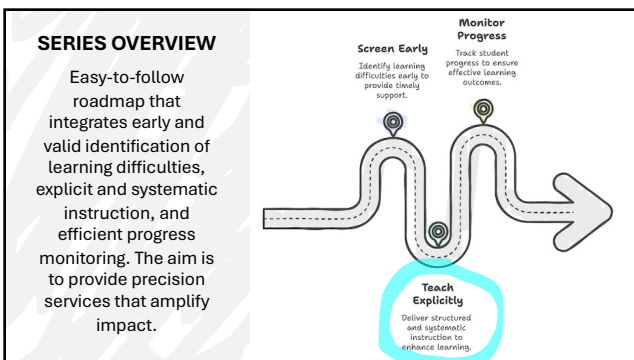




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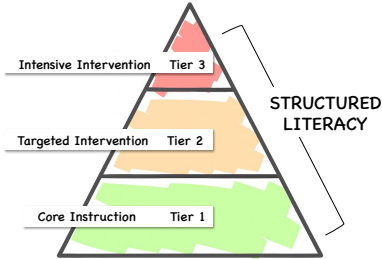
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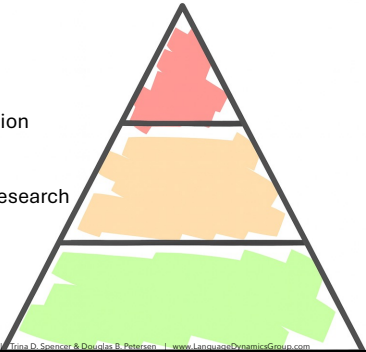
Session 2
Accelerate Learning with Multi-tiered, Explicit, and Systematic Language Instruction



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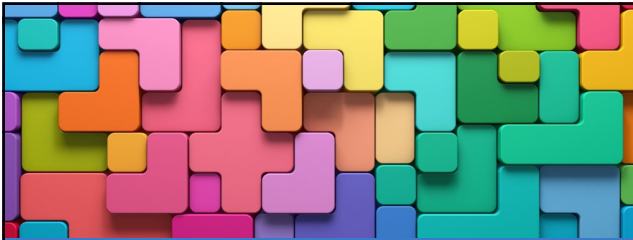
4

AGENDA
Part 1 – MTSS
Part 2 – De-Implementation
Part 3 – WHAT to Teach
Part 4 – HOW to Teach
Part 5 – Story Champs Research



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Part 1: Multi-Tiered System of Supports (MTSS)
Maximizes differentiation power for culturally, linguistically, economically, and neuro-diverse students

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6

EQUALITY

Equality in Education

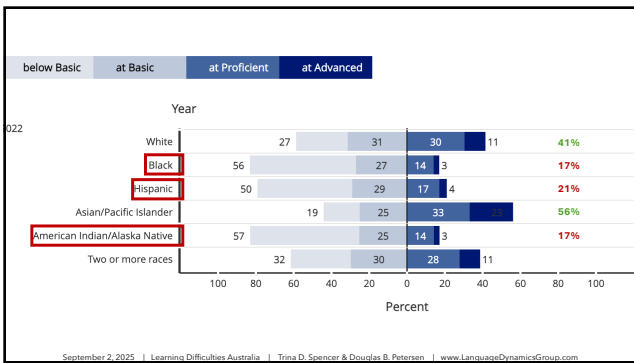
Treating all individuals the same, regardless of their differences or circumstances.

Promotes consistency by providing everyone with the same opportunities, resources, and treatment.

Privileges those who represent the "macroculture"....race, language, economic status, ability, etc.

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8

EQUITY

Equity in Education

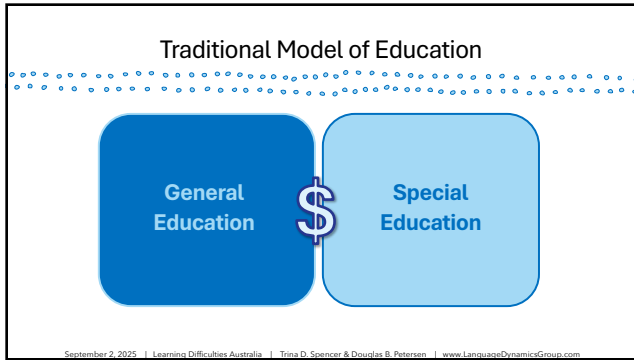
Treating individuals fairly, taking into account their differences and circumstances.

Focus is on providing the support necessary for each individual to succeed.

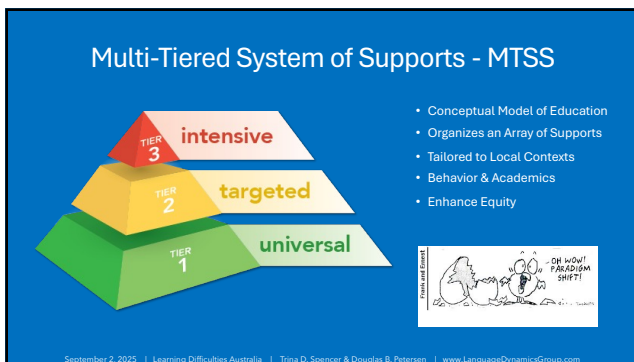
Intended to equalize the privileges accumulated based on race, language, economic status, ability, etc.

