



Empowering Voices: Improving Speech and Language Performance in Learners with Language Disorders through Activity Cards

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Abstract

This study aimed to improve the receptive language skills of learners with language disorders through the use of activity cards at Dingras Central Elementary School during the school year 2024-2025. Specifically, it addressed three key questions:

- What was the speech and language performance of learners with language disorders in the pre-observation phase?
- How did the learners perform in the post-observation phase?
- What was the percentage increase in the speech and language performance following the intervention?

The study employed a pre-experimental research design involving a single group of eight learners selected via complete enumeration sampling. The learners' speech and language performance was assessed using the Teacher Checklist for Speech and Language Concerns, a tool adopted from the school where the researcher served as a special education teacher. Frequency and percentage analyses were conducted to evaluate the results. The findings revealed significant improvements in speech, hearing, understanding, expression, and social communication after the intervention. Notable gains were seen in areas such as sound articulation, with a 50% improvement in omitted sounds and a 62.5% increase in sound distortion correction. The learners also showed enhanced hearing and processing abilities, with a 62.5% reduction in the need for repetitions. Comprehension skills improved substantially, with a 50% increase in following instructions and a 62.5% increase in processing spoken language. Expressive language saw significant progress, particularly in the sequencing of ideas into narratives, which improved by 87.5%. Although social communication skills showed smaller gains, the study demonstrated the effectiveness of the activity cards in addressing key areas of language development.

Keywords: Activity cards, language disorder, speech performance, language performance.

Introduction

Background of the Study

Based on the initial investigation conducted by the research following the completion of the Individual Educational Plan (IEP) for learners with language disorders in Dingras Central Elementary School, it became apparent that these learners exhibited low performance in speech and language skills. Speech and language refers to the ability to understand and process spoken or written language, is crucial for effective communication and learning. The assessment revealed that the learners struggled significantly in this area, impacting their overall ability to engage in classroom activities, follow instructions, and comprehend educational content. This deficit not only hampers academic progress but also affects their social interactions and confidence in a learning environment. Given the current level of speech and language skills observed in these learners, the results indicate an urgent need for targeted intervention. Addressing speech and language deficiencies is critical because these skills serve as the foundation for expressive language development and are essential for learners to succeed both academically and

socially. Without proper understanding, learners with language disorders may continue to face challenges in absorbing information and interacting with their peers and teachers, which can lead to further academic delays. The findings suggest that immediate steps must be taken to investigate effective methods and strategies to enhance speech and language skills, ensuring that the learners receive the support necessary for their development.

Therefore, conducting a more in-depth investigation is necessary to identify and implement interventions that can improve the speech and language abilities of these learners. This could involve exploring multisensory strategies, language therapy, and other evidence-based approaches that have proven effective in improving language comprehension. By addressing these issues, educators and specialists can tailor programs to meet the specific needs of learners with language disorders, ultimately improving their communication skills and boosting their academic and personal growth. Such investigations are crucial in ensuring that learners with speech and language deficits are provided

with the tools and opportunities to overcome these challenges and succeed in their educational journey.

Among the various teaching strategies designed to improve the speech and language skills of learners, the researcher aimed to investigate the potential effectiveness of using Activity Cards as a targeted intervention. Speech and language deficits present significant challenges in understanding spoken or written instructions, following classroom discussions, and processing new information, all of which are critical for academic success. Given the pressing nature of this issue, the researcher sought to explore whether Activity Cards could serve as an engaging, practical tool to address these challenges and improve the learners' ability to comprehend and process language more effectively.

Activity Cards, which are typically designed to provide visual cues, step-by-step instructions, and interactive tasks, have the potential to enhance learners' engagement and aid in the retention of information. By breaking down complex instructions into manageable components, these cards can help learners with language disorders process language in a more structured and accessible way. The use of visual aids combined with simple, clear language might also support learners in grasping abstract concepts and following multi-step instructions, thus fostering a better understanding of both spoken and written communication. The researcher was particularly interested in whether these cards, when incorporated into daily lessons, could result in measurable improvements in the learners' speech and language performance Bath (2020) [5].

By focusing on Activity Cards, the researcher hoped to discover a straightforward yet impactful strategy that could be easily implemented by teachers in a variety of classroom settings Blackledge and Cresse (2021) [2]. This investigation sought to determine not only whether the Activity Cards could improve speech and language, but also if they could empower teachers with a reliable tool to bridge communication gaps. If successful, this strategy could provide a scalable solution to address the speech and language deficits that many learners face, ultimately contributing to their academic growth and overall communication skills.

Special education teachers are responsible for addressing a diverse array of educational needs, creating personalized interventions for each learner to foster success in both academic and life skills. Our job is to apply theory and research from various child-centered disciplines into practical, classroom strategies that benefit not only learners but also their families, communities, and society. Tools such as Evaluation and Reevaluation Reports (ERs and RRs) and Individualized Educational Plans (IEPs) are used to evaluate each learner's strengths and areas for growth. With this information, we develop methods that build on the learner's abilities to address their needs and progress toward their IEP goals Bloom and Sreedhar (2021) [6]. While these reports lay the groundwork for individualized programming, our responsibility extends to actively engaging all learners in their learning, ultimately preparing them for lifelong success.

A significant challenge in special education arises when working with learners who have minimal or ineffective communication skills. These learners often display negative behaviors, which can be highly disruptive in the classroom. However, these behaviors typically stem from frustration and anxiety, caused by the inability to communicate basic needs or emotions. The absence of communication tools can leave learners feeling trapped in a cycle of frustration, leading to behavioral issues (Bath, 2020) [5]. Studies suggest that

improving communication skills can reduce these negative behaviors, boost participation in learning activities, and improve cooperation with assessments that track progress toward educational goals (Tiger, 2020) [14].

Communication disorders in young children are often classified as developmental disabilities, in which typical language acquisition is delayed or disrupted. These disorders may result from various factors such as congenital conditions, illness, delayed intervention, or brain trauma. Effective interventions must leverage the individual learner's learning capacity, interests, and motivation. Disorders like childhood apraxia of speech (CAS), dysarthria, aphasia, and congenital anomalies such as cleft palate can all hinder speech and language development. Additionally, Autism Spectrum Disorder (ASD) is often associated with communication difficulties, even in verbal learners. Teachers need to recognize that learners with these conditions may still face challenges with effective communication, requiring specialized strategies to enhance their speech, language, and social interaction skills.

