

What Works Clearinghouse



Words and Concepts

Program description *Words and Concepts* is a computer software program that focuses on building oral language skills related to vocabulary, comprehension, word relationships, and other concepts in six units—vocabulary, categorization, word identification by function, word association, concept of same, and concept of

different. It can be used by adults and children with varying special needs, including language-learning disabilities, developmental disabilities, physical impairments, hearing and vision impairments, and autism.

Research One study of *Words and Concepts* met the What Works Clearinghouse (WWC) evidence standards.¹ This study included 78 preschool children from Roanoke, Virginia, and examined intervention effects (that is, *Words and Concepts* either with or without enhanced interactions versus a comparison group) on children’s

oral language. The children studied were from economically disadvantaged families, and some received additional speech-language services—a clinician provided lessons focused on improving speech—at the time of the study. This report focuses on immediate posttest findings to determine the effectiveness of the intervention.²

Effectiveness *Words and Concepts* was found to have no discernible effects on oral language.

	<i>Oral language</i>	<i>Print knowledge</i>	<i>Phonological processing</i>	<i>Early reading/writing</i>	<i>Cognition</i>	<i>Math</i>
Rating of effectiveness	No discernible effects	na	na	na	na	na
Improvement index³	Average: +4 percentile points Range: +1 to +8 percentile points	na	na	na	na	na

na = not applicable

- To be eligible for the WWC’s review, the Early Childhood Education (ECE) intervention had to be implemented in English in center-based settings with children ages 3 to 5 or in preschool.
- The evidence presented in this report is based on available research. Findings and conclusions may change as new research becomes available.
- These numbers show the average and range of improvement indices for all findings across the study.

Additional program information

Developer and contact

The *Words and Concepts* series (*Words and Concepts I, II, and III*) is available through Laureate Learning Systems, Inc. Address: 110 East Spring Street, Winooski, VT 05404-1898. Email: info@llsys.com. Web: <http://www.llsys.com/professionals602/products/descriptions/wcdesc.html>. Telephone: (800) 562-6801.

Scope of use

The current version of the *Words and Concepts* program (Mac/Win CD) was released in December 1997. (The version of the program reviewed in this report was released before 1994, and later studies of more recent versions of the program were not identified.) Previous versions were released in 1988 (Apple IIe), 1991 (Apple IIGS), and 1994 (Mac disc). More than 6,000 units of the Mac/Win CD version have been sold. The *Words and Concepts* program is used with students in preschool through high school. Information is not available on the number or demographics of children or centers using this program.

Teaching

The *Words and Concepts* series (*Words and Concepts I, II, and III*) is commercially available computer software containing graphics, animation, digitized speech, and optional text that is

used to teach children six language units—vocabulary, categorization, word identification by function, word association, and the concepts of same and different—in each of the three levels. Although each level of the series contains the same language units, the nouns used at each level vary in their difficulty (for example, Level I uses 40 early developing nouns whereas Level III uses 40 higher-level nouns). For each unit (except for categorization) within each level of the series, training is available for the children. The software can be programmed to work on a single level or on multiple levels, depending on the progress of the child using the software. Teachers can obtain text for beginning readers and can use keyboards, touch screens, or a mouse to access the program. Teachers can access on-line and telephone support and review the product monograph available on the website. In this study, children used the *Words and Concepts* software in pairs.

Cost

The *Words and Concepts* series is available in three levels. Sold separately, each level costs \$230 per copy of the software program plus a network license rate of \$1,150. As a package, the three levels cost \$517 plus a network license rate of \$2,585. Multiple copies can be purchased at a reduced price.

Research

One study reviewed by the WWC investigated the effects of *Words and Concepts* in center-based settings. The study (Schetz, 1994) was a randomized controlled trial that met WWC evidence standards.

