

Story Champs in India



WHY? / AIM

Children in India are among the lowest performing on international reading comprehension and writing assessments. The purpose of this study was to investigate the impact of a multi-tiered system of language supports on listening comprehension, reading comprehension, and writing.



METHOD

Students in the treatment group received whole class instruction and small group intervention. Teachers in India received training and feedback from researchers in the U.S. via Zoom and delivered whole class instruction. Small group Story Champs lessons were completed using Zoom too!

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Scadden Nelson, B., Petersen, D. B., & Rai, A. (2022) The effects of a multi-tiered system of language support on oral narrative language, writing, and reading comprehension in India.



RESEARCH DESIGN

A quasi-experimental pre/post test study was used. 121 2nd and 3rd graders in 12 classrooms were assigned to treatment (i.e., Story Champs), an alternate treatment (i.e., shared storybook reading), or a no treatment control group. Data were collected pre- and post-an 8 week intervention.

RESULTS

Students who received Story Champs instruction had significantly higher scores across all outcomes compared to students who got the alternative treatment and no treatment.

Story Champs Improved:

- Listening Comprehension
- Reading Comprehension
- Writing

