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This critical review examines the effectiveness of phonological awareness intervention programs in classrooms dedicated to children with speech and/or language disorders. Studies evaluated include two single subject 'n-of-1' studies and two nonrandomized clinical trials (case-control) studies. Overall, available research findings support the use of phonological awareness intervention programs in classrooms designed for children with speech and/or language disorders as an effective tool to improve phonological awareness skills. Clinical

kindergarten classrooms specifically dedicated to



the training improved their skills in rhyming and

nature of speech and language delays, the combined results of the reviewed studies should be interpreted with caution. Replicating these results across *all* students with speech and/or language delays and for *all* phonological awareness intervention activities may be difficult, if not impossible.

Similarly, this review focused on classroom-based intervention as the treatment setting. Even though all studies considered in this review involved classrooms specifically designed for children with speech and/or language delays, the classroom conditions under which intervention was implemented were unspecified and are assumed to have varied. Of particular importance, teacher training, treatment intensity and duration, student attendance, and personnel implementing intervention are thought to have varied immensely between studies. As a result, when considering the cumulative results of this review, it becomes clear that further research into the conditions required to produce positive change for phonological awareness ability is still needed. Furthermore, it has yet to have been determined if phonological awareness intervention programs implemented in classrooms dedicated to students with speech and/or language impairments are more or less effective than individual intervention for the same population.

Perhaps most importantly, however, is the concerningly limited knowledge base of this intervention design. Existing literature examining this particular to