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research article / Artículo de investigación

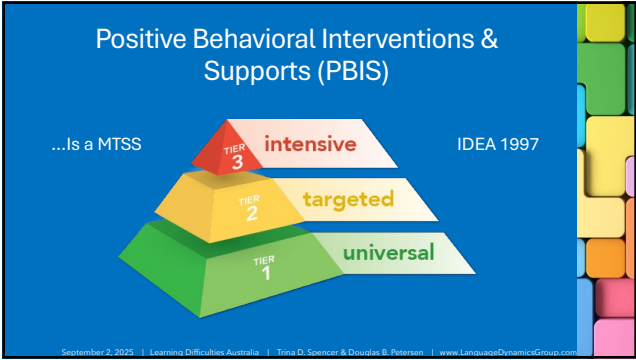
A design-based implementation study of a preschool Spanish/English multi-tiered language curriculum / Estudio de implementación basada en el diseño de un currículum preescolar multinivel inglés/español

Trina D. Spencer, Meghan K. Moran, Douglas B. Petersen, Marilyn S. Thompson, and M. Adelaida Restrepo

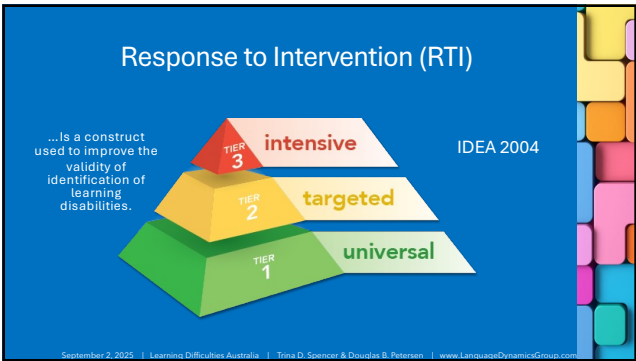
aligned with the concept of **equality**, where everyone receives the same thing (Takeuchi et al., 2018). This is in direct conflict with multi-tiered models of instruction that embrace a paradigm of **equity**, in which everyone gets what they need (The Division for Early Childhood of the Council for Exceptional Children (DEC) et al., 2013).

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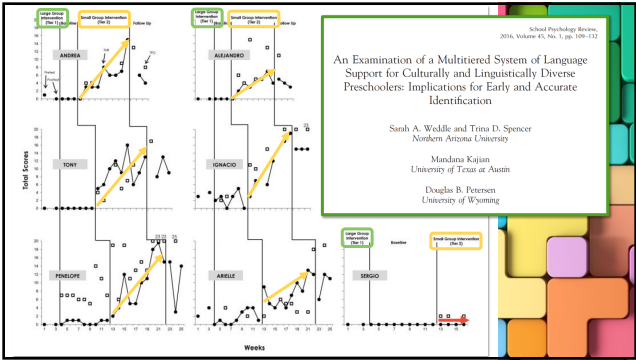
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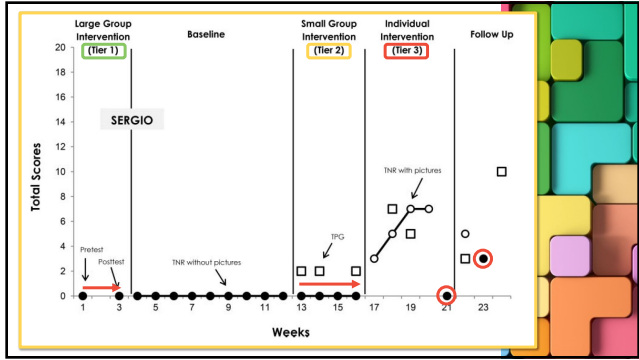
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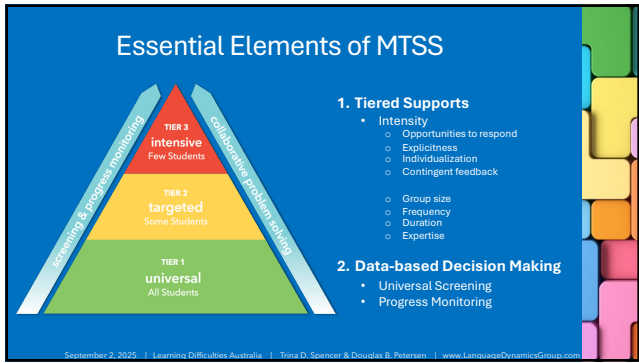
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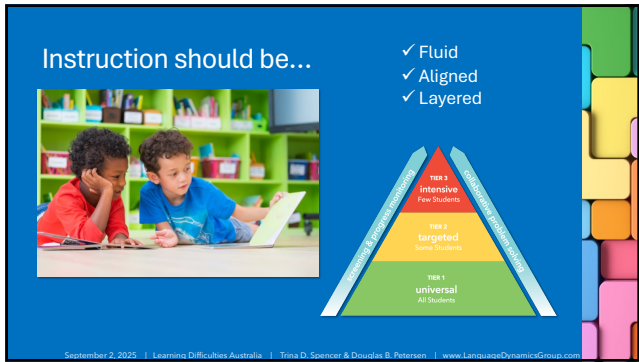
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16



17



18

Part 2: De-Implementation

"Our education system has a **hearding problem**...meaning educators often add new initiatives without letting go of ineffective ones, leading to overwhelm and distraction from what truly works."

