

Single-Subject Designs

Single-subject design studies (SSDS) are ideal for establishing the feasibility of an intervention for small, heterogeneous populations like DS, and are common in the field of communication sciences and disorders. These designs permit the modification of the independent variable to suit the participant's needs without compromising the integrity of the experiment. However, t

Cologon, Cupples, and Wyver (2011) led a SSDS to determine whether children with DS could benefit from an analogy-based word-analysis reading program. A total of seven children (ages 2-10) were recruited

(ages 8-14) with emerging reading skills were selected from a cohort of students that previously participated in a longitudinal research project conducted by the University of York. Eight children received a reading intervention that was designed using Jolly Phonics materials, and seven children received the same intervention eight weeks later. Participants received individual, 40 min. sessions five times per week for 16 weeks. An appropriate standardized assessment battery was administered before and after treatment to measure word reading, letter-sound knowledge, phonological awareness, and decoding.

information is needed to make this conclusion, as this was a small-scale study and findings have yet to be reproduced. It is recommended that future research studies recruit a larger sample size and directly compare the sight-word and phonics-based reading methods to develop a best practice standard for children with DS. Literacy is highly correlated with an individual's quality of life, so it is imperative that research continues to examine which reading method is most effective for children with DS.

Despite variable study outcomes, the overall evidence suggests that phonics-based reading instruction may be an appropriate method of reading instruction for school