Schetz (1994) included 78 four-year-old low-income children attending five Head Start classes in Roanoke, Virginia. The study compared oral language outcomes for children participating in two intervention groups—the *Words and Concepts* series with enhancement (that is, software with programmed instructional interaction with a speech-language clinician) and the *Words and*

Concepts series without enhancement (that is, software without the programmed instructional component)—with children in a no-treatment comparison group who received language enrichment from their regular Head Start curriculum. Because the WWC is interested in the overall effectiveness of *Words and Concepts* and not the mode with which it was implemented, the WWC combined the two intervention groups into one group and derived the rating of effectiveness by comparing the oral language outcomes between the combined group and the no-treatment comparison group.⁴ Schetz (1994) conducted a separate

4. The data separated for these two groups are described in the findings section and are included in Appendix A4. The WWC recognizes that this is a different use of the data than intended by the study author, but combining the groups better addresses intervention effectiveness, which is a main task for the WWC.

Research *(continued)*

analysis comparing the outcomes between the two intervention groups—comparison of *Words and Concepts* with enhancement to *Words and Concepts* without enhancement—which does not allow the effects of *Words and Concepts* to be determined but

does test the effects of using enhancement with the program. The results from this separate analysis do not factor into the intervention ratings, but are discussed separately and presented in Appendices A5.1 and A5.2.

Effectiveness Findings

The WWC review of interventions for early childhood education addresses children’s outcomes in six domains: oral language, print knowledge, phonological processing, early reading/writing, cognition, and math.⁵

Oral language. Schetz (1994) reported findings for two measures in the oral language domain. The WWC analysis indicated that the findings favored the combined intervention group for both measures, but neither of the effects was statistically significant nor large enough to be considered substantively important. In this study, the effect of *Words and Concepts* on oral language was indeterminate, according to WWC criteria.⁶

Schetz (1994) analyzed group differences to compare the *Words and Concepts* with enhancement group with the comparison group and the *Words and Concepts* without enhancement group

with the comparison group. For both comparisons, the author reported no statistically significant differences on either measure.

In sum, one study that examined the effects of *Words and Concepts* on oral language showed indeterminate effects, according to WWC criteria.

Rating of effectiveness

The WWC rates the effects of an intervention in a given outcome domain as positive, potentially positive, mixed, no discernible effects, potentially negative, or negative. The rating of effectiveness takes into account four factors: the quality of the research design, the statistical significance of the findings,⁵ the size of the difference between participants in the intervention and the comparison conditions, and the consistency in findings across studies (see the [WWC Intervention Rating Scheme](#)).

The WWC found *Words and Concepts* to have no discernible effects for oral language

Improvement index

The WWC computes an improvement index for each individual finding. In addition, within each outcome domain, the WWC computes an average improvement index for each study and an average improvement index across studies (see [Technical Details of WWC-Conducted Computations](#)). The improvement index represents the difference between the percentile rank of the average

student in the intervention condition versus the percentile rank of the average student in the comparison condition. Unlike the rating of effectiveness, the improvement index is entirely based on the size of the effect, regardless of the statistical significance of the effect, the study design, or the analyses. The improvement index can take on values between –50 and +50, with positive numbers denoting results favorable to the intervention group.

5. The level of statistical significance was reported by the study author or, where necessary, calculated by the WWC to correct for clustering within classrooms or schools and for multiple comparisons. For an explanation about the clustering correction, see the [WWC Tutorial on Mismatch](#). See [Technical Details of WWC-Conducted Computations](#) for the formulas the WWC used to calculate the statistical significance. In the case of *Words and Concepts*, no corrections for clustering or multiple comparisons were needed.
6. Schetz (1994) conducted two additional analyses (one comparing effects on high- and low-functioning children, the other estimating effects after excluding children receiving speech services). The author tested the interaction between treatment and level of functioning and found that there was no significant interaction. So, detailed findings for the lower and higher functioning subgroups are not included in the technical appendices. However, results for the Preschool Language Assessment Instrument (PLAI-I) suggest that *Words and Concepts* may be particularly useful for low-functioning children. The author also reestimated intervention effects excluding children receiving speech services and found that the results are not sensitive to the inclusion of children receiving speech services (that is, these analyses also showed no significant effects of the intervention).

The WWC found *Words and Concepts* to have no discernible effects for oral language *(continued)*

The average improvement index for oral language is +4 percentile points for the one study, with a range of +1 to +8 percentile points across findings.

