

Critical Review:

Are context-based intervention programs effective for the development of phonological awareness skills?

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This critical review examines the literature on context-based intervention programs and their effectiveness for developing phonological awareness skills in preschool and school-aged children. Studies evaluated include two single subject 'n-of-1' studies and

phonological awareness intervention programs
embedded within literacy. One selected study compared
both

instruction embedded within shared book reading. While these outcomes were encouraging, the findings would be more compelling if other foundational emergent literacy skills were targeted (e.g. final sound identification and sound segmentation), in order to observe their ability to be embedded in text-based instruction.

aged 5 to 6;6 years old did demonstrate improvement in this target skill. Thus, in order for this method to be effective, clinicians should target phonological awareness skills that follow the sequence of skill acquisition and are appropriate for the child's age. Further investigation is warranted to examine if blending can improve from text-based instruction with older populations, considering the populations within this review were too young to target this skill.

The large variability in: measurement, targeted phonological awareness skills and sample sizes make it difficult to generalize findings across these studies. Future studies need to incorporate follow-up data to provide greater assurance of this intervention's effectiveness. Furthermore, the Risor et al. (2006) study warrants further investigation to determine if text-based phonological awareness intervention programs are more or