
Questions:

1. The authors suggest that RTI / MTSS offer an alternative instructional approach for supporting all children’s learning. RTI/MTSS stands for
   a. reason to intervene/multi-tasked support structure.
   b. response to intervention/multi-tiered systems of support.
   c. reason to intervene/multi-tiered systems of support.
   d. response to intervention/multi-tasked support structure.

2. Children who are accurately identified as having difficulty with narrative language benefit from early intensive language instruction which does not typically result in improved academic performance.
   a. True
   b. False

3. The authors argue that language plays a central role in academic performance because
   a. oral narratives use detailed, structurally complex language that is similar to the written language students encounter at school.
   b. the comprehension of narratives is frequently emphasized at school.
   c. narratives require the use of simple colloquial language.
   d. A and B
   e. A and C

4. The current model for identifying students who need additional language support in the USA uses a ____________ approach:
   a. response to intervention
   b. early identification
   c. targeted screening
   d. remedial

5. The RTI/MTSS framework includes the following levels of evidence based instruction:
   a. Whole class instruction.
   b. Intensive instruction.
   c. Small-group intervention.
   d. All of the above
   e. None of the above
6. Which of these components was identified as being essential for the proper implementation of RTI/MTSS?
   a. The use of intensive individual support for children who are struggling
   b. Administering multiple assessments over time
   c. Accurate identification of students in need of more intensive instruction
   d. The use of benchmark criteria for identifying students in need

7. The authors argue that the use of dynamic assessment
   a. can take place over a relatively brief period of time.
   b. includes a test-teach-test format.
   c. monitors the extent to which a child learns.
   d. All of the above
   e. None of the above

8. Some examples of programmes that address narrative language as multi-tiered interventions include
   a. Story Champions.
   b. Extraordinary Modes of Early Reading Growth and Excellence (EMERGE).
   c. Read it Pre-K.
   d. All of the above
   e. None of the above

9. The study described in this article included
   a. a large-group dynamic assessment.
   b. a Tier 3 intensive individual instruction for a treatment group.
   c. a Tier 1 small group intervention programme.
   d. 18 session of whole class narrative-based intervention.

10. One of the recommendations from this study emphasized the need for SLPs to adapt their roles to fulfil the needs of schools and clinical settings which may involve venturing into prevention of language-related academic problems.
   a. True
   b. False

11. In this study, children in the treatment group
   a. had mean NLM retell scores similar to that of their control group peers post intervention.
   b. had sentence length means that did not differ significantly pre or post intervention.
   c. had personal story scores that did not differ significantly that of their control group peers.
   d. A and B
   e. B and C

12. Story Champs prompt guidance included:
   a. Prompt or correct immediately.
   b. Inform a child when they have made an error.
   c. Provide few opportunities to practice language targets during the session.
   d. Use over-prompting.
13. Intervention steps in phase 1 of the study included the following:
   a. Systematic withdrawal of visual material.
   b. Moving from the interventionist modelling the story to individuals generating personal stories.
   c. Take home activities.
   d. All of the above
   e. None of the above

14. In the treatment group, each child's NLM retell performance was examined so that the children could receive individualized language intervention embedded in a small group session.
   a. True
   b. False

15. The authors recommend that ___________ attention be given to the promotion of ___________ in future studies of this nature.
   a. less, personal stories
   b. more, linguistic targets
   c. more, personal stories
   d. less, narrative retell activities

16. Using the NLM, retells were scored for clarity, and completeness of story grammar elements on a 0-2 point with weighted points for episodic elements, which included
   a. problem and action
   b. consequence and temporal coordinating conjunctions
   c. subordinating conjunctions and action
   d. causal subordinating conjunctions and consequence

17. Personal stories are argued to be socially important for young children because
   a. it is through personal narratives with parents and teachers that children receive extensive language practice.
   b. academic skills develop through personal stories.
   c. children in this study had less opportunity to practice personal stories.
   d. children are reticent and need encouragement to share their personal stories.

18. The National Assessment of Educational Progress (2013) which measures language-dependent reading comprehension indicates that nearly ____ of students from culturally and linguistically diverse populations in the USA read below grade level:
   a. 15%
   b. 5%
   c. 80%
   d. 75%
19. Some of the reasons the authors cite for the greater number of students in the USA who have difficulty producing and understanding the oral and written language expected of them at school include
   a. limited English language proficiency.
   b. cultural and environmental differences.
   c. lack of access to intervention services.
   d. A and B
   e. A and C

20. The Story Champs curriculum was used in the study for the following reason:
   a. It can only be delivered in one setting.
   b. It has stories that revolve around childhood themes.
   c. It allows for minimal practice retelling modelled stories.
   d. It requires limited use of scaffolding and visual materials.