**BACKGROUND**

- Music and language co-exist in children's environments, and share similarities in structure, rules, prosody, pitch, and rhythm (Cohrdes & Grolig, 2016). Given these similarities, there has been a growing interest in understanding the relation between music and other areas of development such as vocabulary, executive function, verbal intelligence, and overall language skills.

- Research suggests there is a strong link between socioeconomic status (SES) and language development, with children in low-SES homes being at a higher risk for language delays (Hoff, 2013).

- Vocabulary is an essential aspect of our academic success, therefore it is important to help diminish the learning gap between low SES children and their middle- to high-SES peers.

**PURPOSE**

- To explore whether a quick, hands-on, music and language enrichment intervention with low SES preschoolers would increase vocabulary learning.

**ACKNOWLEDGEMENTS**

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**REFERENCES**


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**MATERIALS & METHODS**

<table>
<thead>
<tr>
<th>Participants</th>
<th>Intervention Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>M=4.53</td>
<td>M=4.99</td>
</tr>
<tr>
<td>Gender</td>
<td>8 Females</td>
<td>9 Females</td>
</tr>
<tr>
<td>Children with IEP</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>“Pass” PLS-5 Screener</td>
<td>88%</td>
<td>88%</td>
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**Procedure:**

Children in a Head Start Center in Wilmington, DE completed a hands-on, music and language intervention program with student clinicians, teachers, and a master clinician. Children in the intervention classroom were taught 10 target words through multimodality, music and hands-on activities. The intervention group participated in a one hour, once a week intervention across 5 weeks.

**Measures:**

1. **Pretest:** Preschool Language Scales 5th edition Screener (Zimmerman & Steiner, 2011): This standardized measure evaluates basic speech and language skills for possible language delays or disorders
2. **Pre & Post-test:** Vocabulary Measure: 20 question vocabulary quiz with words slightly above the 3-5 age range. Children were asked to point to the target word. The other two pictures were either thematically or phonologically related to the target word.

**Intervention:**

- 10 of the 20 words were selected as they were included in a literacy program targeted in kindergarten and taught in the intervention classroom. The control classroom did not receive an intervention.

- Two words were introduced each session using pictures, facts, child-friendly definitions, books, crafts, props, games, and/or songs.

**RESULTS**

- Analyses compared the increase in accuracy scores across children in the intervention and control classrooms and suggested that increase in accuracy scores were higher for the intervention group compared to the control group, and this difference was statistically significant (t(32)=4.93, p<.001, Cohen’s d = .85).

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Increase in Percent Correct</th>
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</thead>
<tbody>
<tr>
<td>Intervention</td>
<td>67</td>
<td>87</td>
<td>20</td>
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<tr>
<td>Control</td>
<td>55</td>
<td>60</td>
<td>6</td>
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</table>

- The graph shows that there was a significant increase in trained words from pre-test to post-test but not in untrained words in the intervention group.

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**DISCUSSION**

The present study suggests this short, simple intervention program can benefit vocabulary acquisition for low-SES preschool children. Advantages include minimal training required, easy implementation into the classroom, and the children enjoyed participating in the activities.