

# The Effects of Music-Infused Explicit Instruction in Letter-Sound Correspondences on Literacy Skills of Typically Developing Children From Low SES Backgrounds

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## ABSTRACT

The purpose of this investigation was to evaluate the effectiveness of music-infused explicit instruction in letter-sound correspondences on the literacy skills of typically developing children from low SES backgrounds, who are at moderate to severe risk for literacy deficits.

## LETTER-SOUND CORRESPONDENCES INTERVENTION

- **INTRODUCTION** of All Letter-sounds via Music:
  - Sing an alphabet song, “Come on everybody and sing with me. We’re gonna sing a song about our ABCs. Every letter makes a sound, sing it with me. We’re gonna sing a song about our ABCs.”
  - Rhythmically read the letter-sound twice, and a word that corresponds to that letter-sound for each page in the book (e.g., /æ/ /æ/ “apple”).
- **INTRODUCTION** of the target letter-sound via music:
  - The target letter sound is placed in the Fridge Phonics device and the song is played.
  - Children and clinicians sing in unison.
- **MODEL** Identification of the target letter-sound:
  - Read one page of a book with 6 examples of the letter-sound using the same rhythm as in the alphabet song.
  - Model finding the corresponding letter on a QWERTY alphabet board.
- **GUIDED PRACTICE**:
  - Students read each page in the book in unison with the clinicians, following the same rhythm as above.
  - Students find the target letter-sound on their QWERTY board with support
- **INDEPENDENT PRACTICE**: Students practice the skill independently without support.
- **POSITIVE OR CORRECTIVE FEEDBACK**: Students are provided with frequent positive or corrective feedback.



