Project Title: Development of a Three-tiered Model in Early Intervention to Address Language and Literacy Needs of Children at Risk
Principal Investigator: Carta, J
Sponsor: University of Nebraska at Lincoln (USDE-IES)
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Brief Description of Project: The project is a collaboration among researchers from the Juniper Gardens Children’s Project and the University of Nebraska’s Center for Children, Youth, Families and Schools. The project employs an iterative product development design to develop and test the feasibility of a preschool 3-tiered (Pre-3T) model in authentic pre-kindergarten settings. In the project’s first two years, key components of existing 3-tiered models designed for early elementary grades will be translated for preschool settings. These components include: universal delivery of evidence-based intervention to all students; progress monitoring; data-based decision-making; differentiated grouping and instruction; family involvement.

Based on input about feasibility from experts and consumers, these components will be revised and pilot tested in 6 preschool settings in Kansas and Nebraska. Children between the ages of 4 and 6 years and their teachers and parents, will participate. Individual model components will be pilot tested with relevant and formative process data collected and analyzed to carry out another refinement of the model. In the third and final year of the project, the entire model will be implemented with a new set of 6 preschool classes in Nebraska and Kansas. Primary analyses are concerned with feasibility of the model and its components as determined by consumer feedback and with fidelity of model. In addition, measures used to monitor child progress and gauge child responsiveness to interventions in the Pre-3T model will provide information about language and early literacy instruction in the classrooms, children's individual responses to instruction, and children's development in language and early literacy across the school year.