

“Implementing an Innovative Tier 2 Intervention that Improved Vocabulary and Comprehension Skills for Preschoolers”



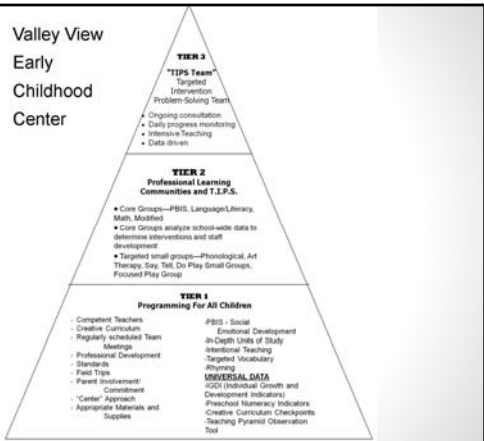
Valley View Early Childhood Center 365U, Illinois
 Donna Nylander, M.ED Presenter
www.vvsvd.org/vv

VALLEY VIEW EARLY CHILDHOOD CENTER

- Located: west suburb of Chicago (Bolingbrook/Romeoville)
- District Population: 1/3 White, 1/3 Hispanic, 1/3 Black -Title I students (58%)
- 15 classrooms - Serve 275 special needs (60%) preschool at-risk & Title 1 (40%) of students
- 15 Early Childhood Teachers
- Assessment/Child Find Team
- First year teachers – 2
Most Experienced - 8 yrs
- Provide continuum of services to students
- Parent Involvement workshops, events, once a month activity, sign commitment, on leadership team
- Implementing RTI since 2006



Valley View
 Early
 Childhood
 Center



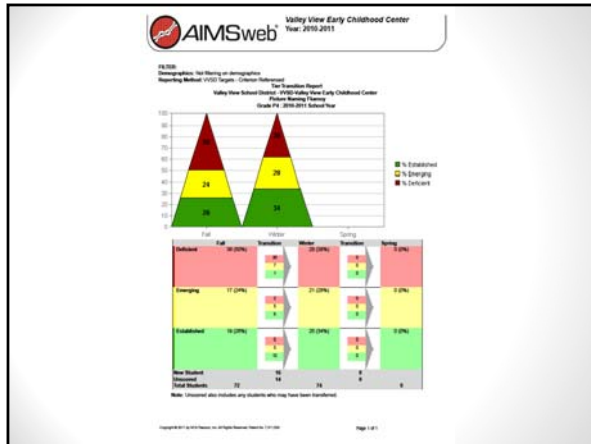
Data Driven Decision Making

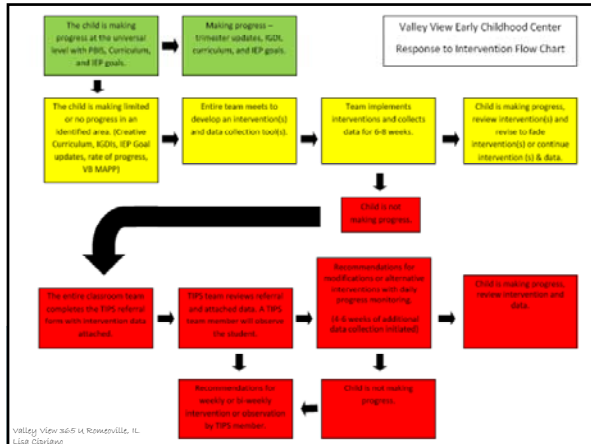
- Focuses on the student's strengths and needs and matches these with instruction
- Allows for input from multiple perspectives
- Facilitates collaborative planning for success
- Documents baseline and charts progress
- Allows for more strategic teaching



• (Ruth Coleman 2011)

# Indicators		TIER 2 = 2 - 4				TIER 3 = 0 - 1					
YEAR	Full	Win.	Spe.	LADYBIRD	Full	Win.	Spe.	FISH	Full	Win.	Spe.
Tier A	1	0		0							
Tier B	0	0		0							
Tier C	2	0		0							
Tier D	1	0		0							
Tier E	1	0		0							
Tier F	1	0		0							
Tier G	1	0		0							
Tier H	1	0		0							
Tier I	1	0		0							
Tier J	1	0		0							
Tier K	1	0		0							
Tier L	1	0		0							
Tier M	1	0		0							
Tier N	1	0		0							
Tier O	1	0		0							
Tier P	1	0		0							
Tier Q	1	0		0							
Tier R	1	0		0							
Tier S	1	0		0							
Tier T	1	0		0							
Tier U	1	0		0							
Tier V	1	0		0							
Tier W	1	0		0							
Tier X	1	0		0							
Tier Y	1	0		0							
Tier Z	1	0		0							
Full	72 students				68 students						
Tier 3	33%	28			Tier 3	30%	26				
Tier 2	33%	28			Tier 2	33%	28				
Tier 1	33%	28			Tier 1	33%	28				





