

Response to Intervention: Narration

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It is important to determine if a child's literacy abilities and response to intervention will indicate that child's reading comprehension later in life. Two cohorts of kindergarten children who were at-risk to experience reading difficulties in later grades and a random sample of typical children were selected from to participate in this study and were to be followed through 3rd grade. The at-risk children were randomly assigned to either given intervention or no intervention. Prior to intervention, all of the children were given a battery of tests including the Test of Narrative Language (TNL). The TNL examines expressive and receptive language. The test requires children to answer questions about stories, retell them, and create their own from pictures. The intervention group targeted phonological awareness, letter knowledge, vocabulary, and narration. After intervention, all of the groups were given follow-up assessments, including the TNL. Analyses examined, in part, the contribution of response in narration to later comprehension. The children in the intervention group showed variability in their response to intervention. The intervention didn't impact the children's ability to answer questions about stories, but it did impact their ability to retell stories.