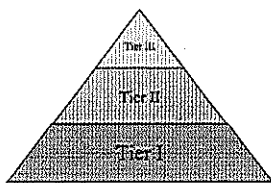


## INTRODUCTION

### Response to Intervention (RtI)

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



National Research Center on Learning Disabilities (NRCLED). (2007, November 19). What is RTI? Retrieved from <http://www.nrcled.org/rti/rti.html>

### 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
  - Sabén and Ingham (1991) decreases in use by preschool-age children after 32-67 sessions
- Articulation
  - 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

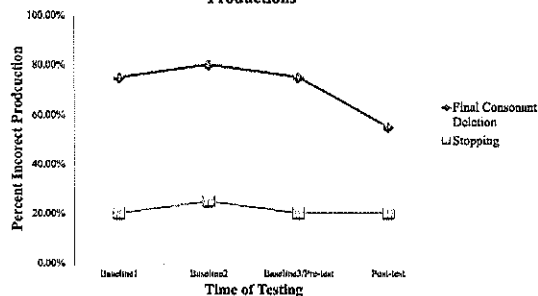
- Multiple Baseline
- Production of word probe words
- Sound imitation (/p/, /b/, /s/, /z/)

### Intervention

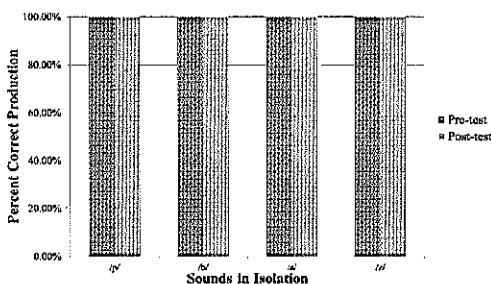
- 16 sessions, 20 minutes (twice a week for 8 weeks)
- Session Activities
  - 5 minute imitation activity
  - 10 minute game targeting phonological process (e.g., Go-Fish)
  - 5 minute "wrap-up" activity

## RESULTS

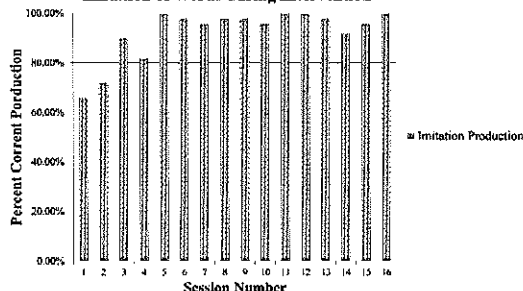
### Productions



### 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 Sabén & 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

## ACKNOWLEDGEMENTS

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