An Activity Card is an educational tool designed for ease of use, typically presented in a small, manageable card format (Febiola & Yulsyofriend, 2020) [7]. These cards are simple yet versatile, often featuring images, words, or prompts that engage learners in a variety of activities. Due to their portable size, Activity Cards are convenient for individual or group learning sessions and can be incorporated into different teaching strategies across multiple subjects. Their compact nature allows them to be easily handled by young learners or learners with disabilities, making them an effective tool in diverse educational settings.

The use of images on Activity Cards plays a crucial role in expanding vocabulary and improving memory retention. According to Mirantisa (2021) [11], visual representations help learners associate words with pictures, thus improving their ability to recall and understand new vocabulary. For learners, especially those with limited language skills, visual aids like those on Activity Cards act as cognitive bridges between the abstract concept of a word and its tangible meaning. This interaction with images supports both language development and memory training, reinforcing the learning experience through visual engagement and repeated exposure to concepts.

Muyasaroh (2020) [12] further explains that Activity Cards introduce an element of novelty into the learning process, which can increase learner interest and motivation. By presenting information in a different format than traditional worksheets or textbooks, Activity Cards offer a refreshing approach to learning. This novelty can be particularly beneficial for young learners or learners with learning disabilities, who may find typical educational materials monotonous or challenging. With Activity Cards, learning becomes interactive and engaging, fostering an environment where learners are more likely to retain knowledge and apply it effectively.

Previous research by Adhani (2020) [15], titled "Improving Language Development Using Activity Card Media in Early Childhood in Sanan Rejo Village, Malang," revealed significant findings regarding the effectiveness of Activity Cards in improving language skills. The study focused on the phonological development of young children, and the results demonstrated clear improvement through the use of this media. In the first cycle of the intervention, the children's average language ability score was recorded at 22.45. However, after further engagement with Activity Cards in the

second cycle, their performance showed a marked increase, with the average rising to 40.66.

This notable improvement highlights the effectiveness of Activity Cards in fostering language development in young learners. The significant change between the two cycles indicates that the children responded positively to the structured learning environment provided by the cards. By offering repeated exposure to phonological concepts in an engaging and accessible format, the Activity Cards facilitated better retention and understanding of language skills, leading to enhanced phonological abilities.

These findings suggest that Activity Cards serve as an effective educational tool, particularly for early childhood education, where developing foundational language skills is critical. The substantial gains observed in the study underscore the potential for similar approaches to be applied in other educational settings, especially among learners with language development challenges. The simplicity and versatility of Activity Cards make them a valuable resource for both teachers and learners, offering a practical and engaging method for language instruction.

The research conducted by Rofi'ah (2020) ^[13], titled "Activity Card Image Media in Stimulating the Language Development of 3-4 Years Old Children," demonstrated a significant improvement in the language development of young children using Activity Card learning media. The study reported a 15% increase in the median score of language development after the implementation of Activity Cards. This improvement was further substantiated by the results of a questionnaire distributed to the participants.

According to the findings, 24 respondents, or 47%, fell under the "very well developed" criteria in Indicator B, which assessed the children's ability to communicate clearly and imitate letter sounds. This suggests that the use of Activity Cards effectively enhanced the children's verbal communication skills, particularly in phonological awareness, as they were able to imitate and reproduce letter sounds more accurately after the intervention.

Additionally, 17 respondents, or 33%, met the criteria for "beginning to develop" under Indicator D, which focused on pre-writing skills, specifically recognizing the writing of their own name. This indicates that the use of Activity Cards not only supported verbal language development but also stimulated early literacy skills, such as letter recognition and writing readiness. These results highlight the versatility of Activity Cards in fostering multiple aspects of language and literacy development in young children, making them a powerful educational tool in early childhood settings.

The study by Ismundari & Suprayitno (2022) ^[10], titled "The Use of Picture Word Card Media to Improve Children's Language Proficiency Group B," revealed significant improvements in children's language skills after implementing Picture Word Cards as an intervention tool. In the first cycle of the study, only 13 out of 20 children reached the language skill indicators. However, after corrective actions and further use of the cards, the number of children who successfully achieved these indicators increased to 17, indicating an improvement of approximately 10%. This substantial progress underscores the effectiveness of using Activity Card media in improving language proficiency among children.

Activity Cards have emerged as an alternative tool to address common challenges in language development, particularly in speaking skills. Children often struggle to express and convey ideas due to limited access to engaging, age-appropriate media and ineffective learning methods. Activity Cards offer

a solution by providing a visually stimulating and interactive approach, which can bridge the gap in traditional learning environments that may lack creative and engaging tools. This medium not only supports language growth but also encourages active participation, which is crucial for children with delayed speech development.

Given this context, the researcher aims to explore the impact of Activity Cards on improving the speaking abilities of children with speech delays. The research seeks to determine whether using these media can significantly influence the language development of children who face challenges in verbal communication. Thus, the primary goal of this study is to assess the effectiveness of Activity Cards in fostering language improvements among children experiencing speech delays, contributing valuable insights to special education interventions.

Language disorders present significant challenges in both expressive and receptive communication skills, particularly affecting children's ability to understand and respond appropriately to language inputs. Learners with language disorders often struggle with speech and language, which limits their ability to process, comprehend, and follow instructions or participate effectively in social and academic interactions. Addressing this gap is crucial for their overall cognitive, social, and educational development. Despite various interventions, many traditional approaches fall short in actively engaging learners and offering tangible improvements in speech and language skills Garcia (2021) ^[8].

The use of multisensory, visually engaging tools such as Activity Cards offers a promising solution to this challenge. Activity Cards have been shown to improve both expressive and speech and language by providing clear, simple visual cues that help children associate words with images, actions, or ideas. These cards actively engage multiple senses, allowing learners to better grasp language through visual, auditory, and tactile interactions. Numerous studies have demonstrated the effectiveness of similar strategies in improving language development in children with communication challenges, but there remains a need to further explore the specific impact on speech and language in learners with language disorders Mendoza (2022) ^[9].