Peter M. DeWitt, 2022

"When was the last time in education anybody heard of de-implementation? All we do is **pile one thing on top of another**, and then we don't...then wonder why it didn't work."

Doug Reeves, 2022

"**Planned, purposeful abandonment** of the old and of the unrewarding is a prerequisite to successful pursuit of the new and highly promising."

Peter Drucker, 2018

Clearing space for what works **prevents initiative overload** and **ensures thoughtful change** that aligns with evidence and desired impact!

19

X Word recognition should be prioritized in early grades, then when decoding is established, prioritize comprehension.

X Instruction to promote reading comprehension requires text.

X Language is acquired naturally so explicit instruction is not necessary.

Science

Faulty Beliefs

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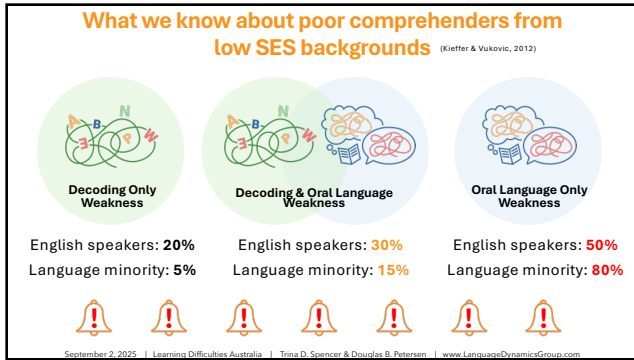
LITERACY

Faulty Beliefs

Science

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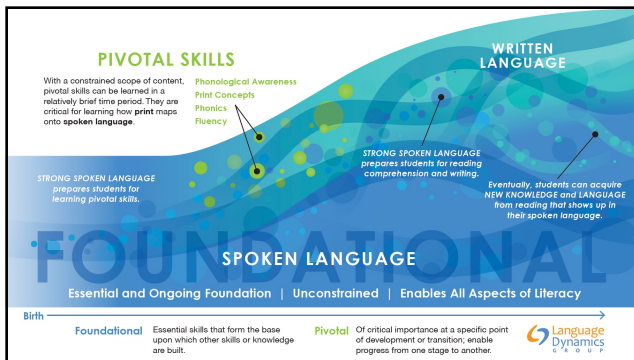
22

Myth

1

Print concepts, phonological awareness, phonics, and fluency are foundational literacy skills.

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“Early language skills are foundational—not just consequential—to later reading comprehension.”

--Dickinson, McCabe, & Essex, 2006

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Additional Evidence

Strong early spoken language skills...

- Support the development of decoding (Turner & Chapman, 2012; Lonigan et al., 2000; Nation & Snowling, 2004)
- Prevent later reading comprehension failure (Catts et al., 2006; Justice et al., 2005)

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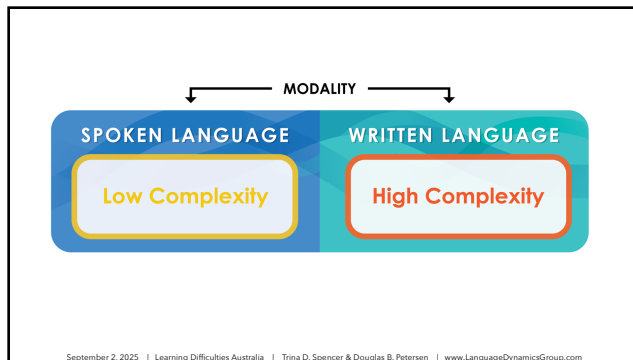
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Myth

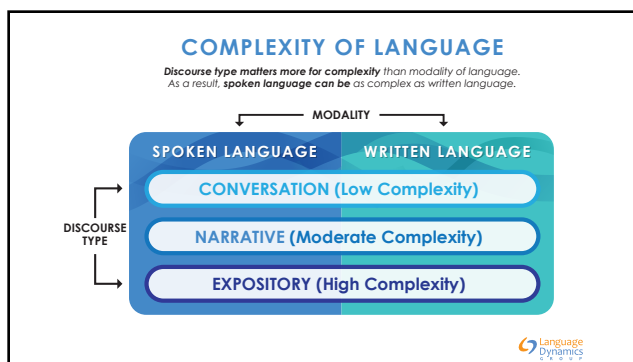
2

Spoken language is less complex than written language.

27



28



29

Yah, but...what about read alouds?

Reading aloud helps students **HEAR** complex language

...but even in good dialogue students' **USE** of complex language is low

Incidental Word Learning = Storytelling > Adult Reading Aloud > Student Reading to Self
 --Suggate et al., 2013

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KINDERGARTEN
INTERVENTION
RESEARCH

times each week. The students assigned to the active control group participated in Tier 1 shared storybook reading instruction with their classroom teacher twice a week for 15–20 min. Students in the no-treatment control group participated in classroom activities that were in place at the outset of the school year. Narrative and expository language samples elicited at pretest and posttest were analyzed for several features of complex language. Results indicated that students in the contextualized narrative language group produced significantly more complex language with large effect sizes compared to the shared storybook treatment and no-treatment control groups. Additionally, gains in expository language were noted, indicating that the intervention generalized across discourse types. The findings from this study add to a meaningful corpus of research that supports the use of multi-tiered explicit and systematic contextualized narrative language instruction to increase the

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“Comprehension-building interventions may be most beneficial when presented in a format that does not require extensive other skills such as decoding.”

