

Research Summary

Bhat, P., Griffin, C. C., & Sindelar, P. T. (2003). Phonological awareness instruction for middle school students with learning disabilities. *Learning Disability Quarterly*, 26, 73-87.

Description of students

The participants were 40 middle school students (20 males and 20 females) with learning disabilities who were identified as having phonological awareness deficits. They scored below average on the Lindamood Auditory Conceptualization Test (LACT) prior to the study. Of those, 27 were African Americans, 11 were Caucasians, and 2 were Hispanics. The average age of the participants was 12.9.

Description of methodology

Students were divided into two equivalent groups, A and B, based on LACT scores. Both groups received the same instructional program in phonological awareness skills, which consisted of 18 lessons. Instruction was provided on a one-on-one basis three days a week for approximately four weeks. Students practiced various phonological awareness skills such as rhyming, segmenting, and blending. The instructional procedures in both groups were identical except that Group B began receiving lessons after Group A had completed all the lessons.

Pretest, midtest, and posttest were administered to all participants in order to measure their word identification and phonological awareness skills. The Woodcock Reading Mastery Test-Revised (WRMT-R) and the Comprehensive Test of Phonological Processes (CTOPP) were used. The midtest was administered to both groups after Group A completed the program. Group B then received the lessons. The posttest was administered to both groups after Group B completed the program.

Summary of findings

No significant differences between the groups were found on the WRMT-R. Both groups scored significantly higher on the posttest than the pretest. However, the students' grade levels for word identification did not improve from the pretest to the posttest.

Compared to the pretest score, Group A's midtest score on the CTOPP was significantly higher, which was maintained until the posttest. Group B's midtest score on the CTOPP was higher than the pretest score. Group B's posttest score improved dramatically from the midtest. It is suggested that both groups improved phonological skills through the intervention.

Level 1 Criteria

- Yes 1) Practice is based on educational theory (established, emerging, or proposed).
- Yes 2) The practice can be supported with prior research.
- Yes 3) The practice has a clear purpose.
- Yes 4) The practice has an appropriate target population.
- Yes 5) The practice has well-defined anticipated outcomes.
- Yes 6) Implementation of the practice results in positive student outcomes.
- Yes 7) The practice is replicable.
- Yes 8) The practice has face validity.
- Yes 9) The practice has social validity.