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THE EFFECTS AND FEASIBILITY OF USING TIERED INSTRUCTION TO
INCREASE CONVERSATIONAL TURN TAKING FOR PRESCHOOLERS WITH
AND WITHOUT DISABILITIES (282 pp.)

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The purpose of the study was to examine the effectiveness and feasibility of using tiered instruction to increase the frequency of conversational turn taking (CTT) among preschoolers with and without disabilities in an inclusive setting. Three CTT interventions (Universal Design for Learning, Peer Mediated Instruction, and Milieu Teaching) were organized on a hierarchy of intensity and implemented in an additive manner. Using an increasing intensity across participants with a reversal design, child progress was monitored over time and children were moved through tiers based on level of need. A functional relationship between tiered instruction and CTT was found for nine of 13 child participants and the strongest intervention effects were observed at tier one. All but one child participant showed an increase in conversational turn taking from baseline to reinstatement. Teacher fidelity of implementation was monitored at each tier. Her overall average was 90% with the highest percent occurring in tier one. Resulting contributions to the literature include a better understanding of the feasibility of tiered instruction for the inclusive early childhood classroom, the effectiveness of tiered instruction for increasing CTT, and practical considerations for implementation of tiered instruction across tiers and phase change decisions.