This study is justified by the need to provide innovative, evidence-based strategies for improving speech and language skills in this population. By focusing on Activity Cards as a targeted intervention, this research aims to fill a critical gap in existing educational practices and offer practical, scalable solutions for educators, therapists, and parents. The findings could empower learners to become more active participants in their education and social environments, Improving their communication abilities and overall quality of life. Additionally, this study will contribute to the broader understanding of how specialized teaching tools can be used to address the specific needs of learners with language disorders, ensuring that interventions are both practical and impactful.

Conceptual Framework

Designing and implementing effective teaching activities is an essential component of any well-structured, organized, and constructive curriculum. Teaching activities serve as the means through which teachers facilitate a deeper understanding of the subject matter for their learners. These activities are designed to engage learners actively, encouraging them to apply, analyze, and interact with the content, thereby fostering the acquisition of multiple skills.

Through thoughtfully planned teaching activities, learners are given opportunities to take a more active role in their education, moving beyond passive learning and developing the capacity for critical thinking, problem-solving, and application of knowledge Grandin (2022) ^[16].

Teaching activities enrich the teaching and learning experience within the classroom by providing varied methods for learners to engage with the material. By offering opportunities for hands-on application and reinforcing learning both inside and outside the classroom, these activities enable learners to internalize concepts more effectively Grant (2023) ^[17]. The use of interactive and multisensory activities, for example, helps solidify understanding, allowing learners to connect theoretical knowledge with real-world applications. In doing so, teaching activities contribute to a more dynamic and inclusive learning environment, where learners are empowered to explore and enhance their understanding through active participation.

Moreover, carefully crafted teaching activities are particularly beneficial in addressing challenges associated with speech and language development, especially in children with developmental disorders such as learners with language disorder. These activities, when strategically designed, can mitigate the common difficulties faced by learners with speech and language delays, such as difficulties in processing spoken language or following instructions. Research has shown that structured, multisensory teaching strategies significantly improve language comprehension in children with ASD (LaMarca & LaMarca, 2022) ^[18]. Therefore,

incorporating these activities into the curriculum can be a powerful tool in promoting language development and improving overall communication skills in learners with special needs.

The researcher employed the input-process-output model to assess the impact of Activity Cards on the speech and language of learners with language disorders. The input phase consisted of the initial data collected, specifically the scores obtained from pre-tests administered before the implementation of the Activity Cards, followed by the scores from post-tests taken after the instructional intervention.

During the process phase, the raw data gathered from these pre-test and post-test assessments underwent statistical analysis using the Microsoft Excel Data Analysis Tool Pack. This analysis allowed for a systematic examination of the scores, enabling the researcher to quantify changes and identify trends in the learners' speech and language abilities.

Finally, the output phase focused on the results derived from this analysis, highlighting the differences in speech and language levels of learners with language disorders before and after the implementation of Activity Cards. This output provided valuable insights into the effectiveness of the intervention, demonstrating whether the use of Activity Cards had a significant impact on improving the learners' speech and language skills. The findings from this study are expected to contribute to a deeper understanding of effective teaching strategies for this population, ultimately informing future educational practices.

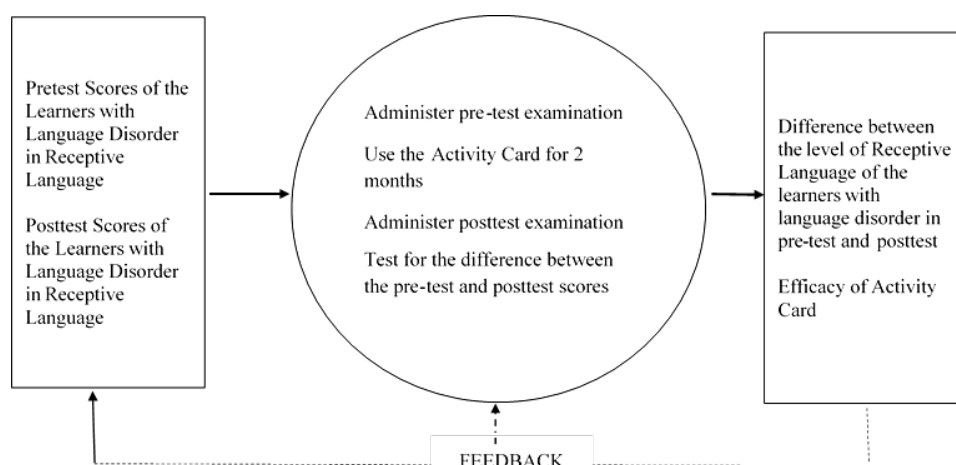


Fig 1: Paradigm of the Study

Statement of the Problem

The main thrust of this study was to improve the speech and language among learners with language disorders through activity cards at Dingras Central Elementary School for the school year 2024-2025.

Specifically, it sought to answer the following research questions:

- i). What is the speech and language performance of the learners with language disorder in pre-observation?
- ii). What is the speech and language performance of the learners with language disorder in post-observation?
- iii). What is the percent of increase in the speech and language performance of the learners with language disorder?

Hypothesis

There is no significant percent of increase in the speech and language performance of the learners with language disorder.

Significance of the Study

This study holds considerable significance for various stakeholders, including the Department of Education (DepEd), school administrators, teachers, parents, learners, and future researchers.

For the Department of Education (DepEd): The findings will provide evidence-based insights into effective strategies for improving speech and language skills among learners with language disorders. This can guide the development of policies and programs that prioritize inclusive education, ensuring that all learners receive the support they need to succeed academically and socially.

School Administrators: School administrators will benefit from the study by gaining a clearer understanding of the resources and training required to implement Activity Cards effectively. The research outcomes can inform professional development initiatives, equipping educators with the skills

and knowledge to utilize these innovative tools in their classrooms.

Teachers: Teachers will find the study valuable as it offers practical strategies for enhancing their instructional methods. By implementing Activity Cards, educators can create engaging learning environments that cater to the diverse needs of learners with language disorders, ultimately fostering greater learner participation and success.

Parents: Parents will gain insights into how they can support their children's language development at home. The study may empower them with knowledge about effective teaching aids, enabling them to collaborate more effectively with educators in promoting their children's language skills.

Learners: Learners themselves stand to benefit significantly, as enhanced speech and language skills will lead to improved communication abilities, academic performance, and social interactions. This empowerment can boost their self-esteem and confidence, facilitating a more positive educational experience.

