

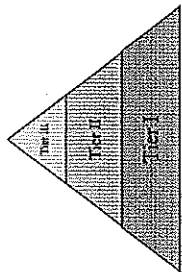


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INTRODUCTION

■ Response to Intervention (RtI)

- Tier I: General Classroom
- Tier II: At-Risk
- Tier III: Special Education



■ Phonological Processes

- Simplifying a class of sounds by systematically deleting and/or substituting target sounds
- Final Consonant Deletion (e.g. do, dog)
- Stopping (e.g. tea, sea)

■ Previous Research

- Phonological Processes
 - Saben and Ingham (1991) decreases in use by preschool-age children after 32-67 sessions
 - Articulatioon
 - Taps (2008) improvement in school-age children after 17-20 hours of intervention
 - Reading
 - Moore-Brown, Montgomery, Bielinski, and Shubin (2005) gains in school-age children after intervention 1 hour a day for 9 weeks

PURPOSE

The purpose of this study was to evaluate the use of RtI Tier II services with a preschool age student that presents the use of the phonological process, final consonant deletion.

METHOD

Participant

- Male
- Attended Head Start
- Presented Final Consonant Deletion more than 40% of words with the KIPA-2

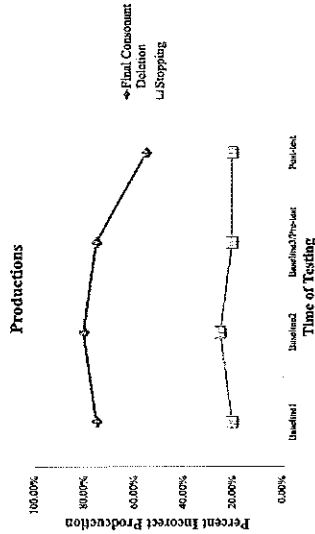
Pre-Post Testing

- Multiple Baseline
- Production of word probe words
- Sound imitation (/p/, /b/, /t/, /z/)

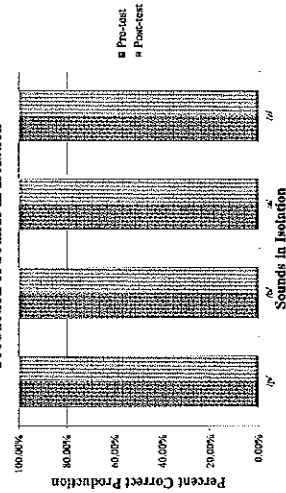
Intervention

- 16 sessions, 20 minutes (twice a week for 8 weeks)
- Session Activities
 - 5 minute imitation activity
 - 10 minute game targeting phonological process (e.g., Go-Fish)
 - 5 minute "wrap-up" activity

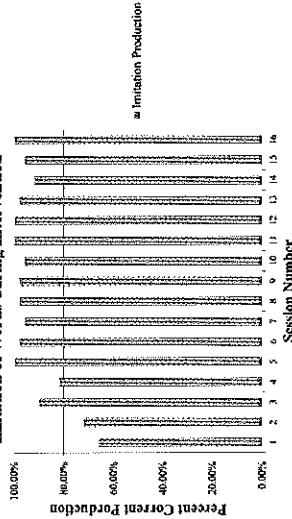
RESULTS



Production of Sounds in Isolation



Imitation of Words during Intervention



DISCUSSION/CONCLUSION

- **Summary of Results**
 - Use of final consonant deletion decreased
 - Use of stopping remained consistent
- **Current Findings in Relation to Previous Research**
 - Present study improved targeted skill as also found in previous studies (Taps, 2008; Moore-Brown, Montgomery, Bielinski, & Shubin, 2005; and Saben & Ingham, 1991)
 - Differences between previous research and current study
 - Preschool aged participants for phonological processes
 - Shorter intervention time (16 sessions, 5.3 hours vs. 17-45 hours or 32-67 sessions)
 - Targeted phonological processes
- **Strengths and Limitations**
 - Multiple baseline design
 - Similar to "real-life" intervention
 - Intervention did not accommodate the participants attention span
 - Intervention was done in a busy hallway at the school
- **Future Research**
 - Larger study of RtI with preschool children with phonological disorders
 - Evaluate RtI with preschool children for longer amount of time
 - Intervention tailored to the age and attention of the participant
 - Evaluate relationship between phonological processes and phonological awareness

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SELECTED REFERENCES

- Moore-Brown, B. J., Montgomery, J. K., Bielinski, J., & Shubin, J. (2005). Responsiveness to intervention: Teaching before testing helps avoid labeling. *Topics in Language Disorders, 25*, 148-157.
- Saben, C. B., & Ingham, J. C. (1991). The effects of minimal pair treatments on the speech-sound production of two children with phonologic disorders. *Journal of Speech and Hearing Research, 34*, 1023-1040.
- Taps, J. (2008). RtI services for children with mild articulation needs: Four years of data. *Perspectives on School Based Issues, 9*, 104-110. doi: 10.1044/ab9.3.104