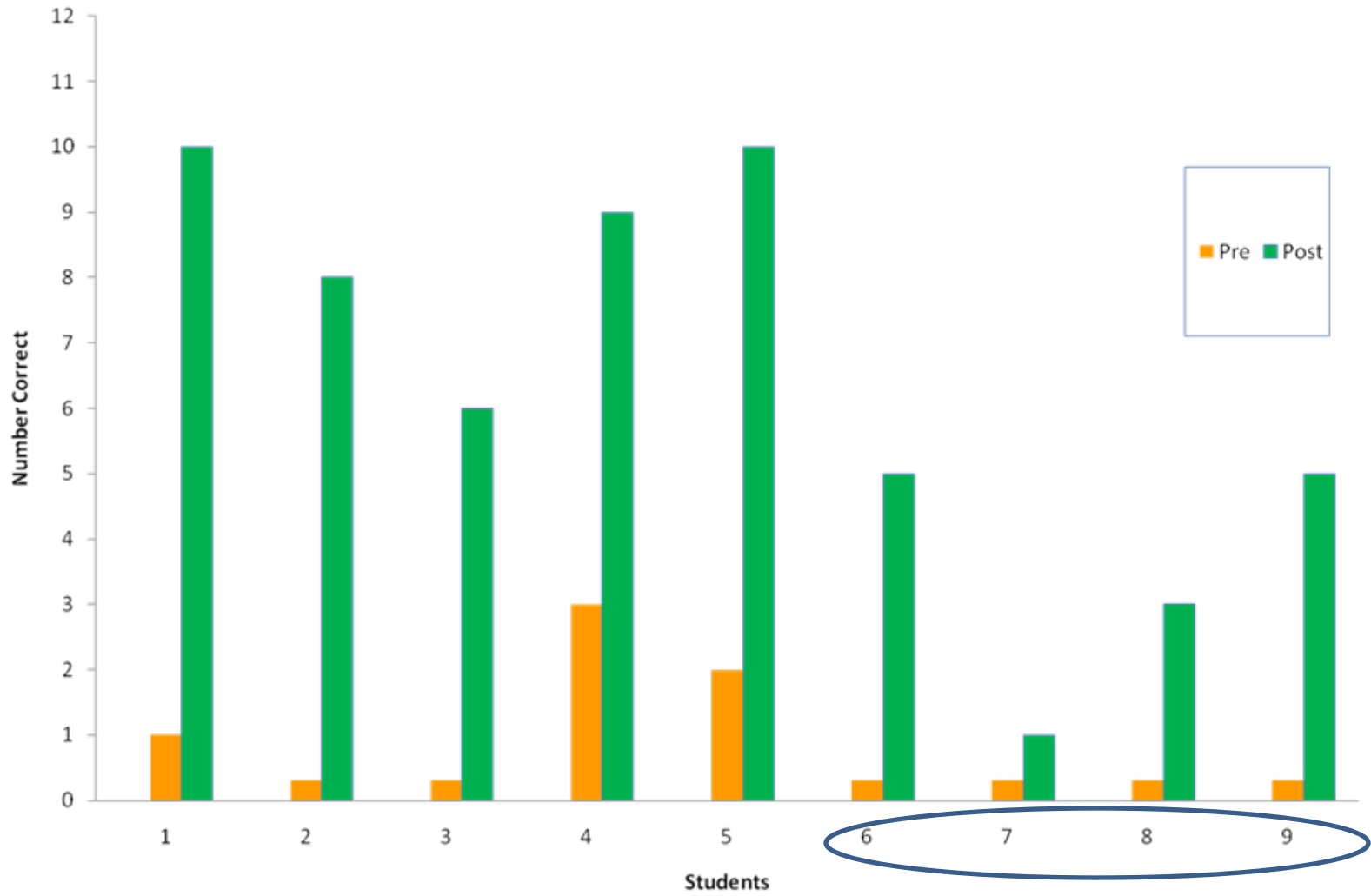
Example from the Assessment

Word: snatched

Sentence: As her sister snatched Gorilla away
Sophie fell over the truck.

