

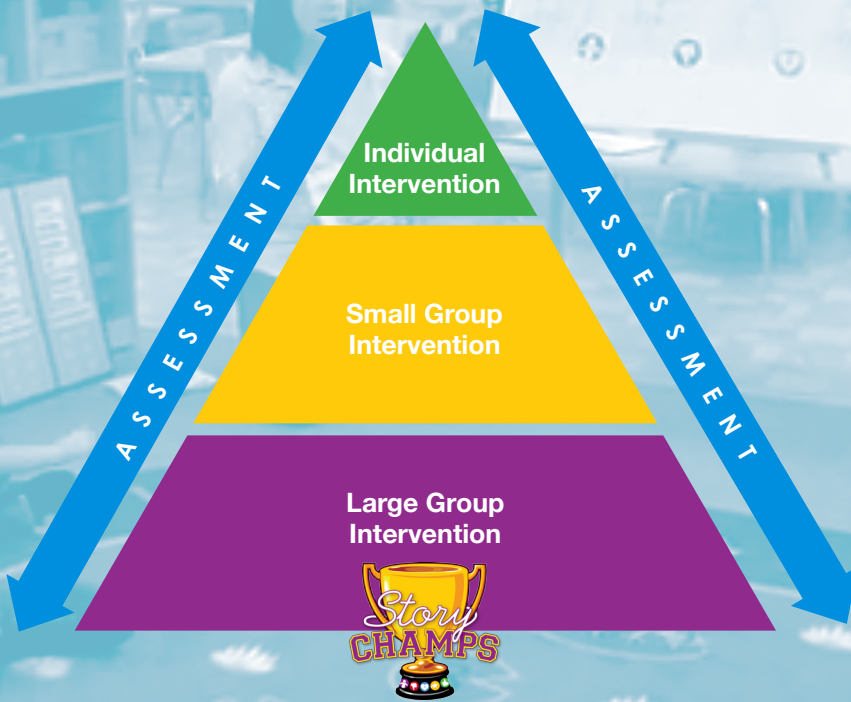


Language Intervention Curriculum

Story Champs is a multi-tiered language intervention curriculum that helps educators and clinicians promote academic language of diverse students. Story Champs is a semi-manualized program with explicit teaching procedures, but it is also extremely flexible to allow for sensible differentiation. 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.

What is a multi-tiered curriculum?

Story Champs was designed to be a multi-tiered curriculum so that it is easy to use within Multi-Tiered Systems of Support (MTSS) or Response to Intervention (RTI) models. Story Champs lessons can be implemented in various arrangements, including large groups, small groups, and with individual students. Each lesson lasts 15-45 minutes, depending on the arrangement and language needs of the student(s). 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. 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. Valid and reliable assessment is critical for effective implementation of Story Champs to ensure proper assignment to tiers, monitor progress relevant to intervention, and to determine when instructional goals and benchmarks have been met. The CUBED is an assessment system created to fulfill these purposes (obtained from www.languagedynamicsgroup.com).





Skills Developed Through Story Champs

- Listening comprehension
- Reading comprehension
- Answering questions about stories and information
- 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

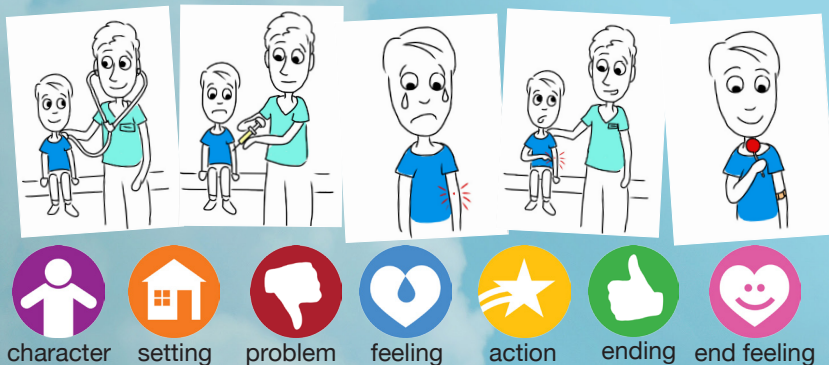
- Multiple exemplar training
- Frequent opportunities for students to respond
- Visually and socially engaging procedures
- Explicit and individualized targets
- Multiple exposures to words
- Supportive scaffolding
- Systematic fading of supports to build independence
- Modeling and recasting
- Immediate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

Who should use Story Champs?