—Van den Broek, Kendeou, Lousberg, & Visser, 2011

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Ameliorating Children’s Reading-Comprehension Difficulties: A Randomized Controlled Trial

Psychological Science
21(8) 1106–1116
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DOI: 10.1177/0956797610375449
http://ps.sagepub.com
SAGE

Paula J. Clarke, Margaret J. Snowling, Emma Truelove, and Charles Hulme
University of York

Abstract
Children with specific reading-comprehension difficulties can read accurately, but they have poor comprehension. In a randomized controlled trial, we examined the efficacy of three interventions designed to improve such children’s reading comprehension: text-comprehension (TC) training, oral-language (OL) training, and TC and OL training combined (COM). Children were assessed preintervention, midintervention, postintervention, and at an 11-month follow-up. All intervention groups made significant improvements in reading comprehension relative to an untreated control group. Although these gains were maintained at follow-up in the TC and COM groups, the OL group made greater gains than the other groups did between the end of the intervention and follow-up. The OL and COM groups also demonstrated significant improvements in expressive vocabulary compared with the control group, and this was a mediator of the improved reading comprehension of the OL and COM groups. We conclude that specific reading-comprehension difficulties reflect (at least partly) underlying oral-language weaknesses that can be effectively ameliorated by suitable teaching.

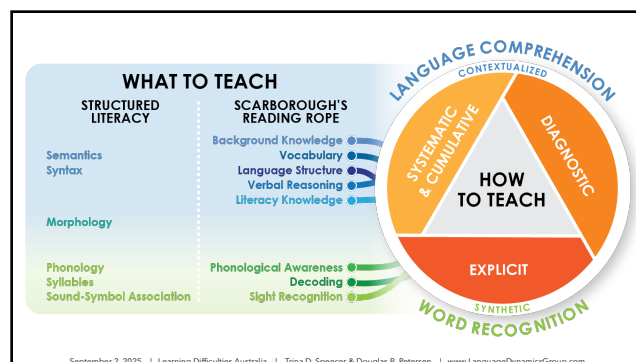
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Myth

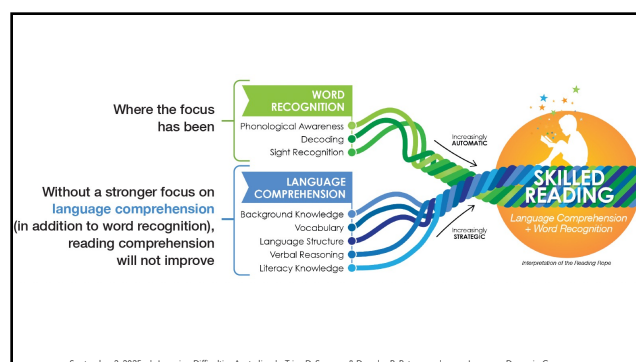
3

Structured literacy only applies to word recognition.

34



35



36

IF...

Spoken language skills are
THE FOUNDATIONAL
literacy skills

Spoken language can be
AS COMPLEX AS
written language

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AND...

Strong early spoken language skills help
students **DEVELOP** decoding skills and
PREVENT later comprehension problems

80-95% of low SES students need more
(and better) language instruction than
they are receiving

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THEN...

We should prioritize
TEACHING SPOKEN
LANGUAGE SKILLS VIA
NON-READING
APPROACHES...

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...in early grades alongside
teaching pivotal code
skills...because spoken
language instruction is
GOOD FOR ALL STUDENTS
and **ESSENTIAL FOR SOME.**

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AND...

We can do it with
STRUCTURED LITERACY!

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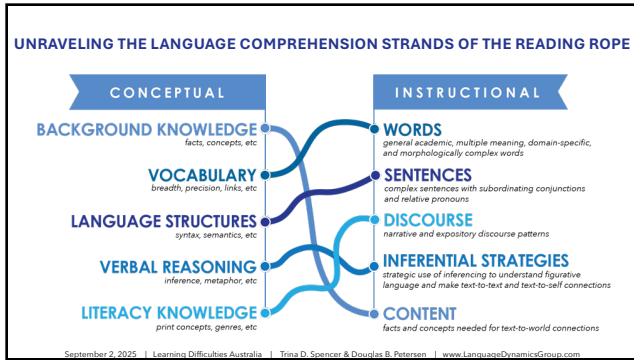
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Part 3 UNRAVELING THE **WHAT**

