

## Summer Program for Enhancing Language and Literacy: A Graduate Clinical Literacy Experience

Lauren A. Katz, Ph.D., CCC-SLP  
Laura L. Schrock, M.S., CCC-SLP  
Rachel M. Dill, B.S.  
Sarah N. Hasshaw, B.S.  
Megan K. Smith, B.S.  
Elizabeth Burroughs, Ph.D., CCC-SLP



Bowling Green State University

---

---

---

---

---

---

---

---

## Acknowledgements

The SPELL project was funded by the PCA/CITE Partnership Support Grant Program through Bowling Green State University (BGSU).

We are also grateful to our participants, their families, and the participating schools.

---

---

---

---

---

---

---

---

## The next hour...

- I. Briefly, what is SPELL?
- II. Why SPELL?
- III. The Content and Structure
- IV. A SPELL Session
- V. The Research Component
- VI. The Graduate Students: Reflections
- VII. Future Directions

---

---

---

---

---

---

---

---

## What is SPELL?

- The Summer Program for Enhancing Language and Literacy (SPELL)
- Collaborative effort
  - Department of Communication Disorders (CDIS) at Bowling Green State University (BGSU)
  - two public elementary schools in a neighboring small town.

---

---

---

---

---

---

---

---

## What is SPELL? (cont.)

- 16 hours of language and literacy intervention
  - 2x/week for 4 weeks
  - provided to small groups of at-risk readers by three graduate students in CDIS.

---

---

---

---

---

---

---

---

## Why SPELL?

- Two Primary Goals
  - 1) The Children
    - a) To enrich language and literacy skills
    - b) To provide services
  - 2) The Graduate Students
    - a) To provide a clinical practicum
    - b) To provide a model
    - c) To provide a collaborative model

---

---

---

---

---

---

---

---

## The Content (EBP)

- **Phonological Awareness (PA) Activities**
  - critical for learning to read through phonics (NRP, 2000; Snow, Barris, & Griffin, 1998; Torgesen, 1999).
- **Phonics Activities**
  - best when PA is linked to letter-sound correspondence and reading and spelling activities (Bachman, et al., 1994; Fuchs, et al., 2001; Hatcher & Hulme, 1999).
  - onset-rime activities effective when used with PA (Bradley & Bryant, 1985; Lundberg, et al., 1989).
- **Engagement with Texts to Promote Reading Comprehension Strategies**
  - need goal of comprehension (Baker & Brown, 1984; Beaugrande, 1984; Dickson, et al., 1998).
  - strategic reading and comprehension monitoring (Brown, 1980; Durosky, et al., 2002; Paris, et al., 1991).

---

---

---

---

---

---

---

---

---

---

## The Structure (EBP)

- **One-on-one Tx vs. group Tx** (Elbaum, et al., 1999; NRP, 2000).
- **Systematic, explicit and strategy based** (Camino, et al., 2004; Gersten, et al., 2001; Swanson, 1999; Vaughn, et al, 2000).
- **Variety of materials and multisensory approaches** (Minskoff, 2005).

---

---

---

---

---

---

---

---

---

---

## A SPELL Session

- **The Structure**



Iconic Schedule

---

---

---

---

---

---

---

---

---

---

### A SPELL Session (cont.)

- PA

- Rhyming
- Phoneme of the Day



- Segmentation into syllables

---

---

---

---

---

---

---

---

### A SPELL Session (cont.)

- PA Linked with Phonics

- Phoneme/Letter of the Day
- Elaborated 'Feel' and Look of Letter
- Practice 'Writing' the Letter



---

---

---

---

---

---

---

---

### SPELL Writing Textures



Pipe Cleaners



Cool Whip



Yarn



Spaghetti



String



Flour



Play-Doh

---

---

---

---

---

---

---

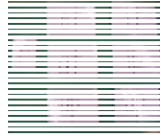
---

## A SPELL Session (cont.)

- PA Linked with Phonics (cont.)