Story Champs was designed for school teams comprised of general and special educators to use within RTI or MTSS frameworks, but it is useful even if a school or clinic does not follow a tiered model. Ideally, a classroom teacher uses the large group lessons while a special educator (e.g., speech-language pathologist, special education teacher), literacy specialist, or paraeducator delivers small group or individual lessons. Because Story Champs is very easy to learn and easy to implement, just about anyone can learn to use it effectively. To ensure fidelity and adherence to the active ingredients, users should read [this](#) manual carefully and watch the demonstration videos at www.languagedynamicsgroup.com before delivering lessons to students. It is essential that all users carefully follow the procedural steps outlined in the Master Lesson Plans so that key elements are not omitted unintentionally.

Which students can benefit from Story Champs?

The simple answer is ALL STUDENTS may benefit from explicit oral language instruction. In most schools today, there is very little emphasis on academic language, so even typically developing students with average language skills could benefit from an increased focus on the academic facets of language. However, Story Champs is clearly vital for students who are at risk for academic failure, including students with disabilities or students who have a mismatch between home and school language, dialect, or culture (e.g., English language learners). Given that Story Champs is a multi-tiered curriculum, the lessons can be differentiated for any student or group of students. Almost two thirds of students are not meeting the academic reading standards in schools. Story Champs, with its accompanying principles of language instruction that are generalizable across the curriculum, gives these students the boost in academic language they need to succeed.







The most researched-based language intervention available

The development of Story Champs has spanned ten years and over 30 experimental studies. The initial program design was grounded in research-based principles such as ensuring frequent opportunities to respond, systematic scaffolding, and immediate corrective feedback. After the initial design, the developers followed an iterative framework for designing, researching, and revising Story Champs. 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. During the evolution of this research base, the developers, research assistants, clinicians, teachers, and paraprofessionals have delivered the interventions and the effects have consistently been strong. 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 • 90 min. sessions, 4x per week for one month 	12 school age children; ages 6-9	<ul style="list-style-type: none"> • Posttest scores were significantly higher than pretest scores with moderate to large effect sizes
<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 • 10, 60-min. sessions 	3 school age children with neurologically based language impairments	<ul style="list-style-type: none"> • All students showed meaningful improvements in story grammar and language complexity with some evidence of maintenance over time
<ul style="list-style-type: none"> • Individual study • 24 sessions, 2x a 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 a 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 within one week 	75 bilingual school age children with and 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"> • 25% of children in 3 classrooms made minimal gains with large group intervention • Those children received small group intervention; Substantial improvements in narrative retell performance for 10 children • 1 child made improvements only after individual intervention

Story Champs Research Studies (continued)

STUDY DETAILS	PARTICIPANTS	OUTCOMES
<ul style="list-style-type: none"> • Large group, small group and individual study • 1-4 sessions per 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 • 5 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. sessions, 4 days a week with emphasis on vocabulary development 	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 vocabulary
<ul style="list-style-type: none"> • Large group study • 30-minute intervention 2x per 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. sessions, 4x per week over 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 lessons; 24 total lessons 	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. sessions, 2x per 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 • 15-20 min. sessions, 2-4x per week for 14 months 	75 3rd grade students	<ul style="list-style-type: none"> • Significant gains for treatment group for Narrative retell, expository retell, personal story generation and writing
<ul style="list-style-type: none"> • Large group study • 1 hour sessions, 1x per week for 5 weeks 	93 3rd grade students from 6 different 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. sessions, 4x per 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. sessions, 2-4x per week for 14 months 	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