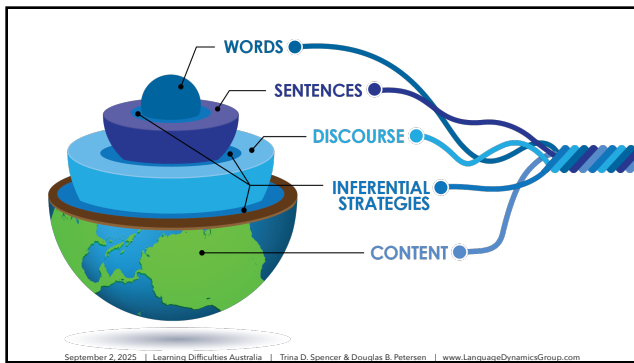


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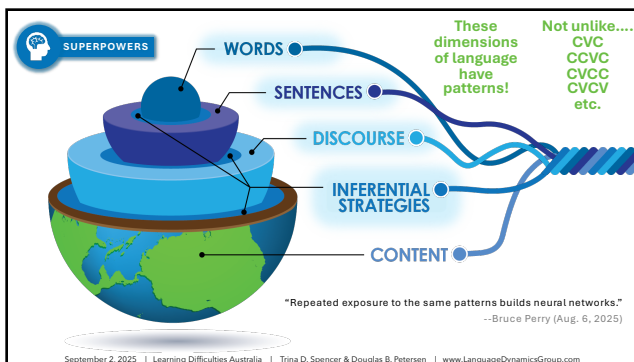
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Part 4

UNPACKING THE HOW

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Explicit

Direct and clear, leaving little to chance or assumption. Concepts and skills are taught clearly and directly, rather than being "discovered" by students. Teachers model skills, explain rules, and provide guided practice.

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Explicit

For example, instead of assuming students will infer the patterns in words, sentences, and discourse, they are shown to students and made concrete.

For example, students are explained multiple meaning word, figurative language, and morphologically complex words, as well as provided multiple opportunities to use them.

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Systematic / Cumulative

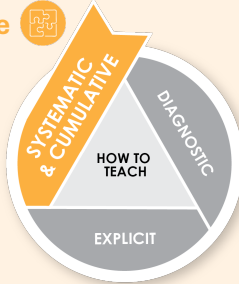


Instruction that follows a planned sequence that builds from simple to more complex skills in a logical progression.

Instruction that continuously builds on previously learned material, with frequent review and integration of old and new content.

Lessons are designed to reinforce and integrate previously learned skills.

New learning is connected to and layered on top of what has already been taught.



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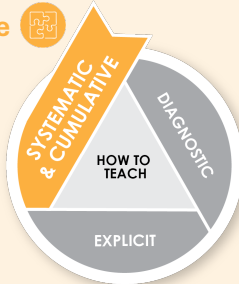
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Systematic / Cumulative



For example, the curriculum begins with easier skills like retelling brief stories and paragraphs, and progresses to generating fictional stories, and eventually expository content.

For example, previously learned targets like specific words or complex sentence patterns show up in subsequent lessons.



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Diagnostic

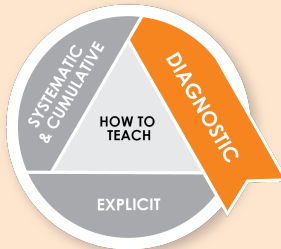


Instruction that is responsive to individual student performance, using data from continuous assessment to inform teaching.

Teachers frequently monitor progress and adjust instruction based on students' specific needs.

Errors are analyzed to determine instructional next steps.

Teacher adjust the difficulty or complexity of a prompted sentence depending on a student's expressive proficiency.



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Diagnostic

For example, the teacher adjusts the difficulty or complexity of a prompted sentence depending on a student's expressive proficiency.

For example, teacher puts three students who are showing slower progress in a small group instructional arrangement to increase their opportunities to respond with more teacher direction.

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Features of Structured Literacy for Language Comprehension

EXPLICIT

Frequent Student Responding: Do lessons ensure students are responding frequently?

Direct Teaching: Do lessons ensure concepts and targets are taught directly and deliberately involving modeling, explanations, and practice?

Specific and Comprehensive: Does the program specifically target all of the language comprehension strands in an integrated and interleaving manner?

Clear Language: Do lessons clearly specify what the teacher should say/do and what the students should say/do?

Corrective Feedback: Do lessons include guidance on how to deliver immediate corrections that result in correct student responses?

SYSTEMATIC/ CUMULATIVE

Focused and Efficient: Do lessons have a clear focus and introduce new targets gradually? Do lessons facilitate a brisk instructional pace?

I Do, We Do, You Do: Do lessons provide for sufficient guided and independent practice of new material across activities or exercises?

Within Lesson Sequence: Do lessons have a logical, intentional, and systematic sequence of related and meaningful activities?

Across Lesson Sequence: Do lessons follow a planned sequence that builds from simple to complex skills and reviews previous targets?

DIAGNOSTIC

Differentiation: Do lessons include guidance for accommodating diverse language needs?

Progress Monitoring: Do lessons allow for informal monitoring of learning? Is there an assessment tool that is aligned with the program?

Contextualized: Do lessons ensure targets are practiced within meaningful communication contexts that academic complexity?

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STRUCTURED LITERACY CHECKLIST for Language Comprehension Instructional Tools

Explicit, systematic, cumulative, and diagnostic instruction can be accomplished two ways...

INSTRUCTIONAL DESIGN

Curriculum-controlled aspects of lessons are engineered by intervention designers and curriculum developers to make the job of teaching easier and more effective.

