

ABSTRACT

TEACHING PRINT CONCEPTS TO PRESCHOOL CHILDREN WITH LANGUAGE DISORDERS

Children need to become aware of print before they can learn to read. Teaching print concepts to children with language disorders may help them to increase their beginning reading skills. This study used Marie Clay's *Concepts About Print* (2000) and *The Test of Early Reading* TERA-3 as a pre/post measure to show growth in beginning reading skills following a 12-week intervention program. The intervention program included letter recognition, book awareness, directionality, and tracking. Results are based on the change for each child as a part of a single subject research design. Results indicated the participants showed improvement in their beginning reading skills after being taught print concepts.

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