Introduction

- Metalinguistic awareness refers to the ability to consciously think about and manipulate language, focusing on its form rather than meaning.
- Past research studies have found a link between metalinguistic awareness and language ability.
- Metalinguistic awareness is an underutilized area of intervention for children with impaired or weak language learning systems.
- The purpose of this study was to gather information on metalinguistic awareness and language ability.
- Data was collected through survey and focus group.

Method: Survey

- 19 survey participants were invited to participate in a focus group:
  - Speech-Language Pathologists (9)
  - General Education Teachers (6)
  - Special Education Teachers (3)
  - Other (1)
- 3 participants attended the focus group: were invited to participate in a focus group:
  - Participant A: Special Education Teacher with 10 years of experience.
  - Participant B: Special Education Teacher with 19 years of experience.
  - Participant C: Speech-Language Pathologist with 17 years of experience.

Results: Survey

- **WHO?**
  - Multiple professionals
- **WHERE?**
  - Dependent on who is leading the intervention.
  - Smaller groups within the general education classroom.
- **DOSAGE?**
  - Larger number of sessions with shorter duration.
  - Start interventions with a burst of services and then taper off.
- **ACTIVITIES THAT CHILDREN WILL FIND MOST ENGAGING?**
  - IPad apps
  - Colorful Story acting out
  - Play Centers
  - Puppet Pals
  - Singing
  - Quizlet
  - Art
  - New & Interesting
  - A kid leader
  - Manipulated
  - Charting Progress
  - Pertains to real life
  - Movement
  - Group Work

Method: Focus Group

- 19 survey participants were invited to participate in a focus group:
  - Speech-Language Pathologists (9)
  - General Education Teachers (6)
  - Special Education Teachers (3)
  - Other (1)
- 3 participants attended the focus group: were invited to participate in a focus group:
  - Participant A: Special Education Teacher with 10 years of experience.
  - Participant B: Special Education Teacher with 19 years of experience.
  - Participant C: Speech-Language Pathologist with 17 years of experience.

Results: Focus Group

- **WHO?**
  - Multiple professionals
- **WHERE?**
  - Metalinguistic awareness integrated into classroom practice with additional support from SLPs and Special Education Teachers.
- **DOSAGE?**
  - Larger number of sessions with shorter duration.
  - Start interventions with a burst of services and then taper off.
- **ACTIVITIES THAT CHILDREN WILL FIND MOST ENGAGING?**
  - IPad apps
  - Colorful Story acting out
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Conclusions

- This study provides general consensus of professional opinion regarding a metalinguistic awareness intervention.
- Results from this study can be used to inform the development of a metalinguistic program to be used with young children that will be both effective and feasible.

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