Findings for comparisons between *Words and Concepts* with enhancement and *Words and Concepts* without enhancement

The comparison described below does not contribute to the overall rating of effectiveness because it involves two different implementations of *Words and Concepts*, which does not allow the effects of *Words and Concepts* to be determined. However, the WWC believes that the findings from this comparison provide useful information to practitioners who may be interested in comparing the effects of different implementations of the same program. The WWC reports the findings from this comparison here and in Appendices A5.1 and A5.2.

Oral language. Schetz (1994) analyzed findings for two measures in this outcome domain, but did not report statistically significant differences between the enhancement group and the no enhancement group for either measure. The average improvement index for oral language is -4 percentile points, with a range of -8 to +1 percentile points across findings.

Summary

The WWC reviewed one study on *Words and Concepts* and it met WWC evidence standards. Based on this study, the WWC found no discernible effects for oral language. Findings also suggest that implementing *Words and Concepts* with or without enhanced interactions with a clinician does not influence the impact of the program on children's oral language skills. The evidence presented in this report may change as new research emerges.

References

Met WWC evidence standards

Schetz, K. F. (1994). An examination of software used with enhancement for preschool discourse skill improvement. *Journal of Educational Computing Research*, 11(1), 51-71.

Additional source:

Schetz, K. F. (1992). Preschool discourse skill improvement with computer-assisted instruction. *Dissertation Abstracts International*, 52(11), 3821-3822A. (UMI No. 9208433).

For more information about specific studies and WWC calculations, please see the [WWC Words and Concepts Technical Appendices](#).

Appendix

Appendix A1 Study characteristics: Schetz, 1994 (randomized controlled trial)

Characteristic	Description
Study citation	Schetz, K. F. (1994). An examination of software used with enhancement for preschool discourse skill improvement. <i>Journal of Educational Computing Research</i> , 11(1), 51–71. <i>Additional source:</i> Schetz, K. F. (1992). Preschool discourse skill improvement with computer-assisted instruction. <i>Dissertation Abstracts International</i> , 52(11), 3821-3822A. (UMI No. 9208433).
Participants	The study began with 97 low-income four- to five-year-old children. Four children were excluded from the study before assignment because of absences, and an additional 15 children were lost to attrition after assignment, leaving a sample of 78 children. The original sample of 93 children had a mean age of 4.6 years, 55% were female, and 17% were receiving speech-language services. The children were grouped into triads based on their summed pretest score, and one child from each triad was randomly assigned to the intervention and comparison conditions.
Setting	The study took place in five Head Start classes from three Head Start centers in the Roanoke Valley in Roanoke, Virginia.
Intervention	The study included two intervention groups: software with programmed instructional interaction with a speech-language clinician (or software with enhancement) and software without the programmed instructional component (or software without enhancement). The software used was from the <i>Words and Concepts</i> series (<i>Words and Concepts I, II, and III</i>), designed to teach children about nouns and concepts. In the software with enhancement condition, the children and the clinician interacted with the computer (that is, the clinician asked questions related to discourse skills and encouraged verbalization of responses to any questions from the clinician or the computer) to improve discourse skills (that is, receptive and expressive language). In the software without enhancement condition, the clinician gave the children instructions about how to use the software program to enhance their receptive vocabulary and concepts. In both conditions, children primarily participated in pairs twice weekly for 20 minutes a session over a period of 12 weeks. ¹ The two groups were combined by the WWC for this review to determine the overall rating of effectiveness. ² However, the WWC reports findings for the two intervention groups versus the comparison group separately in Appendix A4 and reports findings for the comparison between the two intervention groups in Appendices A5.1 and A5.2.
Comparison	Children in the no-treatment comparison group received language enrichment through the regular Head Start curriculum, including classroom activities (for example, house-keeping, circle time, dramatic play, finger plays, story time, and songs) and characteristics of the classroom environment (for example, labeling of classroom items). The same comparison group was used for both the software with enhancement and software without enhancement conditions.
Primary outcomes and measurement	The primary outcome domain was children's oral language, which was measured by two standardized tests: the Preschool Language Assessment Instrument (PLAI-I, PLAI-II, PLAI-III, PLAI-IV, and PLAI-Composite) ³ and the Peabody Picture Vocabulary Test-Revised (PPVT-R). (See Appendix A2 for more detailed descriptions of outcome measures.) ⁴
Teacher training	The intervention was implemented by five student speech-language clinicians (two undergraduate students and three graduate students), who were trained and supervised by the researcher. Each classroom in the study had access to a speech-language clinician.

