

Introduction

- There is an ever-increasing number of Spanish-speaking children enrolling in pre-school nationwide (Rinaldi & Paez, 2011).
 - 24% of Head Start children in 2004-2005 were from homes speaking Spanish primarily (Hamm, 2006).
- These children have demonstrated some of the lowest reading proficiency levels (National Center for Education Statistics, 2007).
- Given the compounding nature of early reading problems, early intervention is critical for preschoolers at risk for reading difficulties (NICHD, 2000).
- Integrated, systemic interventions across home and school are needed to promote early literacy development (Sheridan et al., 2011).
- Multi-tiered models have improved reading outcomes for elementary children (Vaughn et al., 2003); however, few preschool models have been studied.
- Tiered models that join families and schools in an integrated, comprehensive approach are lacking.
- There is a need to identify culturally responsive services to meet the educational needs of Spanish-speaking children.

Purpose of the Study

- To describe the preliminary results of the Pre-3T study specifically related to Spanish speaking children.

Models

Multi-tier Pre-3T Model

- An organized approach to early childhood education that provides supports of varying levels of intensity in response to both classroom and individual student needs
- Key Components
 - Research-based interventions
 - Naturalistic instructional strategies
 - Dialogic reading
 - Environmental enrichment
 - Progress monitoring
 - Data-based decision making
 - Differentiated groupings and instruction
 - Family engagement
 - Professional development

Intensified Universal Intervention Model

- Focused on enhancing universal strategies for all students without differentiating instruction.
- Progress monitoring data were collected for all students.
- Coaching was conducted to problem-solve methods for increasing learning opportunities and enriching language and literacy

Method

Participants

- The following demographic data represents the larger sample from which the study is derived.

Pre3T Child Demographics	
	Year 3 (n = 66)
Age (months)	M = 54.79 (SD = 3.82)
Gender	
Male	53%
Female	47%
Ethnicity	
Hispanic	65%
Non-Hispanic	35%
Pre3T Parent Demographics	
	Year 3 (n = 66)
Age (years)	M = 30.57 (SD = 6.23)
Relationship to Child	
Mother	88%
Father	12%
Grandmother	0%
Foster Father	0%
Ethnicity	
Hispanic	58%
Non-Hispanic	42%
Education Level	
Less than high school	15%
Some high school	21%
High school diploma/GED	16%
Some training beyond high school	30%
College training and beyond	18%

Measures Used

- Test of Early Preschool Literacy (TOPEL): Assessed children’s definitional vocabulary (DV)
- Get Ready to Read! Revised (GRTR): Measured print knowledge, emergent writing, and linguistic awareness
- Bilingual Early Language Assessment (BELA): Measured receptive and expressive language for Dual Language Learners (DLLs)
- Woodcock Muñoz Language Survey – Revised (WMLS-R) Spanish Form: Assessed DLLs oral language, letter and word identification.

MEASURE	CUTOFF SCORE
ENGLISH	
TOPEL	<90
	90+
ASQ	<30.72
	30.72+
SPANISH	
WMLS	<85
	85+
ENGLISH/SPANISH	
GRTR	11 or below
	12 or above
BELA	17 and below
	>17