Future Researchers: Lastly, future researchers will have a foundation upon which to build further studies in the field of language development and special education. This research can inspire new investigations into various interventions and their effectiveness, ultimately contributing to the growing body of knowledge aimed at supporting learners with language disorders.

In summary, the significance of this study extends beyond its immediate findings, offering transformative potential for the entire educational ecosystem involved with learners with language disorders.

Methodology

Research Design

This study was pre-experimental research. A pre-experimental research study is a type of research design that lacks random assignment of participants to treatment or control groups. It typically involves a single group that is exposed to an intervention or treatment, and data is collected before and after the intervention to assess its effectiveness. This design is often characterized by its simplicity and ease of implementation, making it suitable for initial explorations of a particular phenomenon when more rigorous experimental designs may not be feasible (Creswell, 2014)^[3].

In the study "Empowering Voices: Enhancing speech and language in Learners with Language Disorders through Activity Cards," a pre-experimental research design is particularly justified for several reasons. First, this design allows the researcher to focus on a specific group of learners with language disorders, enabling a detailed examination of the effectiveness of Activity Cards as an intervention without the complications of random assignment. Given the unique needs of these learners, a pre-experimental approach facilitates a more tailored investigation that considers their individual circumstances (Creswell, 2014)^[3].

Second, pre-experimental designs are often less resource-intensive, making them practical for educators and researchers working in school settings where time and funding may be limited. This allows for the collection of valuable data on the immediate effects of the intervention, providing insights that can inform future research or practice (McMillan & Schumacher, 2010).

Finally, this design serves as an important initial step in exploring the impact of Activity Cards on speech and language skills. While it may not provide the same level of evidence as more robust experimental designs, it offers a

foundation for subsequent research and a deeper understanding of how these tools can enhance learning for learners with language disorders. The findings from this pre-experimental study can thus guide further investigations and improvements in instructional strategies for this population.

Sources of Data

The research employed total enumeration sampling technique in the selection of research participants. Complete enumeration research design, also known as a census study, involves collecting data from every member of a population rather than a sample. This design is used to ensure that all individuals within the specified population are included in the research, providing comprehensive data that can lead to more accurate and representative results. Complete enumeration is particularly useful in studies where the population is small and manageable, allowing for thorough analysis and insights into the entire group (Trochim, 2006)^[4].

In the study "Empowering Voices: Enhancing speech and language in Learners with Language Disorders through Activity Cards," the complete enumeration technique is particularly justified due to the specific characteristics of the population being studied. The eight (8) learners with language disorders in this context represent a distinct and often limited group within the broader educational system. By employing complete enumeration, the researcher ensures that every learner within this group is assessed, allowing for a comprehensive understanding of the effects of Activity Cards on speech and language development (Babbie, 2017)^[1].

Furthermore, using complete enumeration minimizes the risk of sampling bias, which can often compromise the validity of research findings. Since language disorders can vary significantly among individuals, including all learners in the study enhances the reliability of the results, providing a richer dataset that can reflect the diverse needs and responses to the intervention (Creswell, 2014)^[3].

Additionally, in educational settings, decision-makers—such as school administrators and teachers—often require data that fully represents the learner population to inform instructional strategies and resource allocation. Complete enumeration provides the thorough data necessary for making informed decisions that can benefit all learners with language disorders (McMillan & Schumacher, 2010).

Instrumentation and Data Collection

The researcher employed both pre-observation and post-observation teacher checklists to evaluate speech and language concerns among learners with language disorders. This checklist is specifically designed to identify and highlight areas that may pose challenges for each child, providing a structured approach to assessment. By utilizing this tool, teachers can systematically document specific speech, language, and communication needs, creating a clear profile of each learner's abilities and difficulties.

In addition to its primary role in the research study, this checklist is also utilized within the school setting as a standard tool for assessing learners' speech and language capabilities. Its consistent use helps ensure that all relevant aspects of a child's communication skills are thoroughly evaluated. Moreover, the information gathered from the checklist plays a crucial role in supporting referrals to a Speech Pathologist. By providing detailed observations and assessments, the checklist serves as an essential resource for professionals who may need to intervene or provide specialized support, ensuring that each child receives the

appropriate assistance tailored to their unique needs. This comprehensive approach not only enhances the understanding of each learner's challenges but also facilitates targeted interventions aimed at improving their communication skills. The Teacher Checklist for Speech and Language Performance is an essential tool for evaluating the communication skills of learners with language disorders, particularly in the context of implementing interventions like Activity Cards. To effectively use this checklist, the teacher first familiarizes with its components, which assess various dimensions of speech and language, including articulation, clarity, comprehension, expression, and social communication. Before the intervention begins, a baseline assessment was conducted using the checklist to evaluate each learner's speech and language skills. This involves observing learners in different settings—structured activities, free play, and social interactions—to provide a comprehensive evaluation. During this pre-assessment, teachers should mark “Yes” or “No” for each criterion, adding comments to clarify specific observations, such as difficulties with particular sounds.

As the Activity Card intervention is implemented, the researcher actively engage learners in interactive activities designed to promote speech and language development. Ongoing observations during these sessions allow for real-time documentation of each learner's performance using the checklist. After a defined period of using Activity Cards, a follow-up assessment should be conducted to evaluate changes in the learners' skills. By comparing pre- and post-assessment results, teachers can identify improvements in areas such as clearer speech, better comprehension, or increased social communication abilities.

Analyzing the data collected from the checklist helps the researcher interpret the effectiveness of the intervention and identify ongoing needs. If certain areas show little improvement, adjustments to instructional strategies can be made. Additionally, summarizing the findings for stakeholders, including parents and school administrators, provides valuable feedback on the impact of the intervention and informs future educational planning. Overall, the Teacher Checklist serves as a powerful tool for systematically assessing and enhancing the communication skills of learners with language disorders, fostering a more inclusive and effective educational environment.

Tools for Data Analysis

Frequency refers to the number of times a particular value or category appears in a dataset, while percentage represents the proportion of that frequency relative to the total number of observations, expressed as a fraction of 100. For example, if a

specific speech difficulty is observed in 10 out of 20 learners, the frequency of that difficulty is 10, and its percentage would be 50%. These statistical tools are essential for summarizing and interpreting the data collected in the study on learners' speech and language performance.

