

Request #: 650 - COMD - Publication/Article

Narrative Outcomes of Children with DLD after intervention with the SKILL program

Ron Gillam [A00942432] - COMD Faculty

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Background

Narration has been shown to be a foundational skill for literacy development in school-age children. Elementary teachers routinely conduct classroom lessons that focus on reading decoding and comprehension, but they rarely provide instruction in oral narration (Hall et al., 2021). This multi-site randomized controlled trial was designed to rigorously evaluate the efficacy of the Supporting Knowledge of Language and Literacy (SKILL) intervention program for improving oral narrative comprehension and production.

Sample

Three hundred fifty-seven students who were at-risk for language and literacy difficulties in Grades 1-4 in 13 schools across seven school districts were randomly assigned to the SKILL treatment condition or a business as usual (BAU) control condition. SKILL was provided to small groups of two to four students in 36, 30-minute lessons across a three-month period. Multi-level modeling with students nested within teachers and teachers nested within schools revealed students who received the SKILL treatment significantly outperformed students in the BAU condition on measures of oral narrative comprehension and production immediately after treatment. Oral narrative production for the SKILL treatment group remained significantly more advanced at follow-up testing conducted five months after intervention ended. Improvements in oral narration generalized to a measure of written narration at post-test and the treatment advantage was maintained at follow-up. Grade level did not moderate effects for oral narration, but it did for reading comprehension, with a higher impact for students in grades three and four.

Hypothesis

Secondary Analysis Does SKILL treatment yield different outcomes on measures of narrative comprehension and production for children with or without DLD?

Relevant Variables IV - Treatment vs. Control; DLD vs. At-Risk, Time (pre, post, follow-up) DV - MISL Total, TNL-2 Comprehension and Production subtests, Covariates - K-Bit Matrices Standard Score

Hypothesis - After controlling for IQ, do children with and without DLD will not profit differently from SKILL Intervention.

Progress

We have published the main effects and two papers reporting secondary analyses on children with dyslexia and bilingual children.

Request

I would like advice and assistance running regression analyses to test the hypothesis.

Timeline

The paper is due in 3 weeks.