DELIVERY PROCEDURES

Teacher-controlled aspects are the important ways in which teachers deliver lessons to maximize its effectiveness for all their students.

Areas where the curriculum falls short become the burden for the teacher to deliver!

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STRUCTURED LITERACY CHECKLIST

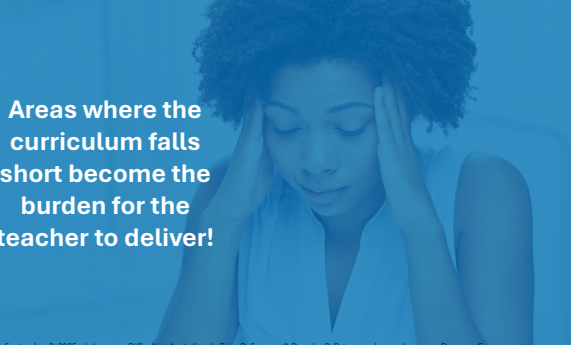
Dr. Tina Spencer and Dr. Douglas Petersen

STRUCTURED LITERACY FEATURES	YES	SOMETIMES	NO
Present Student Understanding: Do lessons ensure students are responding frequently? Do lessons minimize the amount of teacher talk?	☐	☐	☐
Direct Teaching: Do lessons ensure concepts and targets are taught directly and deliberately involving modeling, explanations, and practice?	☐	☐	☐
Specific and Comprehensive: Does the program specifically target all of the language comprehension strands as an integrated and meaningful manner?	☐	☐	☐
Contextualized: Do lessons ensure targets are practiced within meaningful communicative contexts that reflect academic complexity?	☐	☐	☐
Focused and Efficient: Do lessons have a clear focus and introduce new targets gradually? Do lessons facilitate a clear instructional goal?	☐	☐	☐
I Do, We Do, You Do: Do lessons provide for sufficient guided and independent practice of new material across activities or exercises?	☐	☐	☐
Clear Response: Do lessons clearly specify what the teacher should say/do and what the students should say/do?	☐	☐	☐
Corrective Feedback: Do lessons include guidance on how to deliver immediate corrections that result in correct student responses?	☐	☐	☐
Within Lesson Sequence: Do lessons have a logical, intentional, and systematic sequence of related and meaningful activities?	☐	☐	☐
Across Lesson Sequence: Do lessons follow a planned sequence that builds from simple to complex skills and moves across targets?	☐	☐	☐
Differentiation: Do lessons include guidance for accommodating diverse language needs?	☐	☐	☐
Progress Monitoring: Do lessons allow for informal monitoring of learning? Is there an assessment tool that aligns with the program?	☐	☐	☐

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<https://languagedynamicsgroup.com/resources/>

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Areas where the curriculum falls short become the burden for the teacher to deliver!

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Part 5 STORY CHAMPS Instructional Tools



CORE FEATURES

- 1 Carefully constructed personally-themed stories and science and social studies expository passages to model and practice the complex word, sentence, and discourse patterns of academic language
- 2 Strategic use of visual supports that are quickly faded to enhance independent responding and generalization
- 3 Explicit and systematic instruction featuring teaching procedures derived from cognitive and behavioral learning sciences (e.g., retrieval practice, interleaving)



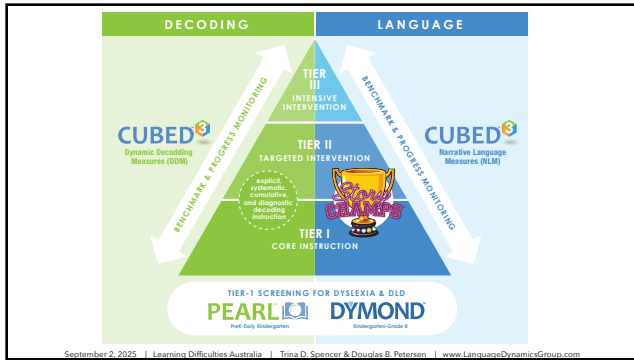
INTERVENTION
Multi-Grade



CURRICULUM
P K 1 2

Coming Soon!

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Research Article

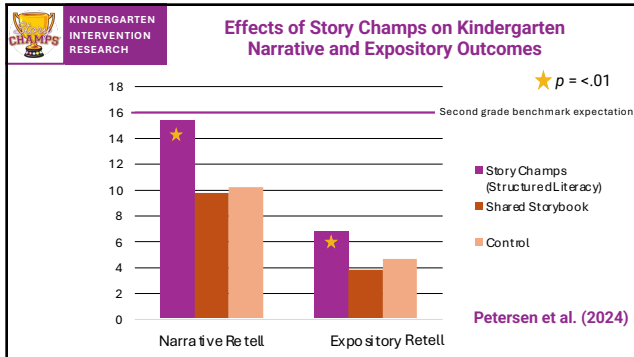
The Effects of a Multitiered System of Language

Method: Participants were 686 kindergarten students from four school districts in the United States. Twenty-eight classrooms were randomly assigned to treatment ($n = 337$ students) or control ($n = 349$ students) conditions. The

