

Public Abstract

First Name:Abigail

Middle Name:Anne

Last Name:Carlisle

Adviser's First Name:Erica

Adviser's Last Name:Lembke

Co-Adviser's First Name:

Co-Adviser's Last Name:

Graduation Term:SP 2016

Department:Special Education

Degree:PhD

Title:The Effect of a Morphological Awareness Intervention on Early Writing Outcomes

The purpose of this study was to determine if teaching young students how to identify and manipulate prefixes and suffixes helped them become better at spelling and writing sentences. Twenty seven students in second and third grade were identified as being "at risk" for writing difficulty, meaning they scored below the 25th percentile on a series of written language tests. Half of these students received the intervention, which taught prefixes and suffixes, also known as morphological awareness, while the other half did not receive the intervention. Students received the intervention in 25-minute sessions everyday for five weeks. Results showed that students in the intervention improved their spelling skills significantly compared to students who did not receive the intervention. There was no significant growth in sentence writing.