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

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

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

## Purpose

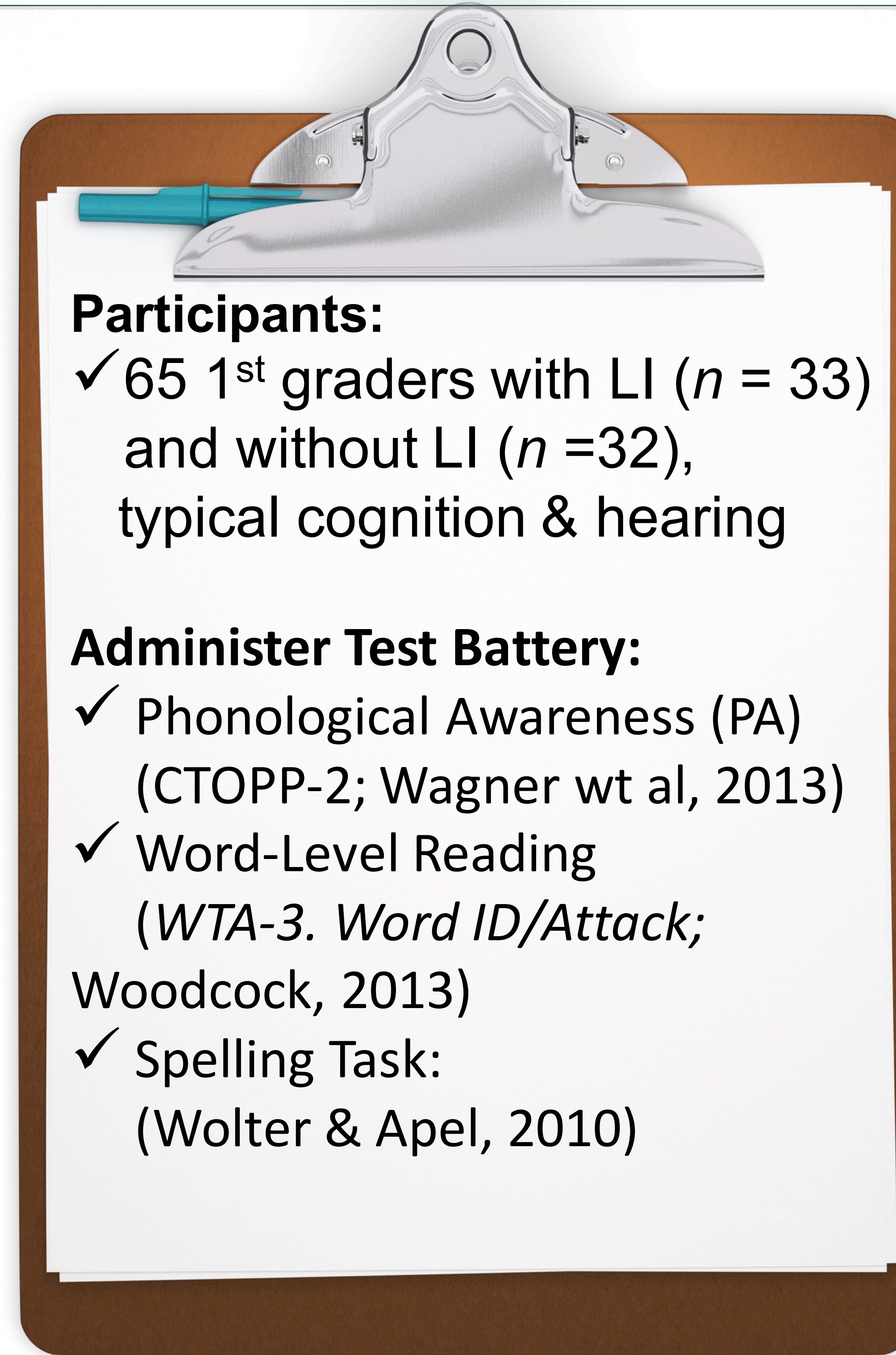


To examine the influence of metalinguistic language, specifically phonological awareness, on the literacy success in children with and without Language Impairment (LI)

## 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



## 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

	PA	Letter/ Word ID	Word Attack	Spelling
PA	-	.66**	.71**	.65**
Letter/ Word ID	-	-	.82**	.81**
Word Attack	-	-	-	.75**
Spelling	-	-	-	-

## 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

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