FALL INTERVENTION 12 Weeks

Tuesday/Thursday		Tuesday/Thursday	
10:30 - 11:00		1:30 - 2:00	
(10)Oliver	Autism	(6)Dillian M	DD
(6)Angela D	DD	(6)Jeremy P	DD
(0)Fizza A (ELL)*	DD	(0)Christopher P	DD
(0)Andrew T (ELL)*	DD		
		2:00 - 2:30	
		(0)Megan D (ELL)	PFA
		(7)Nathan F	DD
		(0) Sara R. *	DD
		2:30 - 3:00	
		(8)Sebastian L (ELL)	PFA
		(7)Benaiah A (ELL)	DD
		(10)Nathan P	PFA
<small>Groups ran for 12 weeks starting September 27-December 20.</small>			

Tier 2 Focused Intervention Say-Tell-Do-Play

- ▶ Read aloud setting
- ▶ Multiple exposures + social interactions
- ▶ Interactive reading before-during-after
- ▶ Successive exposures in visual/auditory modes
- ▶ Target words
- ▶ Play activity

I say.....You say
I tell.....You tell
I doYou do
Let's play....

STDP Getting Started Checklist

Book Selection Checklist

- ▶ ____ The book is brief, containing 100-150 words. Be able to be read in 2-3 minutes
- ▶ ____ The book is age-appropriate for 3- and 4-year-old children.
- ▶ ____ The book contains at least six vocabulary words that warrant teaching.
- ▶ ____ The book is interesting and entertaining.

Word Selection Checklist


- ▶ ____ The word is important and useful to the understanding of the book.
- ▶ ____ The word has instructional potential for these children.
- ▶ ____ The word will help the children learn new and important ideas found in early learning standards.
- ▶ ____ The word "adds to" the children's mental dictionaries.
- ▶ ____ The word is one the children probably do not know.

Definition Checklist

- ▶ ____ The definition is brief, consisting of just a few words. (The max length 1 sentence)
- ▶ ____ The definition is clear, simple, and child-friendly.
- ▶ ____ The definition uses known words to define the new target word.


PROCEDURES "BEFORE" THE STORY IS READ

<p>Set Up...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-selected book with target words 	<p>I Say...You Say</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher models + shows photo card <input type="checkbox"/> Children repeat as group, then individually as needed
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"BEFORE" THE STORY IS READ

<p>I Tell...You Tell</p> <ul style="list-style-type: none"> <input type="checkbox"/> T reads/gives child friendly definition <input type="checkbox"/> T asks children to turn & tell a friend 	<p>I Do...You Do</p> <ul style="list-style-type: none"> <input type="checkbox"/> T models the action of the word or action related to the word <input type="checkbox"/> T repeats the word as children do the action
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"DURING" THE STORY

Read the story...

- T pauses when encountering one of the identified words
- C say or do the action associated with the word

Teacher should...

- Repeat say-tell-do on some words if children do not respond
- Keep a quick steady pace



"AFTER" THE STORY

Teacher asks

- What happened?
- Who was...?



Let's Play...

- T invites children to play planned activity that uses identified vocabulary words

The Valley View Process

- **Used one book for two weeks (12 weeks)**
(due to special needs and at-risk students)
- **Teacher and Speech Pathologist collaborated in the intervention**
- **2nd session – Bilingual Parapro & SLP, intervention in English & Spanish**

Created criterion for student selection

- Below average for IGD1's picture naming
- The ability to match like items/pictures
- The ability to perform motor imitation
- Verbal language– consistently uses words or communication acts (pictures, signs, voice output device) to initiate and make requests for several items/actions



Book Selection –Topic: Food

- Mouse Mess, author Linnea Riley
- The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear, author Don Wood
- Messy Meals, author Betsy Franco
- The Very Hungry Caterpillar, author Eric Carle
- Llama, Llama Mad at Mama, author Anna Dewdney
- Peanut Butter and Jelly, author Nadine Bernard Westcott



Valley View Early Childhood Center 2011

Say-Tell-Do-Play Planning Form

Child: _____
 Date: _____ Time: _____ Place: _____
 Book: _____

Day	Target Words	Definitions	"Do" Actions

Unit of Study: Food
Book: Mouse Mess

Targeted Vocabulary:
 mouse, spill, asleep,
 house, eating, clean,
 cheese, pour, bed, rake

Activity: Bingo with vocabulary words

Plan Activities

Day 1	Day 2

Steps

BEFORE	DOING	AFTER	PLAY
Set site	Read with me/individually	Children tell stories	Play target game with children, incorporating use of new words.
Day 1: Set site new words	Read target new words		

