Apr 28th, 11:00 AM - 12:00 PM

Metalinguistic Language Development and Literacy Success in First Grade Children with Language Impairment

Kelcie N. Cassidy
kelcie.cassidy@umontana.edu

Maya Anger
maya.anger@umontana.edu

Morgan Williams
morgan2.williams@umontana.edu

Cheska Dietsch
cheska.dietsch@umontana.edu

Let us know how access to this document benefits you.
Follow this and additional works at: https://scholarworks.umt.edu/umcur

Cassidy, Kelcie N.; Anger, Maya; Williams, Morgan; and Dietsch, Cheska, "Metalinguistic Language Development and Literacy Success in First Grade Children with Language Impairment" (2017). University of Montana Conference on Undergraduate Research (UMCUR). 16.
https://scholarworks.umt.edu/umcur/2017/amposters/16

This Poster is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Conference on Undergraduate Research (UMCUR) by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.
Metalinguistic Language Development and Literacy Success in First Grade Children with Language Impairment

Undergraduate Researchers: Kelcie Cassidy, Morgan Williams, Maya Anger
Graduate Researchers: Cheska Dietsch, BA

Mentor: Julie A. Wolter PhD, CCC-SLP, University of Montana

Purpose
To examine the influence of metalinguistic language, specifically phonological awareness, on the literacy success in children with and without Language Impairment (LI)

Rationale
- Young school-age children with language impairment (LI) are at risk for literacy deficits.
- The metalinguistic skills required for literacy are also required to understand and produce spoken language (Apel, Wolter, Masterson, 2006; NRP, 2000).
- PA includes the ability to detect rhymes, break words into smaller parts, put sounds into words, and understand that words are made up of sound units represented by written symbols or letters (Paul & Norbury, 2012).
- Phonological awareness (PA) can be defined as the student’s awareness of the sound structure of spoken language (NRP, 2000).
- PA is highly predictive of literacy success however, it is not the only skill that affects literacy development.

Methodology
Participants:
- 65 1st graders with LI (n = 33) and without LI (n = 32), typical cognition & hearing

Administer Test Battery:
- Phonological Awareness (PA) (CTOPP-2; Wagner wt al, 2013)
- Word-Level Reading (WTA-3. Word ID/Attack; Woodcock, 2013)
- Spelling Task: (Wolter & Apel, 2010)

Results
- Children with LI performed significantly (p < .05) poorer on measures of PA than peers
- And their literacy was significantly and moderately related to PA for children with LI

<table>
<thead>
<tr>
<th></th>
<th>PA</th>
<th>Letter/Word ID</th>
<th>Word Attack</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA</td>
<td>-</td>
<td>.66**</td>
<td>.71**</td>
<td>.65**</td>
</tr>
<tr>
<td>Letter/</td>
<td>-</td>
<td></td>
<td>.82**</td>
<td>.81**</td>
</tr>
<tr>
<td>Word ID</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td></td>
<td></td>
<td></td>
<td>.75**</td>
</tr>
<tr>
<td>Attack</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discussion
- Metalinguistic skills such as PA are significantly related to literacy success for all children.
- PA helps with early identification and facilitation of literacy success with children with LI and contribute to development of:
  - Screening Tasks
  - Assessment Measures
  - Treatment Techniques

References


Portions of this research were supported by a grant from the: National Institute on Deafness and Other Communication Disorders of the National Institute of Health.