



Story Champs[®] Research Findings

RESEARCHERS	STUDENTS	TIER & LEVEL	ARRANGEMENTS & SESSIONS	RESEARCH DESIGN	DEPENDENT VARIABLES	FINDINGS
Spencer & Slocum (2010)	5 Head Start preschoolers with low language skills; 1 was a dual language learner	Small Group	Authors delivered 12-20 daily intervention sessions to 4 groups of 4 children; At least 1 research participant was in each group	Multiple baseline across children	Narrative retells and personal stories	All 5 children's narrative retells improved and 4 out of 5 children's personal stories improved
Spencer, Petersen, Slocum, & Allen (2014)	71 Head Start preschoolers in four classrooms; more than half were dual language learners	Large Group	Authors delivered 12 daily sessions with assistants from Head Start teacher and teaching assistant	Quasi-experimental pre/post control group	Narrative retells, comprehension questions, and personal stories	Statistically significant differences between Story Champs and control group on narrative retell and comprehension question measures, but no differences on personal generation stories; Responsiveness analysis reveals dual language learners responded as well as English speakers
Petersen, Brown, Ukrainetz, De-George, Spencer & Zebre, (2014)	3 boys with autism ages 6-8 years old	Individual	Speech-language pathology graduate students delivered 12 weekly sessions	Multiple baseline across children and targets	Story grammar and linguistic targets within personal stories	Immediate improvements on story grammar and linguistic targets, although improvements did not maintain sufficiently
Spencer, Kajian, Petersen, & Bilyk (2014)	5 preschoolers with developmental disabilities	Individual	Undergraduate and graduate students delivered 24 sessions twice a week	Multiple baseline across children	Narrative retells, comprehension questions, and personal stories	All children showed meaningful improvements in narrative retells and comprehension questions, but only 3 children showed improvements in personal stories
Weddle, Spencer, Kajian, & Petersen (2015)	11 Head Start preschoolers with low language skills; 7 were dual language learners	Large Group, Small Group, and Individual	Undergraduate and graduate students, and a bilingual speech-language pathologist delivered Story Champs following an RTI framework	Multiple baseline across three groups	Narrative retells	Approximately 25% of children in three classrooms made minimal gains with large group intervention; Those children received small group intervention; substantial improvements in narrative retell performance was documented for 10 of them; 1 child made improvements only after individual intervention
Spencer, Petersen, & Adams (2015)	3 Head Start teachers; 4 Head Start teaching assistants; 120 preschoolers	Large Group, Small Group, and Individual	Classroom teacher and/or teaching assistant delivered intervention in large group, small group, and individual arrangements based on children's needs	Quasi-experimental pre/post control group; Qualitative for implementation components	Children's narrative retells, fidelity of implementation, reliability of scoring, usability and consumer satisfaction	Analyses are in progress; fidelity of implementation was high; teachers and teaching assistants report high treatment acceptability and moderate feasibility

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Petersen, Thompson, Guiberson, & Spencer (2015)	75 bilingual (English/Spanish) school age children with and without language impairment	Individual	Undergraduate and graduate students delivered 8, 10-minute sessions within one week	Quasi-experimental pre/post control group	English and Spanish narrative retells and personal stories	Analyses are in progress: Preliminary findings indicate significant improvement in narrative retells in English from pretest to posttest and evidence of cross linguistic transfer to Spanish narratives
Spencer, & Petersen (in preparation)	6 typically developing first graders and 1 child with autism	Small Group	Classroom teacher delivered 6 sessions within 2 weeks in groups of four or five children	Multiple baseline across three groups	Quality of written stories	Immediate and substantial improvements in story writing
Spencer & Weddle (in preparation)	6 Head Start classrooms; 53 students in treatment and 52 in control	Large Group, Small Group, and Individual	Head Start teachers and teaching assistants taught all three tiers and made decisions using monthly retells. 1-4 sessions a week across 6 months	Quasi-experimental control group design	Narrative retells & answering questions about stories; feasibility, fidelity and reliability of teacher implementation	Treatment group showed statistically significant growth over the control group on both measures, with large effect sizes.
Petersen, Spencer, & Stackowski (in preparation)	959 students in Michigan, preschool to third grade	Large Group and Small Group	Classroom teachers implemented 4 months of large group while SLPs conducted small group intervention with children who needed additional support	Randomized control group design	Narrative retells, expository language, personal stories, and writing	Treatment group showed statistically significant growth over the control group on narrative retells with large effects, and on expository language.
Zitting, Spencer, & Petersen (in preparation)	54 kindergarten students identified as being at risk for language-based reading problems	Small group	Research assistants delivered Story Champs four days a week for 20 minutes	Randomized control group design	Narrative retells	Treatment group showed statistically significant growth over the control group on narrative retells.
Spence & Gardner (in preparation)	22 first grade students at risk for comprehension problems	Small group	Research assistants delivered Story Champs Blitz four days a week for 30 minutes with an emphasis on vocabulary development	Mixed Methods; small scale randomized control group design and repeated acquisition design	Narrative retells and vocabulary definitions, as well as defining novel words using the context of stories	Treatment group showed weekly growth on the specific words taught and retained most of the words after several weeks; Statistically significant differences were found at post test for narrative retells and the ability to define new words using the context of a story.
Woodard, Petersen, & Steeve (in preparation)	56 second grade typically developing students	Large group	Classroom teachers delivered 30-minute large group Story Champs Blitz narrative intervention 2 times per week over 8 weeks	Quasi-experimental pre/post treatment, treatment control, and control group design	Narrative retells, story comprehension, inferential vocabulary, reading comprehension, and writing	The treatment group showed statistically significant growth over the treatment/control and control groups for narrative retells, story comprehension, inferential vocabulary, and reading comprehension.
Petersen, Curran, Heikkila, & Spencer (in preparation)	54 typically developing Native American students from 1st, 3rd, and 4th grades	Small group	A classroom teacher and 2 paraprofessionals delivered 20-minutes of oral narrative intervention 4 times per week across 5 weeks	Quasi-experimental control group design with matching	Narrative writing	The treatment group showed spastically significant growth on writing over the control group. Second grade writing scores were higher than 5th grade students' writing scores who did not participate in the treatment.