

Intervention Content Description

Title: Story Friends™ – An Early Literacy Intervention for Improving Oral Language

Author/Owner: Howard Goldstein & Elizabeth Spencer Kelley/Paul H. Brookes Publishing

Intended Intervention Target (Child-family, Community, or Population Level):

Pre-K and Kindergarten children in small groups or individually

Child Age Range: 4 – 6 years

Description:

Story Friends is a supplemental curriculum for teaching preschoolers and some kindergartners challenging academic vocabulary, basic concept words, and how to answer questions about stories. Although the curriculum may have widespread appeal to all preschoolers, these stories with embedded lessons were designed to promote language development among children who are at risk for later reading problems because of their weak language skills.

In *Story Friends*, small groups of preschool children listen to pre-recorded stories with embedded lessons for vocabulary and comprehension targets and follow along in specially designed storybooks with interactive features. Because the stories and lessons are delivered using audio recordings, Story Friends can easily be implemented to small groups of children by teacher assistants or other paraprofessionals. Teachers or other professional staff members are provided tools to help with the selection of students and the monitoring of instruction and children's progress, and Story Friends contains a framework for deciding who should be receiving instruction with and without other modifications. Two book series totaling 26 books offer children interactive instruction for one book, 10–15 minutes per day, three times per week. This is sufficient to provide children with many opportunities to learn vocabulary and comprehension skills that will help prepare them for later academic success.

Delivery Venue (*How is the Intervention Accessed and Put into Practice?*): Published versions of Story Friends include 26 Student Storybooks, a Teacher Guide (with implementation instructions and assessments that can be printed from USB or photocopied), Audio narration on a jump drive, and assessment cards

Intervention Fidelity Measure: Program pacing and attendance logs are included in the Teacher Guide. Additional fidelity measures are available from the authors.

Scalability: Three *Story Friends* Professional Development Modules are available at:

<http://www.brookespublishing.com/storyfriends-videos/>

Web Address:

http://products.brookespublishing.com/cw_Search.aspx?k=Story+Friends&submit=search

Terms of Use

Cost: \$600 for Specialist's Kit and \$1,200 for Classroom Kit

Supporting Evidence Citation:

Goldstein, H., Kelley, E., Greenwood, C., McCune, L., Carta, J., Atwater, J. Guerrero, G., McCarthy, T., Schneider, N., & Spencer, T. (2016). Embedded instruction improves vocabulary learning during automated storybook reading among high-risk preschoolers. *Journal of Speech-Language-Hearing Research, 59*, 484-500. doi: 10.1044/2015_JSLHR-L-15-0227.

See other references below.

Illustrative Sources: <https://www.youtube.com/watch?v=qADjDreh-20&t=49s>

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Key Words: vocabulary, language intervention, small group instruction

References

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It's a story that starts in their earliest years, when they acquire the language and literacy skills they'll use for the rest of their lives. Sometimes, though, the story gets off track when young children struggle to learn and understand new words. Intervene early and keep these kids from falling behind with Story Friends, a fun and engaging language intervention program for 4- to 6-year-olds. Through 26 interactive storybooks about funny, relatable animals, Story Friends effectively boosts the early language skills that predict success in reading. What areas of oral language are addressed in the intervention? How were the words in the Story Friends program chosen? Discover the answers to these and other frequently asked questions. Literacy development is less about a limited critical period and more about windows of opportunity that extend across early childhood, culminating perhaps around the age of 10. So even if a child has limited access to language and literacy experiences in the home, 1. Early Literacy: How Literacy Develops and Predicts Later Academic Success In 2008, the National Institute of Literacy issued its report, *Developing Early Literacy: Report of the National Early Literacy Panel*, and, among its many findings, stated that the foundational reading and writing skills that develop from birth to age five have a clear and consistently strong relationship with later conventional literacy skills. Watch a recorded webinar on Story Friends! This book is your user-friendly guide to implementing Story Friends, a fun and engaging language intervention program for 4- to 6-year-old children at risk for later reading difficulty. You'll get. An accessible, concise overview of the program and its many benefits A look at the research behind Story Friends. Complete guidance on set Watch a recorded webinar on Story Friends! Learn more about the complete Multitiered Interventions for Language & Literacy in Early Childhood (MILLIE) product suite. ...more. Get A Copy. Amazon. Published August 17th 2016 by Brookes Publishing. More Details ISBN. Howard Goldstein university of south florida. the elementary school journal. Volume 116, Number 4. Published online May 19, 2016 © 2016 by The University of Chicago. The use of technology is an intriguing option for intervention delivery in early childhood classrooms. Reviews of the effects of computer-assisted approaches have indicated an overall positive but small effect on the learning of early language and literacy skills (Blok, Oostdam, Otter, & Overmaat, 2002; van Daal & Sandvik, 2013). Conditions in the RAD were A and B, where A p performance on the words to be taught and story questions before instruction (pretest assessment) and B p performance on the words taught after three instructional listening sessions per book (postinstruction assessment).