In the context of this research, employing frequency and percentage allows the researcher to effectively quantify the learners' speech and language performance before and after the implementation of activity cards. By using frequency, the researcher can identify how many learners exhibit specific speech challenges or improvements, creating a clear picture of the common issues faced. The percentage provides a straightforward way to communicate these findings, making it easier to compare the pre- and post-observation results. This method of data analysis not only highlights changes in performance but also supports the evaluation of the effectiveness of the intervention. Overall, using frequency and percentage as statistical tools enhances the study's rigor and clarity, enabling educators and stakeholders to make informed decisions based on the evidence gathered.

Results and Discussions

Speech and Language Performance of the Learners with Language Disorder in Pre-Observation

This table presents the baseline data regarding the speech and language performance of learners with language disorders before the implementation of the activity cards. It includes various speech and language concerns, highlighting the specific challenges faced by each learner. The data collected through the pre-observation checklist provides insights into the areas requiring intervention and serves as a foundation for measuring progress after the intervention. The performance metrics outlined in this table will be essential for evaluating the effectiveness of the activity cards in enhancing speech and language skills.

The table presents a detailed analysis of communication challenges among learners with Language Disorder, covering multiple categories such as Speech, Hearing, Understanding, Expression, and Social Communication. Here is a summary and interpretation of the data:

A significant portion of learners (75%) exhibit unintelligible speech, difficulty stammering, and omit certain sounds, while 87.5% distort certain sounds, showing that most learners struggle with sound production. Half of the learners (50%) cannot articulate certain sounds according to developmental norms, which highlights the need for targeted speech intervention. The data suggests a broad spectrum of speech difficulties, with more than half of the learners' experiencing challenges across various speech-related skills.

Table 1: Speech and Language Performance of the Learner with Language Disorder in Pre-Observation

Speech	Yes		No	
	f	%	f	%
Cannot say certain sounds. The expected norms are:				
3 yrs - p, b, t, d, k, g, m, n, ng, f, h, y, w				
4 yrs - s, z, v, sh, ch, j, l	4	50.00	4	50
5 yrs - th (voiced), zh, r				
6 yrs - th (voiceless)				
“Lisping” tongue between teeth at rest and during speech	5	62.50	3	37.50
Drooling or excessive saliva	5	62.50	3	37.50
Speech not always clear	5	62.50	3	37.50
Speech unintelligible	6	75.00	2	25.00
Difficulty saying multi-syllable words or consonant blends	5	62.50	3	37.50

Stutters (stammers)	6	75.00	2	25.00
Omits certain sounds (eg “baket” or “basket”, “pay” or “play”)	6	75.00	2	25.00
Distorts certain sounds (eg. The /s/ phoneme sounds slushy)	7	87.50	1	12.50
Substitutes one sound for another (eg. “steghetti” or spaghetti”)	6	75.00	1	12.50
Switches phonemes in words (eg. Says “desks” for “desks”)	5	62.50	3	37.50
Hearing				
Tendency to watch your lips	5	62.50	3	37.50
Needs repetitions	6	75.00	2	25.00
Difficulty localizing sound	6	75.00	2	25.00
Needs high volume of speech directed at him/her	5	62.50	3	37.50
Understanding				
Takes a long time processing spoken language	6	75.00	2	25.00
Unable to understand full sentences	7	87.50	1	12.50
Unable to understand directions or a story which is read aloud	6	75.00	2	25.00
Needs to have instruction repeated before he/she can carry it out	7	87.50	1	12.50
Has difficulties following game rules or class routine	7	87.50	1	12.50
Expression				
Talks very little/not at all	6	75.00	2	25.00
Talks only to certain people/certain places	5	62.50	3	37.50
Makes grammatical errors in his/her spoken language	8	100.00	0	0.00
Has difficulties sequencing ideas into a narrative	8	100.00	0	0.00
Uses single words	4	50.00	4	50.00
Uses a few two word combinations	4	50.00	4	50.00
Social Communication				
Difficulties interacting with peers	7	87.50	1	12.50
Passive and reluctant to communicate with others	7	87.50	1	12.50
Difficulties understanding social rules of communication (e.g. turn taking, body language, understanding others thoughts and feelings)	6	75.00	2	25.00

Around 75% of the learners need repetitions or exhibit difficulty localizing sound, which implies that auditory processing and hearing impairments may affect communication. These learners may struggle to follow conversations, thus impacting their ability to respond or engage in verbal exchanges effectively.

A striking 87.5% of learners have trouble understanding sentences, following game rules, and processing spoken language. These high percentages suggest significant comprehension challenges, which may further impede communication and learning in a classroom setting. Repetition of instructions and individualized support seem crucial for these learners.

In terms of expressive language, 100% of learners make grammatical errors and struggle to sequence ideas into narratives. This indicates that all learners have difficulty formulating coherent speech or structuring sentences properly. Additionally, 75% of learners are passive in communication or talk very little, which suggests both verbal and behavioral barriers in expressing their thoughts.

The majority of learners (87.5%) face difficulties interacting with peers and are reluctant to engage socially. A further 75% struggle with understanding social communication rules, such as turn-taking or body language. These results highlight the social barriers faced by learners with language disorder, which are critical in social integration and classroom collaboration.

The data implies that learners with language disorder face widespread communication difficulties across multiple dimensions, including speech production, auditory processing, comprehension, expressive language, and social interaction.

Interventions such as speech therapy, visual aids (e.g., cue cards), and targeted communication strategies may be essential in helping these learners improve their overall communication skills. Additionally, the results highlight the need for individualized instruction and supports tailored to each learner’s specific challenges to enhance their engagement, learning outcomes, and social interactions.

The need for appropriate teaching strategies to encourage learners with language disorders is paramount for fostering effective communication and learning. Learners with language disorders often face significant challenges in expressing themselves, understanding spoken language, and interacting socially. These difficulties can lead to frustration, decreased motivation, and a sense of isolation within the classroom environment. Thus, implementing tailored teaching strategies is essential for addressing these unique needs and promoting their overall development Bath (2020) [5].

Appropriate teaching strategies can include the use of multisensory approaches, which engage various senses to reinforce learning and make concepts more accessible. For example, integrating visual aids, hands-on activities, and interactive exercises can enhance comprehension and retention for learners with language disorders Blackledge and Creese (2021) [2]. Such strategies not only facilitate understanding but also encourage active participation, helping learners feel more involved in their education.