m



man



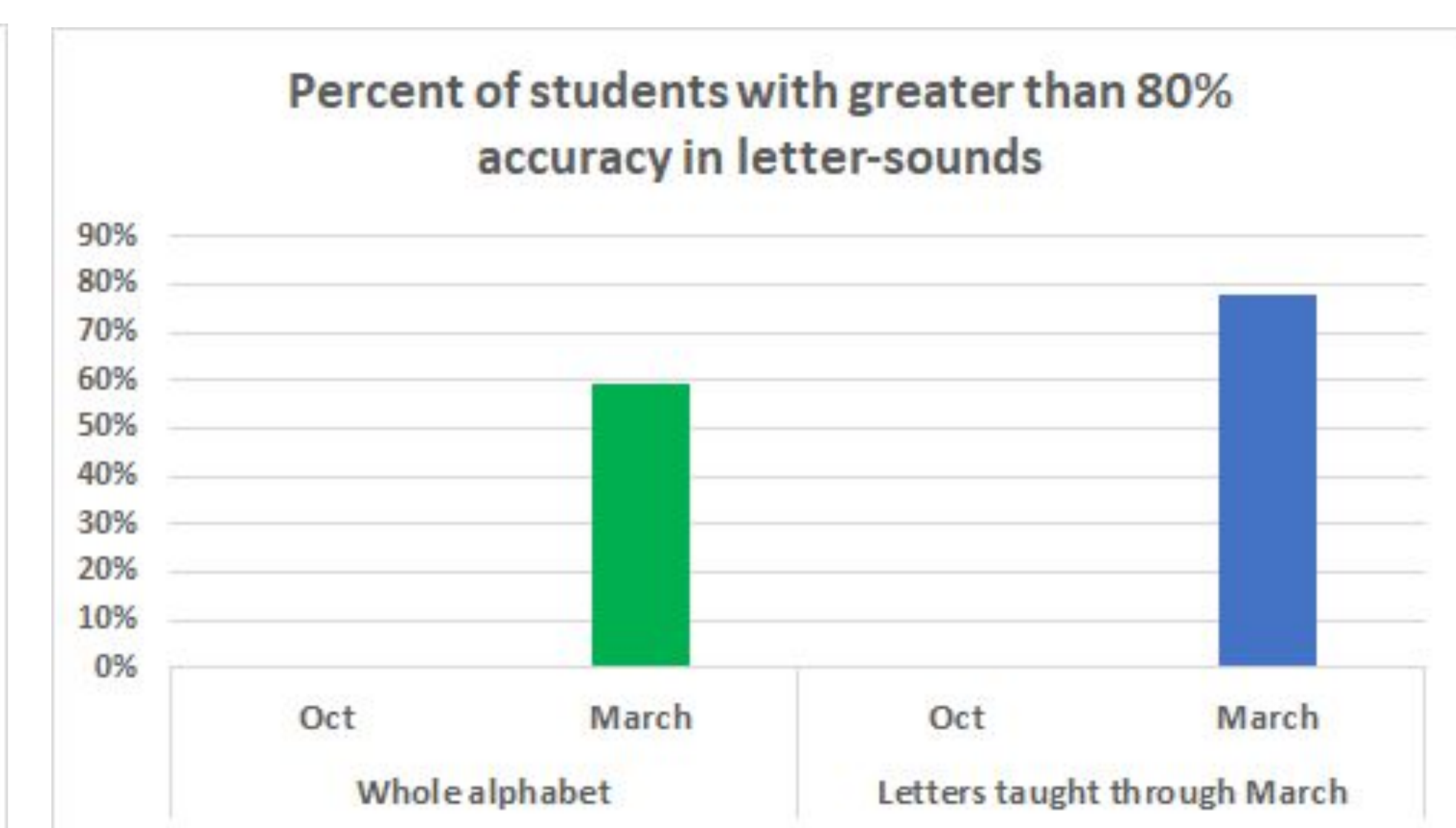
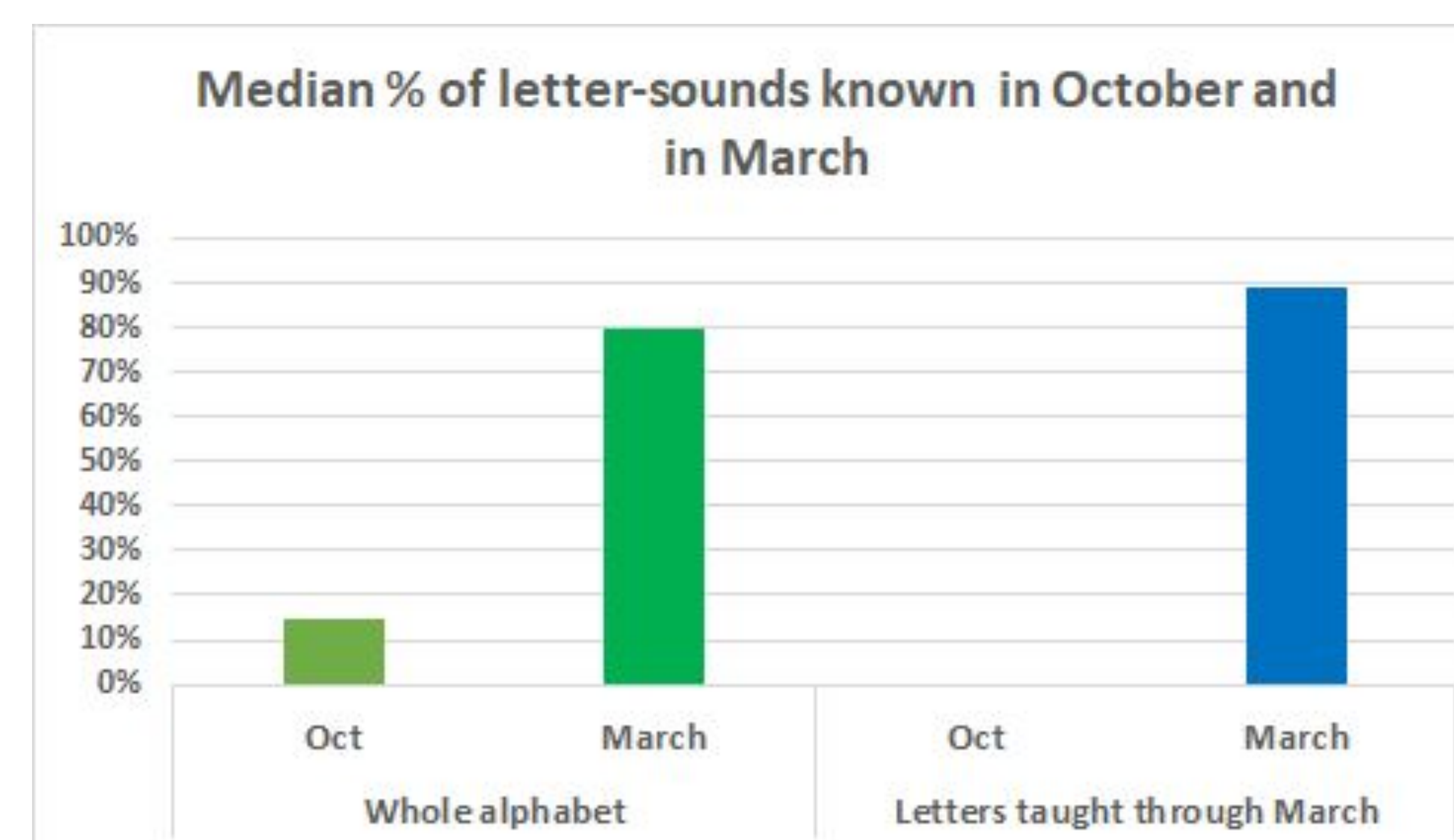
## BACKGROUND

Typically developing children from low SES backgrounds are at high risk for failing to develop literacy skills. This study aims to change these outcomes for a classroom of Kindergarteners. Last May (2018), the kindergarten class at this school (with the same teacher and curriculum) was evaluated and only 40% knew letter sounds. The current study is providing intervention to 32 children, aged 5-6.