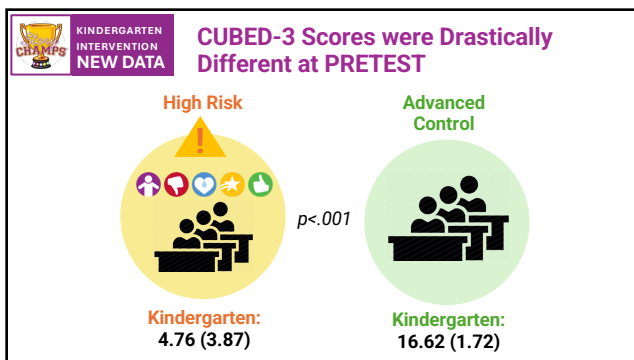
Results: Results indicated that the students in the treatment group had significantly higher scores on all outcome measures compared to the students in the control group. Analyses of outcomes from the 49 students who received Tier 2 intervention compared to a matching sample of at-risk control students revealed that the treatment group had significantly higher scores on narrative retells, personal stories, and expository retells. When compared to matched average-performing and advanced-performing control peers, the students who received Tier 2 intervention had significantly higher narrative retell scores and no longer had significantly lower personal story, expository, or writing scores.

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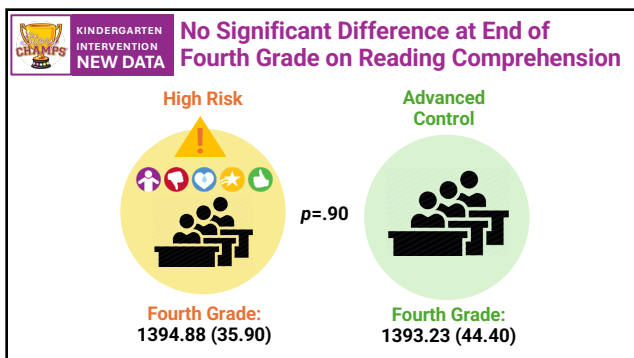
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WRITING RESEARCH

ES ≥ 0.25 are educationally meaningful

LSHSS

Research Article

**Bridging Oral and Written Language:
An Oral Narrative Language Intervention
Study With Writing Outcomes**

Trina D. Spencer^a and Douglas B. Petersen^{a,b}

Douglas B. Petersen, Meredith W. Mesquita,
Trina D. Spencer, and Jessica Wild

READING & WRITING QUARTERLY
<https://doi.org/10.1080/10573569.2021.1879696>

Routledge

Taylor & Francis Group

OPEN ACCESS

Check for updates

Oral Narrative Instruction Improves Kindergarten Writing

Megan S. Kirby , Trina D. Spencer , and Yi-Jui Iva Chen 

Mean $g = 2.23$

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Multi-Tiered Intervention



Multi-Tiered Curriculum

Tiers (1), 2, & 3

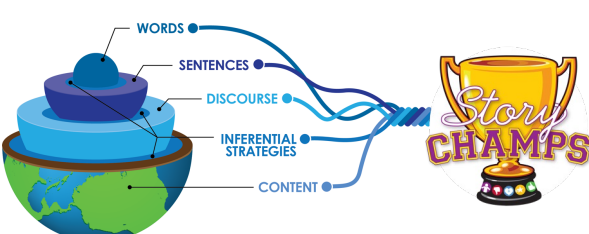
Tiers 1, 2, & (3)

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THE WHAT & HOW ARE INTEGRATED

SCC & SCI explicitly teach word, sentence, and discourse patterns and provide guided practice using several inferential strategies so that students will be prepared to acquire and express knowledge independently



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FIRST GRADE CURRICULUM RESEARCH

AJSLP

Research Article

Vocabulary Instruction Embedded in Narrative Intervention: A Repeated Acquisition Design Study With First Graders at Risk of Language-Based Reading Difficulty

Trina D. Spencer, Megan S. Kirby, and Douglas B. Petersen

International Journal of Speech-Language Pathology

Effect of oral academic narrative language intervention on listening comprehension and generalised word learning: A proof of concept study

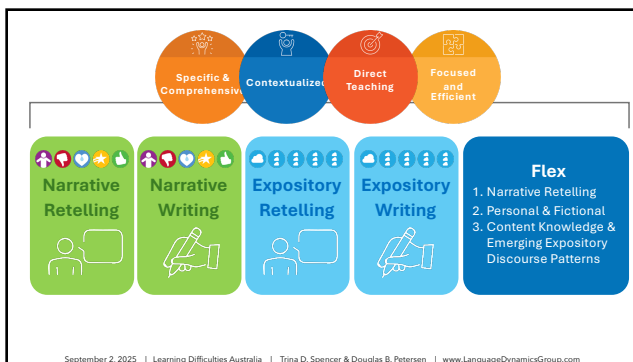
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ES 0.25 are educationally meaningful

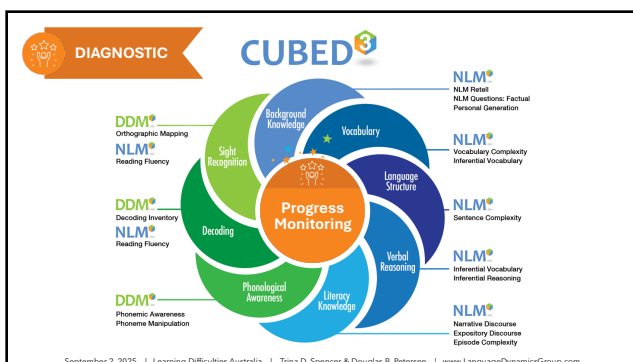
Meaning of Unfamiliar Words from Context

$d = 1.18$

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Coming Soon!