Moreover, individualized instruction and the use of specialized tools, such as activity cards, play a crucial role in supporting language development among learners with language disorders. These tools provide targeted, hands-on practice in key areas like vocabulary acquisition, speech

clarity, and listening comprehension, addressing specific challenges each learner faces. Activity cards, in particular, allow educators to tailor activities that engage learners in meaningful interactions, making learning more accessible and enjoyable.

By creating a supportive and structured learning environment, and employing well-researched teaching strategies, educators can empower learners with language disorders to enhance their communication skills. This approach not only boosts their academic performance but also improves their social interactions, leading to greater confidence and overall success. As Tiger (2020) ^[14] highlighted, fostering an

inclusive classroom that recognizes and nurtures the unique potential of each learner, regardless of language abilities, is essential for their long-term development and well-being.

Speech and Language Performance of the Learners with Language Disorder in Post-Observation

This table presents the speech and language performance of learners with language disorders after the implementation of the intervention using Activity Cards. The data in the table reflect the improvements in speech and language skills, demonstrating the effects of the multisensory approach utilized during the post-observation period.

Table 2: Speech and Language Performance of the Learner with Language Disorder in Post-Observation

Speech	Yes		No	
	f	%	f	%
Cannot say certain sounds. The expected norms are:				
3 yrs - p, b, t, d, k, g, m, n, ng, f, h, y, w	3	37.50	5	62.5
4 yrs - s, z, v, sh, ch, j, l				
5 yrs - th (voiced), zh, r				
6 yrs - th (voiceless)				
“Lisping” tongue between teeth at rest and during speech	3	37.50	5	62.50
Drooling or excessive saliva	5	62.50	3	37.50
Speech not always clear	3	37.50	5	62.50
Speech unintelligible	4	50.00	4	50.00
Difficulty saying multi-syllable words or consonant blends	3	37.50	5	62.50
Stutters (stammers)	3	37.50	5	62.50
Omits certain sounds (eg “baket” or “basket”, “pay” or “play”)	2	25.00	6	75.00
Distorts certain sounds (eg. The /s/ phoneme sounds slushy)	2	25.00	6	75.00
Substitutes one sound for another (eg. “steghetti” or spaghetti”)	2	25.00	6	75.00
Switches phonemes in words (eg. Says “desks” for “desks”)	3	37.50	5	62.50
Hearing				
Tendency to watch your lips	3	37.50	5	62.50
Needs repetitions	1	12.50	7	87.50
Difficulty localizing sound	3	37.50	5	62.50
Needs high volume of speech directed at him/her	2	25.00	6	75.00
Understanding				
Takes a long time processing spoken language	1	12.50	2	25.00
Unable to understand full sentences	2	25.00	6	75.00
Unable to understand directions or a story which is read aloud	3	37.50	5	62.50
Needs to have instruction repeated before he/she can carry it out	3	37.50	5	62.50
Has difficulties following game rules or class routine	5	62.50	3	37.50
Expression				
Talks very little/not at all	2	25.00	6	75.00
Talks only to certain people/certain places	3	37.50	5	62.50
Makes grammatical errors in his/her spoken language	4	50.00	4	50.00
Has difficulties sequencing ideas into a narrative	1	12.50	7	87.50
Uses single words	2	25.00	6	75.00
Uses a few two word combinations	3	37.50	5	62.50
Social Communication				
Difficulties interacting with peers	6	75.00	2	25.00
Passive and reluctant to communicate with others	5	62.50	3	37.50
Difficulties understanding social rules of communication (e.g. turn taking, body language, understanding others thoughts and feelings)	5	62.50	3	37.50

The table presents post-observation data on the speech and language performance of a learner with a language disorder,

focusing on areas like speech production, hearing, understanding, expression, and social communication.

The majority of the learner's speech-related issues have improved, with only 37.5% of instances showing difficulties such as stuttering, switching phonemes, and difficulty with multi-syllable words. Improvements are most notable in certain sound omissions (75% no longer omitting sounds like "baket" for "basket") and distortions of sounds (75% no longer distorting phonemes). Half of the learner's speech is now intelligible, which is a significant improvement over previous assessment.

The learner exhibits improved auditory processing, with 87.5% no longer requiring repetitions to understand speech. Only 37.5% still have difficulty localizing sound or need to watch the speaker's lips, which shows substantial progress in auditory comprehension.

Although some difficulties remain, particularly with following directions (37.5%) and understanding full sentences (25%), the learner is better able to process spoken language. The need for instruction repetition has also decreased (62.5% no longer require it).

There are still expressive language issues, with 50% of the learner's spoken language containing grammatical errors, though the learner now speaks more frequently (75% talk more). However, difficulties in sequencing ideas into a narrative have dramatically improved (87.5% now able to sequence ideas), and 75% can use two-word combinations.

Socially, the learner continues to struggle with peer interactions and understanding social communication norms, with 75% still showing difficulties in social interactions and 62.5% being passive in communication. However, improvements have been noted as the learner is becoming less passive.

The results indicate that the learner has made significant progress in speech clarity, sound production, and language comprehension. Despite ongoing challenges in social interaction and expressive language, the improvements in auditory processing and speech intelligibility show that interventions are making a positive impact. Continued support in social communication and expression is crucial to further enhance the learner's overall communication skills.

Using activity cards to improve the speech and language skills of learners with language disorders provides numerous advantages that enhance both the teaching and learning process. One of the primary benefits is targeted practice. Activity cards can be specifically designed to address the individual needs of learners. For instance, some learners may struggle with vocabulary development, while others may face

challenges with sentence structure or articulation. By customizing the cards to focus on these specific areas, educators can offer a personalized approach, ensuring that each learner receives the attention and support they need to progress.

Another advantage of using activity cards is their engaging and interactive nature. Learners with language disorders often benefit from multisensory learning experiences that are both fun and educational. Activity cards can be turned into games, puzzles, or matching exercises, making the learning process enjoyable and helping learners stay motivated. This kind of interactive engagement fosters a positive learning environment, where learners feel encouraged to participate actively, resulting in better retention of language concepts.