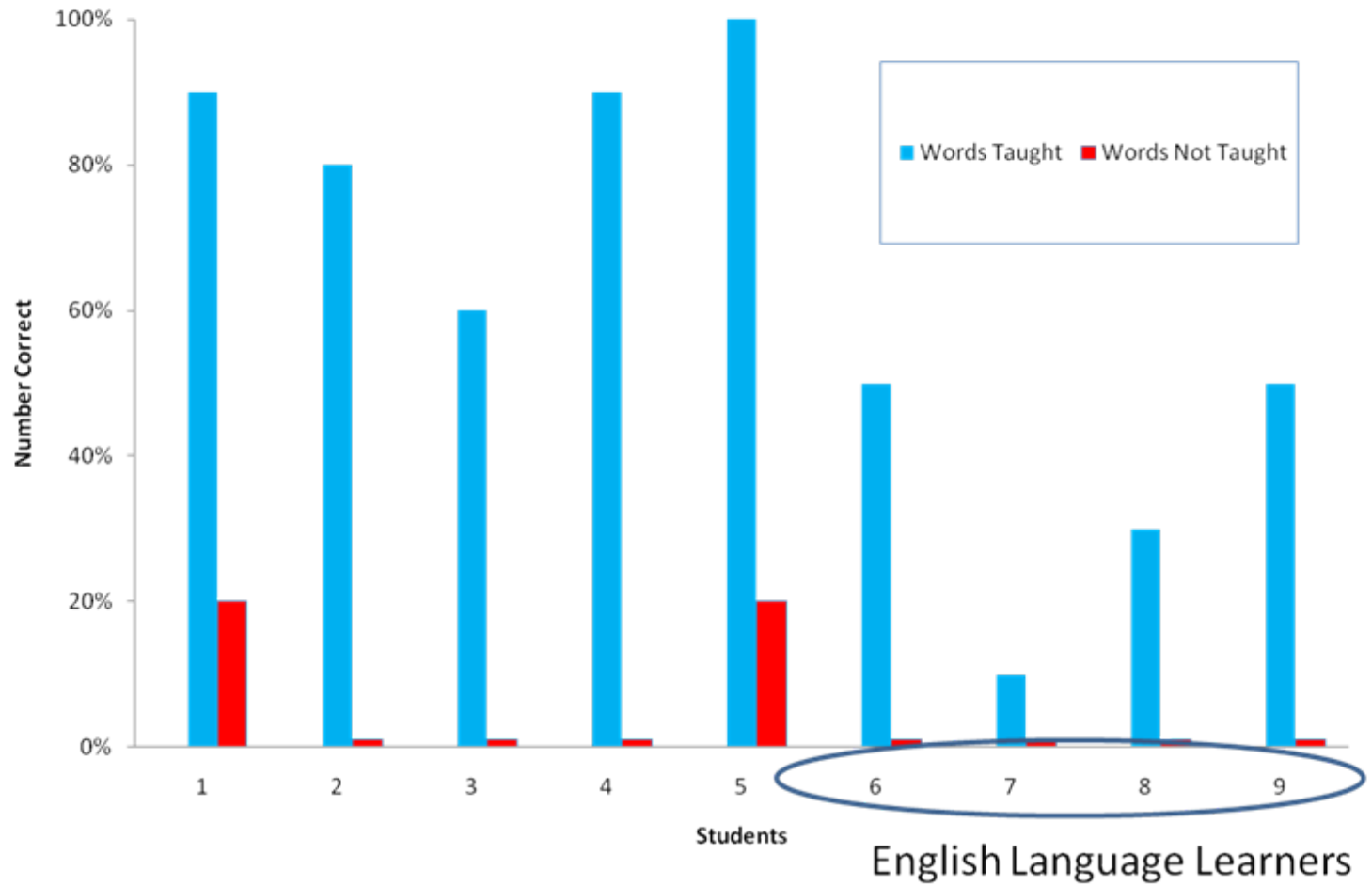
Child 's response:

Scores on the CBA of Vocabulary



English Language Learners

Scores on the CBA of Vocabulary at Post-Test



Next Study

- Done in the classroom with parent meetings
- Preschool – First Grade using Text Talk
- Providing extra support (Tier 2) for students who are not mastering words
- Measures:
 - CBA
 - DIBELS—WUF
 - NR measure of general vocabulary growth

Examples of Books and Tier 2 Words

- Peter's Chair: muttered, cradle, rascal
- Kitten's First Moon: sprang, edge, reflection
- Llama, Llama, Red Pajama: hollers, whimpers, fret
- Starry Safari: safari, gazing, pounces
- The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear: tromp, guarding, disguised
- When Sophie Gets Angry: snatched, explode, comforts