

Critical Review:

Do classroom-based music activities influence literacy skills in Elementary school children with poor reading skills?

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This critical review examines the evidence regarding the effect of classroom music lessons on literacy skills of school age children with reading disabilities. Study designs include: mixed (between and within seud udud

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(between and within subjects) n

Using a mixed (between and within subjects) randomized clinical trial, Roskam (1979) examined the effectiveness of a 3-month period of music activities on auditory awareness, spelling, and reading abilities of 36 children (ages 6 to 9) with a learj0 -11.52 TD 0 Tc x,15552 Tc (e) Tu-0c (9)) Tj2.28 Tc () Tj-0.3152 TD 0 Tc x9)15552 Tc (e)

facilitate activities, help tell stories, and evoke imagery connected to the stories. Twelve treatment sessions

information offered about the treatment condition in Overy's (2000) study was that the teacher was trained to incorporate music into the classroom. Such diversity among the treatment conditions calls into question the elements required in an effective musical intervention.

Another methodological limitation is the range in focus and quality of outcome measures t (s) Tj0.0777Tc (r) Tj-0.15552 Tc (e) Tj0 Tc (s) Tj2.04 Tc () Tj-0.16224 Tc (i) Tj0.24 Tc (s) Tj2

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