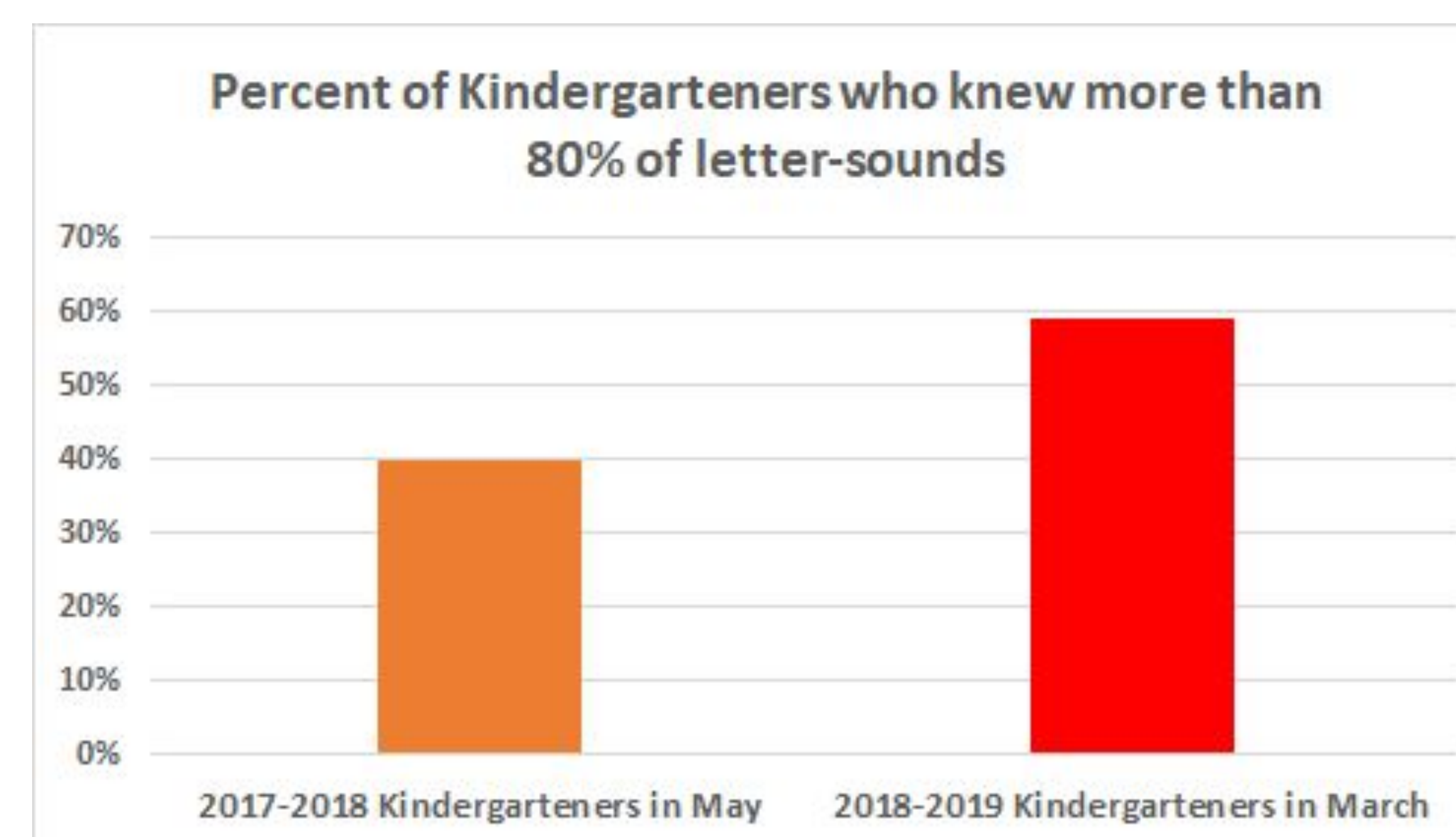
Musical interventions can be used to boost phonological awareness, working memory, and general reading skill in typically developing children (Flaugnacco et al., 2015). Beyond this, the use of songs in teaching literacy skills is a natural way to get children excited and involved in the instructional process (Iwasaki, 2013).

## RESULTS

Students in the current study demonstrated improvement letter-sound acquisition. Prior to the start of the study (in October), participants knew a median of 15% of letter-sound correspondences (for the whole alphabet). In March, students knew an average of 80% of letter-sounds.



Additionally, when comparing this year’s (2018-2019) K students to last year’s (2017-2018) K students, far more students are competent (80% accuracy or greater) in March than last year’s students were in May.



## CONCLUSIONS

This intervention appears to have had a positive impact on the letter-sound acquisition of Kindergarteners from low SES backgrounds who were at moderate to severe risk for literacy deficits.

## FUTURE DIRECTION

Future studies should compare the long-term impact of this intervention for this group of students as well as replicate the intervention across multiple years.

## ACKNOWLEDGEMENTS

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## References

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