Repetitive learning is another key aspect of language acquisition that activity cards support. Language development often requires repeated exposure to words, phrases, and language structures. Activity cards allow learners to revisit and practice the same language concepts in a variety of contexts. This repetition reinforces their understanding and helps build long-term memory, which is crucial for mastering new speech and language skills. Furthermore, learners can practice at their own pace, revisiting cards as needed until they feel confident.

One of the strongest features of activity cards is the visual support they provide. Many learners with language disorders are visual learners and rely on images, diagrams, and symbols to make connections between words and meanings. The use of visuals on activity cards can help clarify abstract language concepts and improve comprehension. For example, an activity card showing a picture of a cat alongside the word "cat" provides learners with both a visual and a written cue, strengthening their understanding and ability to recall the word.

Percent of Increase in the Speech and Language Performance of the Learners with Language Disorder

Table 3 presents the percentage increase in the speech and language performance of learners with language disorders. This table highlights the progress made by the learners after undergoing a specific intervention or instructional approach, providing a clear comparison of their performance before and after the treatment. The percentage increase serves as an indicator of the effectiveness of the intervention in enhancing the learners' communication skills.

Table 3: Percent of Increase in the Speech and Language Performance of the Learners with Language Disorder

Speech	Percent of Increase
Cannot say certain sounds. The expected norms are:	12.50
3 yrs - p, b, t, d, k, g, m, n, ng, f, h, y, w	
4 yrs - s, z, v, sh, ch, j, l	
5 yrs - th (voiced), zh, r	
6 yrs - th (voiceless)	
"Lisping" tongue between teeth at rest and during speech	25.00
Drooling or excessive saliva	0.00
Speech not always clear	25.00
Speech unintelligible	25.00
Difficulty saying multi-syllable words or consonant blends	25.00
Stutters (stammers)	37.50
Omits certain sounds (eg "baket" or "basket", "pay" or "play")	50.00
Distorts certain sounds (eg. The /s/ phoneme sounds slushy)	62.50

Substitutes one sound for another (eg. “steghetti” or spaghetti”)	50.00
Switches phonemes in words (eg. Says “desks” for “desks”)	25.00
Hearing	
Tendency to watch your lips	25.00
Needs repetitions	62.50
Difficulty localizing sound	37.50
Needs high volume of speech directed at him/her	37.50
Understanding	
Takes a long time processing spoken language	62.50
Unable to understand full sentences	62.50
Unable to understand directions or a story which is read aloud	37.50
Needs to have instruction repeated before he/she can carry it out	50.00
Has difficulties following game rules or class routine	25.00
Expression	
Talks very little/not at all	50.00
Talks only to certain people/certain places	25.00
Makes grammatical errors in his/her spoken language	50.00
Has difficulties sequencing ideas into a narrative	87.50
Uses single words	25.00
Uses a few two word combinations	12.50
Social Communication	
Difficulties interacting with peers	12.50
Passive and reluctant to communicate with others	25.00
Difficulties understanding social rules of communication (e.g. turn taking, body language, understanding others thoughts and feelings)	12.50

The table provides the percent increase in the speech and language performance of learners with language disorders after an intervention. The percent increases reflect improvements in various aspects of speech, hearing, understanding, expression, and social communication.

The learner showed marked improvement in several key areas, particularly in correcting sound distortions (62.5%) and omitting sounds (50%). Improvements in unintelligible speech, stuttering, and multi-syllable word difficulty are all at 25% or higher, indicating a positive trend in overall speech clarity and production. However, some areas, such as drooling or excessive saliva, saw no improvement (0%).

There are significant gains in auditory processing, particularly in reducing the need for repetitions (62.5%) and improving the ability to localize sounds (37.5%). These changes suggest enhanced listening skills and auditory comprehension.

Understanding abilities have significantly improved, with a 62.5% increase in processing spoken language and understanding full sentences. These gains are critical as they enable the learner to better comprehend both spoken and written instructions, reducing the need for repetition (50%).

Expressive language saw notable improvements, particularly in grammatical accuracy (50%), talking more frequently (50%), and sequencing ideas into a narrative (87.5%). These gains are essential for overall communication development, though the use of two-word combinations only improved by 12.5%, indicating more support is needed in expanding sentence length.

Improvements in social interaction and communication are smaller, with only a 12.5% increase in understanding social rules and interacting with peers. Although these areas have shown progress, they remain areas for continued intervention and support.

The percent increases highlight significant progress in the learner's speech production, understanding, and expression,

indicating that the intervention is effective in enhancing these areas. However, social communication skills and some aspects of hearing and speech still require ongoing support and further improvement. Overall, the intervention has had a positive impact, particularly in speech clarity and language comprehension, but additional attention to social and expressive language development will be essential for holistic communication growth.

The effectiveness of the activity in improving the speech and language performance of learners with language disorders can be thoroughly evaluated by analyzing both quantitative data, such as percentage increases in language performance, and qualitative outcomes, such as improvements in communication skills, engagement, and confidence Garcia (2021) [8].

Speech and language disorders typically manifest in various forms, such as difficulties in articulation, fluency, vocabulary development, and understanding spoken or written language. Activities that are specifically designed to address these challenges—like structured speech drills, interactive games, visual aids, storytelling, and role-playing—offer learners targeted practice in their areas of need. For example, articulation activities help learners correct specific speech sounds, while vocabulary-building tasks enhance their understanding and use of words Grant (2023) [17].

The structured, repetitive nature of these activities is crucial for learners with language disorders, as they often require more practice than typical learners to internalize language rules and patterns. These activities also engage multiple senses (visual, auditory, and kinesthetic), which can help reinforce learning through different pathways. As learners repeatedly engage in these tasks, they develop stronger neural connections related to speech and language, which leads to gradual but significant improvements in both expressive

(speaking, forming sentences) and receptive (listening, understanding) language abilities Mendoza (2022) [9]. Additionally, improving speech and language performance has far-reaching benefits beyond just academic success. Enhanced communication skills can lead to better social interactions, as learners are able to express themselves more clearly and confidently. This, in turn, fosters a greater sense of inclusion and belonging among peers, which is essential for their emotional and social development Adhani (2020) [15].

