

THE LANGUAGE & WORKING MEMORY LAB

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School of Communication Sciences and Disorders at Western University

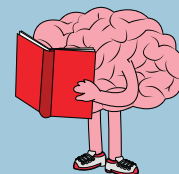
COMPARING COMMUNITY RESEARCH PROGRAMS

2020-2021 SCHOOL YEAR

Since March 2020, the COVID-19 pandemic has interrupted all of our lives. In the Language and Working Memory Laboratory, We had to design a new way of carrying out our research projects.

In the 2020-21 school year, we partnered with Western's Child and Youth Development Clinic and the Learning Disabilities Association – London Region to conduct a study comparing two approaches to community-based reading programs described below.

Leap to Literacy targeted:	Wise Words targeted:
<ul style="list-style-type: none">• Phonemic awareness (segmenting & blending sounds in words)• Decoding (letter-sound connections)• Reading fluency• Understanding reading• Building knowledge	<ul style="list-style-type: none">• Identifying the base of a word and its core meaning• Identifying affixes – the parts added to the beginning or ending of a word that give meaning• Understanding how bases and affixes are joined & why words are spelled the way they are



There were 20 children in grades 4 to 8 in the study. Some of the children completed the **Leap to Literacy** program in the Fall and the **Wise Words** program in the Winter, and some children did the opposite order. We call this a cross-over study. For each program, children completed a 1-hour virtual (online) session per week for 8 weeks with graduate students in speech-language pathology. We measured children's phonemic awareness, word reading, reading fluency, spelling, and the ability to repeat sentences before and after each program (4 times!). After each program, we saw improvements in scores.

Although we saw similar improvements for both programs, the data suggested that the order the program was completed might matter. Completing Leap to Literacy first helped with phonemic awareness, and completing Wise Words first helped with reading words in a passage. For learning about affixes, it didn't matter which order you completed the programs. We need to continue this research to better understand if the order you complete the program matters over more time.



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LWM AND DLD ADVOCACY

Volume 15 (2022)

Dr. Archibald and The Language & Working Memory Lab work to increase awareness of Developmental Language Disorder (DLD)



RADLD— Raising Awareness Of Developmental Language Disorder

This organization partners with the international community to foster awareness of DLD. We want those with DLD to have the support they need to pursue their aspirations.

Dr. Archibald is a member of the international committee.

See radld.org



DLD Diagnostics Tool Box

Dr. Archibald's toolbox answers questions about diagnosing DLD. It is used by an international community of speech-language pathologists /therapists concerned with identifying DLD.

See: [DLD Toolbox](#)



DLDandMe.org

Dr. Archibald is a founding member of 'DLDandMe'.

This website provides evidence-based summaries to answer questions about DLD.

See: DLDandMe.org



RADLD is working with a 17-Year-old racecar driver from Quebec. She talks about her experience with DLD from her childhood and how it plays a role in her career as a race car driver in this book:

BORN TO MAKE A DIFFERENCE

DEVELOPMENTAL LANGUAGE DISORDER (DLD): DEVELOPMENTAL LANGUAGE DISORDER IS A RELATIVELY NEW TERM THAT REFERS TO A PERSISTENT LANGUAGE DIFFICULTY WITH A SIGNIFICANT IMPACT ON EVERYDAY INTERACTIONS OR EDUCATIONAL PROGRESS.