Group Onset/Rime



Individual Onset/Rime

---

---

---

---

---

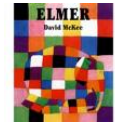
---

---

---

## A SPELL Session (cont.)

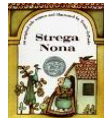
- Engagement with Texts



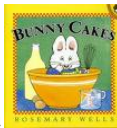
*Elmer*  
David McKee



*Mmm, Cookies!*  
Robert Munsch



*Strega Nona*  
Tomie DePaola



*Bunny Cakes*  
Rosemary Wells



---

---

---

---

---

---

---

---

## A SPELL Session (cont.)

- Snack...more than just snack!



---

---

---

---

---

---

---

---

## A SPELL Session (cont.)

- Related Crafts

- Patchwork

- Cookies

- Magic Pasta Pot

- Bunny Cakes Puppet




---

---

---

---

---

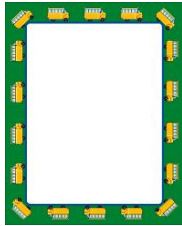
---

---

---

## A SPELL Session (cont.)

- Weekly Communication with Parents




---

---

---

---

---

---

---

---

## The Research Component: Quantitative Measures

| Measure           | Pre-Test | During Tx | Post-test | Delay Post-test |
|-------------------|----------|-----------|-----------|-----------------|
| DIBELS            | +        |           | +         | +               |
| PAT               | +        |           | +         |                 |
| PPVT              | +        |           |           |                 |
| CELF-USP          | +        |           | +         |                 |
| Word Reading Test | +        | +         | +         |                 |
| Picture Walk      | +        |           | +         |                 |

---

---

---

---

---

---

---

---

## Demographics

| Group   | N  | % Male | Age (months) |     |       |
|---------|----|--------|--------------|-----|-------|
|         |    |        | Mean         | SD  | Range |
| SPELL   | 13 | 44%    | 74.1         | 3.0 | 70-79 |
| Control | 21 | 41%    | 76.5         | 3.8 | 69-87 |

Note. 3 SPELL participants and 1 Control participant moved resulting in n=34. Age difference between groups non-significant,  $t(32) = 1.92, p = .06$ .

---

---

---

---

---

---

---

---

---

---

## Baseline Scores: Independent Samples T-test

| Measure    | Group    | M    | SD   | df | t      |
|------------|----------|------|------|----|--------|
| PPVT (SIS) | S (n=12) | 98.9 | 16.8 | 31 | -.501  |
|            | C (n=21) | 96.1 | 14.1 |    |        |
| USP (ScS)  | S (n=13) | 8.5  | 3.6  | 32 | -.451  |
|            | C (n=21) | 8.0  | 2.7  |    |        |
| WRT-1 (RS) | S (n=16) | 5.8  | 7.7  | 36 | -1.340 |
|            | C (n=22) | 2.8  | 4.8  |    |        |
| PW-T (RS)  | S (n=13) | 5.0  | 2.3  | 29 | .869   |
|            | C (n=18) | 5.6  | 1.6  |    |        |

Note. No significant differences between groups at baseline. SIS= Standard Score (M=100, SD=15), ScS = Scaled Scores (M=10, SD=3), RS = Raw Score (WRT maximum = 18, PW-T maximum = 10).

---

---

---

---

---

---

---

---

---

---

## PAT Baseline Scores: Mann Whitney Rank Sum Test

- No significant differences between groups
- Summary (median scores)
  - Both groups average for rhyming, isolation, consonant ID, and L-S-C
  - Both groups low average for segmentation and deletion
  - Both groups extremely low in decoding
  - SPELL group average and Control group below average for blending (n.s.)

---

---

---

---

---

---

---

---

---

---

## A word about summer drop-off...

- Summer drop-off of basic skills is a common phenomenon (Cooper, et al., 1996)
  - Typical children lose ~ 1 month of knowledge/skill in math and/or reading
  - Low SES, LLD, and at-risk students especially vulnerable