Summary

The primary aim of this study was to enhance the speech and language skills of learners with language disorders using activity cards at Dingras Central Elementary School during the school year 2024-2025. Specifically, the study sought to answer the following research questions: First, what was the speech and language performance of the learners with language disorders during the pre-observation phase? Second, what was the speech and language performance of these learners in the post-observation phase? Lastly, what was the percent increase in the speech and language performance of the learners with language disorders following the intervention? Through these inquiries, the study aimed to evaluate the effectiveness of the activity card-based intervention in addressing the specific language needs of the learners.

The study was pre-experimental research design with only one group. The research participants of the study were taken through complete enumeration sampling technique. Thus, the eight (8) learners with language disorder were taken as a whole. To determine the speech and language performance of the learners they were subjected to pre-observation and post-observation. The researcher used the Teacher Checklist for Speech and Language Concerns. This instrument was adopted from the school where the researcher served as special education teacher. Frequency and percentage was used in the study.

The findings from the table show substantial improvements in the speech and language performance of learners with language disorders after the intervention. In terms of speech development, significant progress was observed in areas such as sound distortion, omission of certain sounds, and speech intelligibility. The reduction in stuttering by 37.5% and the improvement in saying multi-syllable words and consonant blends by 25% indicate that the learners were better able to articulate words and produce clearer speech. These improvements reflect the positive impact of the intervention in helping learners overcome speech-related challenges, allowing them to communicate more effectively.

In terms of hearing skills, there were notable gains in the learner's ability to process auditory information. The reduction in the need for repetitions by 62.5% and the improvement in sound localization by 37.5% suggest that learners have become more adept at comprehending spoken language. The improvement in their ability to process auditory stimuli reflects enhanced listening skills, which is crucial for overall language development. Learners' improved ability to respond to verbal cues and understand spoken words with fewer repetitions marks a significant step in overcoming auditory processing difficulties.

Moreover, understanding and comprehension skills showed remarkable advancements. The learners demonstrated significant gains in processing spoken sentences (62.5%) and following instructions (50%). Additionally, a 37.5% improvement in understanding directions or stories read aloud

suggests that the learners are better able to grasp and make sense of verbal input, which is an essential skill for academic and social success. These improvements in comprehension reflect the learners' growing cognitive ability to engage with language and understand more complex verbal information.

Expressive language skills also saw considerable development, particularly in the ability to sequence ideas into a narrative, which improved by an impressive 87.5%. This indicates that learners are increasingly able to organize their thoughts and express them coherently. Improvements in grammatical accuracy (50%) and the frequency of verbal communication further demonstrate the positive effects of the intervention. Although there were smaller gains in the use of two-word combinations (12.5%), the overall growth in expressive language indicates a strengthened ability to convey thoughts and ideas verbally.

Social communication skills, while showing improvement, presented more modest gains compared to other areas. The 12.5% increase in peer interaction and social rule comprehension points to progress in learners' ability to navigate social interactions, although these areas still require further attention. The intervention has positively impacted the learners' ability to engage in social exchanges, but continued efforts are necessary to fully develop these essential skills.

Conclusions

The findings of this study demonstrate that targeted interventions can lead to substantial improvements in the speech and language performance of learners with language disorders. Significant progress was observed in the articulation of sounds, clarity of speech, auditory processing, and comprehension skills, indicating that the intervention strategies employed were effective in addressing the learners' specific communication needs. The most notable improvements were in areas such as stuttering reduction, phoneme distortion, and the ability to process spoken language and follow instructions, all of which are critical for effective communication and academic success.

Expressive language abilities, particularly in the areas of grammatical accuracy and sequencing ideas into narratives, showed marked advancements. This suggests that learners are becoming more adept at organizing and expressing their thoughts in a coherent manner, a critical skill for both academic and social contexts. Although there were improvements in social communication, particularly in peer interactions and understanding social rules, these gains were relatively modest compared to other areas, indicating the need for continued support and interventions focusing on social skills development.

Overall, the study concludes that while speech and language interventions can have a profound impact on improving communication abilities among learners with language disorders, ongoing efforts are needed to further strengthen social communication. The findings highlight the importance of a comprehensive approach that addresses both the linguistic and social aspects of communication to ensure learners are fully equipped to succeed in academic and social settings.

Recommendations

Based on the findings of the study, the following recommendations are made to further improve the speech and language performance of learners with language disorders:

- i). **Continue Speech and Language Interventions:**
Schools and special education programs should continue

to implement targeted speech and language interventions, focusing on phoneme articulation, sound distortion, and the reduction of stuttering, which showed significant improvement during the study.

- ii). **Strengthen Social Communication Programs:** Given the modest improvements in social communication skills, it is recommended that schools implement more focused interventions that address peer interaction, turn-taking, and understanding non-verbal cues, such as body language and facial expressions.
- iii). **Individualized Learning Plans:** Tailored learning plans should be developed for each learner to address their unique language and communication challenges, ensuring that progress is continuously monitored and interventions are adjusted as needed.
- iv). **Parental Involvement:** Encourage greater parental involvement in the learning process by providing them with strategies they can use at home to reinforce language skills. This collaboration between home and school environments can further enhance the learners' communication development.
- v). **Integration of Technology:** Incorporating speech therapy apps and multimedia resources into the learning process could provide learners with additional practice opportunities to strengthen their speech and language skills outside of classroom or therapy sessions.
- vi). **Professional Development for Teachers:** Schools should offer continuous professional development opportunities for teachers, equipping them with the latest techniques and strategies in speech and language therapy, especially for addressing more complex language disorders.
- vii). **Collaboration with Speech Pathologists:** Schools should maintain strong collaboration with speech-language pathologists to provide consistent, evidence-based interventions, and to ensure that teachers are implementing the most effective strategies for improving speech and language outcomes.
- viii). **Monitor Long-Term Progress:** Regular follow-up assessments should be conducted to monitor the long-term progress of learners, particularly in areas of social communication and comprehension. This will help in determining the need for ongoing support and modification of intervention strategies.
- ix). **Focus on Generalization of Skills:** Efforts should be made to help learners generalize their speech and language skills across different contexts (e.g., home, school, and community settings) to ensure that improvements are sustained and applied in real-world situations.
- x). **Further Research:** Future studies should explore the long-term impact of specific speech and language interventions, particularly in areas of social communication, as well as the potential for incorporating new technologies and teaching approaches to further enhance learner outcomes.

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