PRESCHOOL CURRICULUM



KINDERGARTEN CURRICULUM



FIRST GRADE CURRICULUM



SECOND GRADE CURRICULUM

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PRESCHOOL CURRICULUM RESEARCH

January-March 2025, Vol. 8, No. 1, pp. 1-16
DOI: 10.1177/1751385841699786
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Early Efficacy of Multitiered Dual-Language Instruction: Promoting Preschoolers' Spanish and English Oral Language

Measure	Posttest, ICC	Estimated $M_{adj} - M_{adj} T_{adj}$ (95% CI)	p (for T_{adj})	Hedges g (effect size)	Improvement index
E NLM	.21	4.05 (2.06, 6.05)	<.01	.85	30%
S NLM	.02	3.01 (0.53, 5.50)	.02	.48	18%
E Vocab A	.13	1.99 (0.32, 3.67)	.02	.48	18%
E Vocab B	.26	2.25 (0.42, 4.09)	.02	.63	24%
E Vocab C	.25	2.02 (0.39, 3.66)	.02	..	18%
S Vocab A	.08	2.58 (0.94, 4.22)	<.01	..	24%
S Vocab B	.22	1.12 (-0.60, 2.85)	.19	..	12%
S Vocab C	.26	1.80 (0.39, 3.22)	.02	..	18%
ASC	.10	1.59 (0.18, 2.99)	.03	..	19%
E SS CELF	.00	2.22 (0.60, 3.84)	.01	.85	21%
E WS CELF	.09	1.78 (-0.12, 3.69)	.07	.61	16%
E EV CELF	.09	-0.26 (-2.38, 1.86)	.80	-.05	-2%
S SS CELF	.25	2.91 (0.23, 5.60)	.03	.86	24%
S WS CELF	.05	2.50 (-0.27, 5.27)	.07	.60	16%
S EV CELF	.00	0.56 (-3.00, 4.11)	.75	.06	2%

NRTs

ES ≥ 0.25 are educationally meaningful

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Development

Prephase
Discovery
as Elsewhere

Phase I
Feasibility

Phase II
Proof of
Concept

Evaluation
Phases

Phase III
Efficacy

Phase IV
Effectiveness

Phase V
Translation/
Implementation

Implementation
Phases

Phase VI
Dissemination,
Diffusion,
Scaling Up

Sustainability
Phase

Phase VII
Maintenance



Hybrid effectiveness-
implementation study

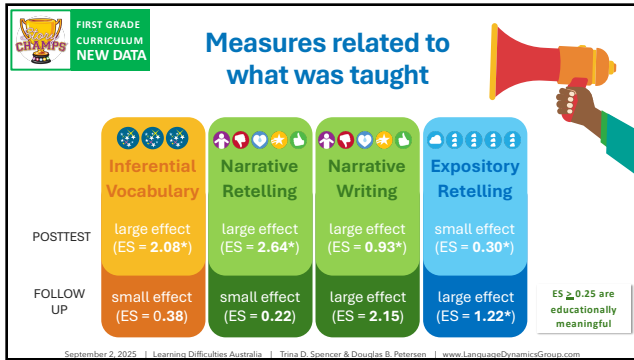
RE-AIM

REACH-EFFICACY-ADOPTION-IMPLEMENTATION-MAINTENANCE

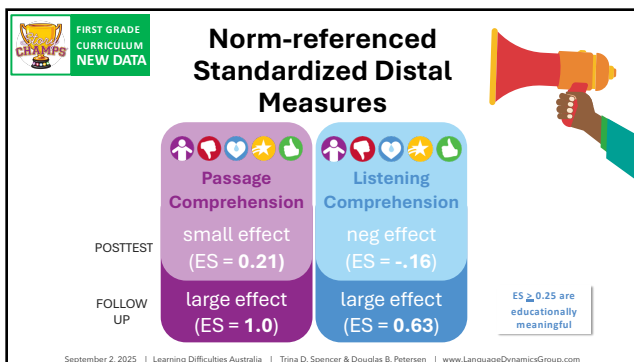
GRADE 1

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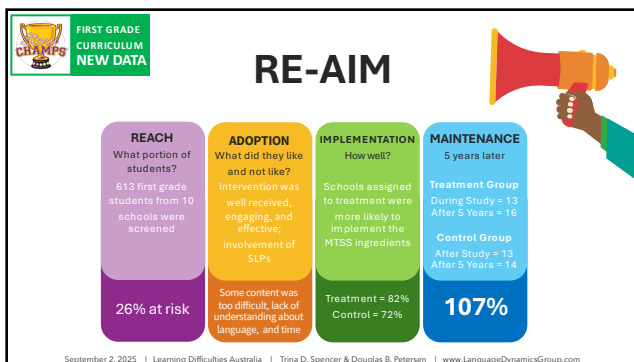
72



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