---

---

---

---

---

---

---

---

---

---

## Pre- and Post-Test Differences: (parametric data)

| Group   | Post-Pre Score | Mean Change | SD    | t     | df   | Significance (2-tailed) |
|---------|----------------|-------------|-------|-------|------|-------------------------|
| SPELL   | CELF-USP (RS)  | 1.364       | 2.336 | 1.936 | 10   | .082 (m)                |
|         | WRT3 - WRT1    | 1.909       | 7.077 | .895  | 10   | .392                    |
|         | WRT2 - WRT1    | 4.467       | 6.128 | 2.823 | 14   | .014*                   |
|         | PWT            | 1.250       | 3.059 | 1.156 | 7    | .286                    |
|         | PW_1           | .272        | .647  | 1.399 | 10   | .192                    |
|         | PW_2           | -.100       | .738  | -.429 | 9    | .678                    |
|         | PW_3           | .000        | .943  | .000  | 9    | 1.000                   |
|         | PW_4           | 1.250       | .707  | 5.000 | 7    | .002**                  |
|         | PW_5           | .125        | .835  | .424  | 7    | .685                    |
|         | CELF-USP (RS)  | .500        | 2.221 | .900  | 15   | .382                    |
| Control | WRT3 - WRT1    | 2.67        | 2.763 | -.374 | 14   | .714                    |
|         | WRT2 - WRT1    | -           | -     | -     | -    | -                       |
|         | PWT            | 1.308       | 2.016 | 2.339 | 12   | .037*                   |
|         | PW_1           | .000        | .577  | .000  | 12   | 1.000                   |
|         | PW_2           | -.077       | .760  | -.365 | 12   | .721                    |
|         | PW_3           | .251        | .832  | 1.000 | 12   | .337                    |
|         | PW_4           | 0.23        | .954  | 3.488 | 12   | .004***                 |
| PW_5    | .154           | .376        | 1.477 | 12    | .165 |                         |

---

---

---

---

---

---

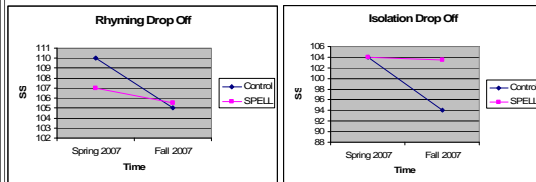
---

---

---

---

## Pre- and Post-Test Differences on PAT: (non-parametric data - Wilcoxon Signed Ranks Test)




---

---

---

---

---

---

---

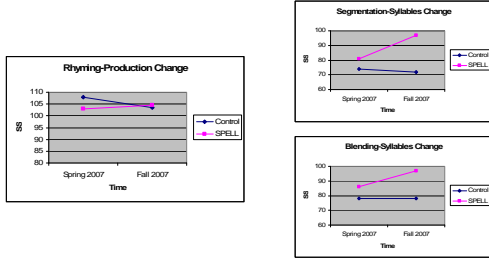
---

---

---

## Pre- and Post-Test Differences on PAT:

(non-parametric data – Wilcoxon Signed Ranks Test)



---

---

---

---

---

---

---

---

## Graduate Student Reflections

- Research
- Setting
- Content
- Next Time

---

---

---

---

---

---

---

---

## Research

- Reciprocal teaching
  - In class vs. real practice
- Evidence Based Practice (EBP)
- Conduct personal research

---

---

---

---

---

---

---

---

## Setting

- Elementary School
- Group Therapy
- Collaboration
- Caseload management
- Graduate Clock Hours

---

---

---

---

---

---

---

---

## Content

- Familiarity with how to teach literacy:
  - Phonological awareness
  - Phonics activities
  - Identifying appropriate books
  - Reading to/with kids
- Connection between class and practice

---

---

---

---

---

---

---

---

## Next Time...

- Extend the length of the program
- Individual manipulative sets of rimes
- Incorporate onset-rime words into short story
- Parents' Day

|   |    |
|---|----|
| S | ap |
|   | et |
|   | ip |
|   | at |
|   | up |
|   | it |

---

---

---

---

---

---

---

---

## Future Directions

---

- Finish analyses and present next year
- Program changes, funding, implement again
- Develop in-house summer literacy program

---

---

---

---

---

---

---

---

## Questions?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## For more information

---

Lauren Katz  
[katzla@bgsu.edu](mailto:katzla@bgsu.edu)

Laura Schrock  
[schrock@bgsu.edu](mailto:schrock@bgsu.edu)

---

---

---

---

---

---

---

---