Notes

Children Write:

SAY, TELL, DO, PLAY



Pre Test for one book Receptive & Expressive Vocabulary

VOCABULARY	PRE-TEST			POST-TEST		
	JJ	Oliver	Angela	JJ	Oliver	Angela
Knife	+	+	+	+	+	+
Spread	+	+	+	+	+	+
bake	+	+	+	+	+	+
crack	+	+	+	+	+	+
eat	+	+	+	+	+	+
Sandwich	+	+	+	+	+	+
dough	+	+	+	+	+	+
slice	+	+	+	+	+	+
oven	+	+	+	+	+	+
Knead	+	+	+	+	+	+

Book: Peanut & Jelly

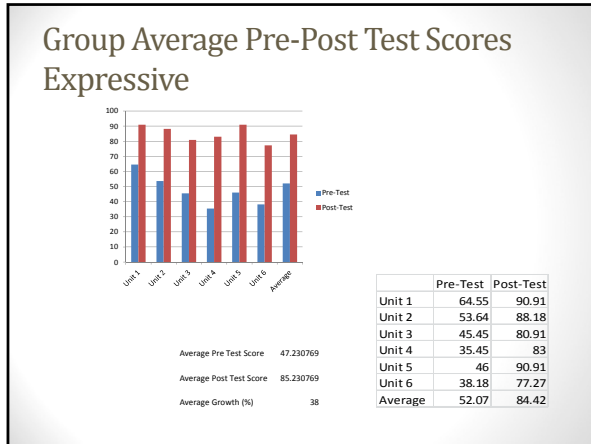
One book -after 2 week intervention Comparative Results

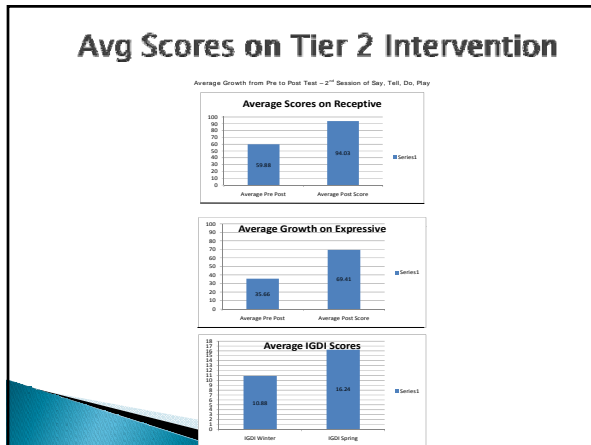
VOCABULARY	PRE-TEST			POST-TEST		
	JJ	Oliver	Angela	JJ	Oliver	Angela
Knife	+	+	+	+	+	+
Spread	+	+	+	+	+	+
bake	+	+	+	+	+	+
crack	+	+	+	+	+	+
eat	+	+	+	+	+	+
Sandwich	+	+	+	+	+	+
dough	+	+	+	+	+	+
slice	+	+	+	+	+	+
oven	+	+	+	+	+	+
Knead	+	+	+	+	+	+

Book: Peanut & Jelly

Group Average Pre -Post Test Scores Receptive

Unit	Pre-Test	Post-Test	Average Scores
Unit 1	79.09	98.18	84.86
Unit 2	77.27	100	98.7
Unit 3	75.45	95.45	
Unit 4	85.45	100	
Unit 5	94	98.18	
Unit 6	82.73	99.09	
Average	84.86	98.7	





Read Aloud / S-T-D-P Observation Protocol

Phase	Action
B-1	Tell Title, author, illustrator
B-2	Discuss cover
B-3	Make a few predictions
B-4	Say-Tell-Do some new words
B-5	Connect to experience
D-6	Read with expression/joy
D-7	Check/Revise predictions
D-8	Say-Tell-Do some new words
D-9	Discuss /Question
D-10	Connect to experience
A-11	Recall story events/facts
A-12	Say-Tell-Do some new words
A-13	Tell favorite part
A-14	Connect to experience

Fidelity of Implementation Checklist

K.ROSKO, PROFESSOR, JOHN CARROLL UNIVERSITY

Websites for Child Friendly Definitions

- ▶ Wordsmyth
<http://www.wordsmyth.net>
- ▶ Yahoo! Kids
<http://www.kids.yahoo.com/reference/dictionary>



Resources

- ▶ Southwest Institute for Families & Children
Say-Tell-Do-Play <http://www.swifamilies.org>
- ▶ Rosko, K. (2010, October 12). Progress Monitoring in Akron Ready Steps: A Work in Progress. Presentation at the Early Childhood RTI Summit, Kansas City, Missouri