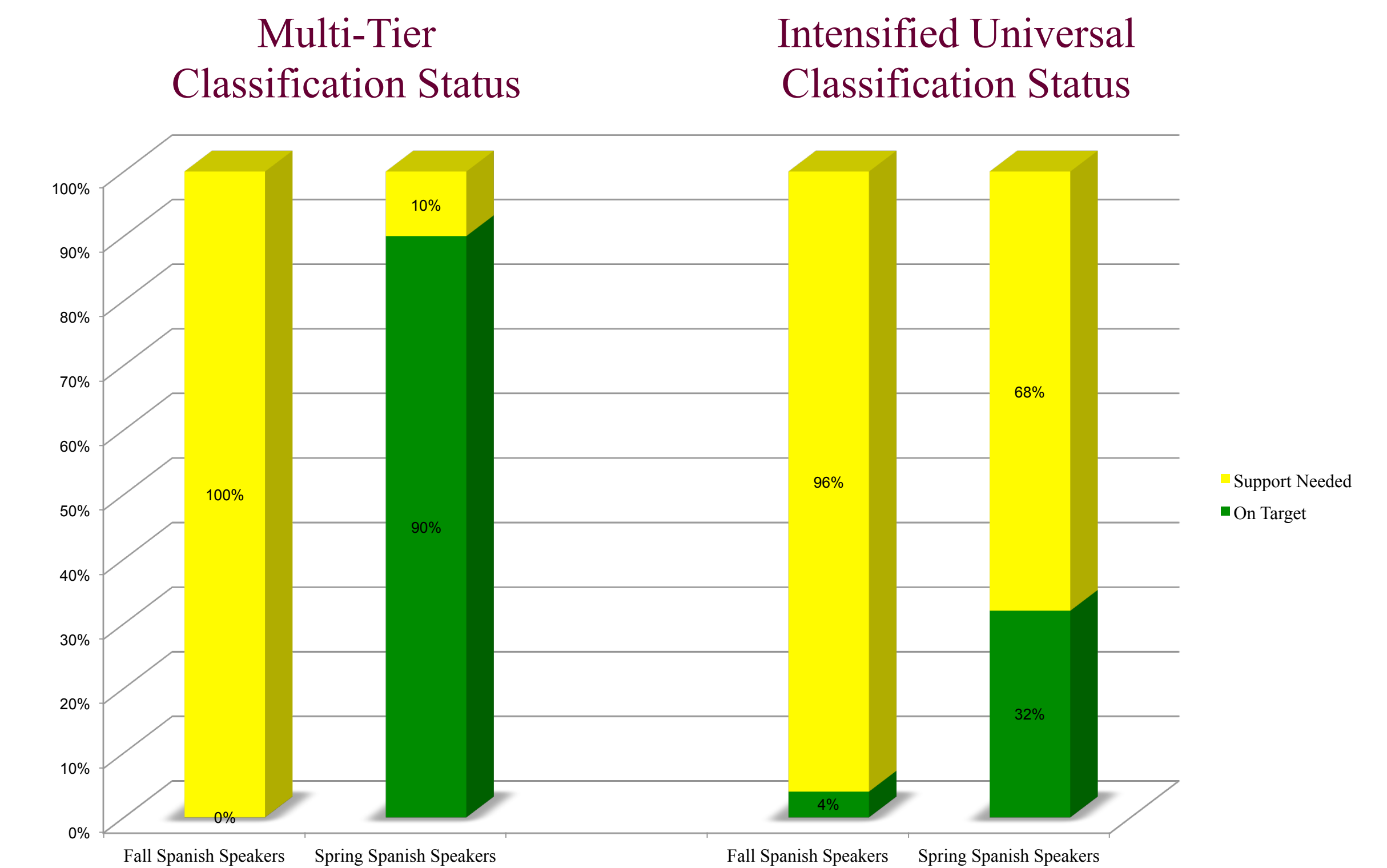
Procedure for Classification of Spanish-Speaking Children

1. Look at all data sources
 - Determine if child meets criteria for “green” (on track) or “yellow” (below benchmark) using cut points
 - Consider additional sources of data.
2. Determine level of support needed (individual, whole class)
 - Consider overall classroom profile (percent green vs percent yellow) compared with individual children

	High Spanish BELA Spanish Green WMLS Green Spanish GRTR Green	Low Spanish BELA Spanish Yellow WMLS Yellow Spanish GRTR Yellow
High English GRTR Green TOPEL DV Green	No intervention- no monitoring (universal)	No intervention- no monitoring (universal)
Low English GRTR Yellow TOPEL DV Yellow	Delay intervention- focus on Tier 1 with support in Spanish if possible <ul style="list-style-type: none"> • Continue to Monitor- intervene if no progress after two units • Consider child characteristics (e.g., language experiences, time in preschool program) 	Provide additional supports (Tier 2) and monitor progress

Results

- Preliminary results indicated that the *Spanish-speaking children who participated in the multi-tiered Pre3T approach were more likely to be on target at the end of the year than the Spanish-speaking children who received the intensified universal level of instruction alone.*



Acceptability

- One parent commented that the bilingual vocabulary flashcards were helpful: *“I put [the word] in English and in Spanish. For me it is important that she manages the Spanish at home. Their English language, they are going to obtain it [at school].”*
- One teacher stated: *“I thought [Pre-3T] was a good tool, because it made you really think about how you’re intentionally teaching those vocabulary words and how important it is for the kids to learn those. And even just for yourself, knowledge of whether you’re doing it correctly.”*

Discussion

- Given the importance for identifying culturally responsive educational services for Spanish-speaking children, the preliminary results of this study are important.
 - Initial results of the Pre-3T model suggest that a multi-tiered approach is feasible in preschool settings.
 - This multi-tiered model has the potential to improve early language and literacy skills for at-risk Spanish-speaking children.
- The data collected through repeated progress monitoring informs instructional decision making and helps teachers differentiate instruction appropriately for Spanish-speaking children.

Limitations/Future Research

- Data presented are preliminary. Further investigation is needed to test the efficacy of this approach with other Spanish-speaking children across various classrooms using experimental procedures.
- Future studies should explore the effectiveness of each element of the Pre-3T model.