



Bibliography for Goldman-Lynch Sounds & Symbols Development Kit

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The purpose of this study was to determine the reason why a large quantity of students in the speech therapy program at Green Park Elementary School in the Jefferson Parish public school system in Louisiana were on the Honor Roll. It was discovered that 73 percent of the students participating in the *Goldman-Lynch Sounds and Symbols Development Kit* program achieved at least a 3.0 grade point average and 18 percent had at least a 3.5 average. The report established a direct relationship between the number of *Sounds & Symbols* lessons completed and probability for academic success for the students. An increase in student self-esteem because of the lessons was also noted.

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The authors explain the rationale behind the design of the *Sounds & Symbols Development Kit*. The program links visual stimulation to auditory stimulation for better learning of phonemes. In addition, the program teaches students both phonic attack skills and auditory and visual discrimination skills that are necessary for many school activities, especially reading.

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The purpose of this report was to evaluate the effectiveness of the *Goldman-Lynch Sounds and Symbols Kit* for Australian schools. Thirteen experienced teachers and 30 pre-service students reviewed the program. An additional 120 pre-service students participated in inspection and discussion of the kit. Users of the program were enthusiastic about results obtained. The report commends the comprehensive teacher manual and lesson plans. Ultimately, the kit was recommended for use by Australian schools.

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The purpose of this study was to determine if use of the *Goldman-Lynch Sounds & Symbols Kit* would positively affect the reading ability of a group of first- and second-grade African American children. The study focused on 225 students from two predominantly African American elementary schools in Georgia. The experimental group consisted of 124 students (62 males and 62 females) comprising one class of first graders and three classes of second graders. The control group consisted of 101 students (45 males and 56 females) comprising two classes of second graders. The experimental classrooms were administered the *Sounds & Symbols* lessons as regularly as possible. The CAT (Lower Primary, Form W, Reading) was administered as the post-test. The data showed that the experimental classrooms did significantly better on the CAT than the controls. Analysis of the means for all but one CAT reading score yielded differences significant beyond the .05 probability level. The use of the classroom teacher as the prime training agent appeared to be a strength of the study.

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Linnea C. Ehri, Simone R. Nunes, Dale M. Willows, Barbara Valeska Schuster, Zohreh Yaghoub-Zadeh, Timothy Shanahan "Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis", *Reading Research Quarterly*, Volume 36, pp. 250 - 281. Number 3 July/Aug/Sept 2001.

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This newspaper article profiles Mrs. Doris Lewis and her class of 22 first-graders, most of whom began the school year not being able to utter a complete sentence. Using the *Goldman-Lynch Sounds and Symbols* program has accelerated her class with language problems into skills Mrs. Lewis says are comparable to those of some third-graders with no diagnosed speech difficulties.

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The purpose of this study was to determine if early reading ability could be improved in young children by adding phonemic awareness to a whole-language curriculum. Participants in the study were 29 rural Tennessee students in a transition first grade between kindergarten and first grade. The students were divided more or less evenly between two classrooms. The control group received no additional phonemic training beyond a pure whole-language approach. The treatment group received training with the *Goldman-Lynch Sounds and Symbols* program twice a week for 30 minutes each time. The GFTA, SORT, TALS, and LAC were used as pretests and posttests to measure improvement. The treatment group scored considerably higher at the end of the experiment.

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The purpose of this study was to determine whether the *Goldman-Lynch Sounds & Symbols* program would be more effective with children diagnosed with only language delay or with children diagnosed with language delay and defective articulation. Seven students aged 6 to 8 from Dupont Elementary in Chattanooga, TN, participated. Four were classified as delayed language students, and three had delayed language as well as mild to severe articulation problems. The following tests were used as pretests and posttests to measure progress: Goldman-Fristoe Test of Articulation, Utah Test of Language Development, Northwestern Syntax Screening Test, Goldman-Fristoe-Woodcock Test of Auditory Discrimination, Grammatic Closure subtest of the Illinois Test of Psycholinguistic Abilities. The students were subjected to 7 weeks of training with *Sounds & Symbols*, three times a week for 45 minutes. Significant language growth occurred in both groups of students. The children who had both delayed language and articulation disorders made significantly larger gains. The number of misarticulated sounds on the GFTA was decreased by half for that group. Grammatic closure was tested, and no significant gains were made. However, gains on the Utah Test of Language Development were impressive, with most students gaining nearly a year's worth of language development in 7 weeks.

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