1. The author reported a number of barriers to implementation, including noisy and crowded facilities, faulty equipment, teacher turnover, and multiple sites to monitor.
2. The WWC recognizes that this is a different use of the data than intended by the study author, but combining the groups better addresses intervention effectiveness, which is a main task for the WWC. That is, the WWC is more concerned about the effects of *Words and Concepts* versus the comparison group than the possible effects of enhancement used in conjunction with *Words and Concepts*.
3. Schetz (1994) reported results for the PLAI-Composite and the PLAI-I, PLAI-II, PLAI-III, and PLAI-IV. For purposes of this report, the WWC includes the PLAI-Composite in the intervention ratings for the *Words and Concepts* series. The results for the PLAI-I, PLAI-II, PLAI-III, and PLAI-IV are included in the appendices, but do not contribute to the intervention rating.

(continued)

Appendix A1 Study characteristics: Schetz, 1994 (randomized controlled trial) (continued)

4. One child from each class from each intervention and comparison group was also randomly assigned to a language sample analysis (that is, three children from each class—one for each condition—for a total of 15 children). The WWC ECE team does not include the results of this analysis because of severe attrition within the subsample (posttest data were only available for 10 of the children) and incomplete reporting. Schetz (1994) also conducted two additional analyses (one comparing effects on high- and low-functioning children, the other estimating effects after excluding children receiving speech services). The author tested the interaction between treatment and level of functioning and found that there was no significant interaction. So, detailed findings for the lower and higher functioning subgroups are not included in the technical appendices. However, results for the PLAI-I suggest that *Words and Concepts* may be particularly useful for low-functioning children. The author also reestimated intervention effects excluding children receiving speech services and found that the results are not sensitive to the inclusion of children receiving speech services (that is, these analyses also showed no significant effects of the intervention).

Appendix A2 Outcome measures in the oral language domain

Outcome measure	Description
Peabody Picture Vocabulary Test-Revised (PPVT-R)	A standardized measure of children's receptive vocabulary that requires them to identify pictures that correspond to spoken words (as cited in Schetz, 1994).
Preschool Language Assessment Instrument (PLAI)	A standardized measure of children's communicative competence and perceptual language skills. In addition to the PLAI-Composite score, Schetz (1994) also used the following subscales: PLAI-I (to assess matching perception), PLAI-II (to assess selective analysis of perception), PLAI-III (to assess reordering perception), and PLAI-IV (to assess reasoning about perception). Questions from all four levels are placed at random throughout the test (as cited in Schetz, 1994).

Appendix A3 Summary of study findings included in the rating for the oral language domain¹

Outcome measure	Study sample	Sample size (children)	Author's findings from the study		WWC calculations			
			Mean outcome (standard deviation ²)		Mean difference ⁴ (Words and Concepts – comparison)	Effect size ⁵	Statistical significance ⁶ (at $\alpha = 0.05$)	Improvement index ⁷
			Words and Concepts group ³	Comparison group ³				
Schetz, 1994 (randomized controlled trial; combined groups)⁸								
PLAI-Composite	4 year olds	78	101.74 (24.84)	96.75 (25.47)	4.99	0.20	ns	+8
PPVT-R	4 year olds	78	41.47 (13.73)	41.13 (16.02)	0.34	0.02	ns	+1
Domain average⁹ for oral language						0.11	ns	+4

ns = not statistically significant

1. This appendix reports findings considered for the effectiveness rating and the average improvement indices. Subscale and subgroup findings from the same study are not included in these ratings, but are reported in Appendix A4.
2. The standard deviation across all students in each group shows how dispersed the participants' outcomes are: a smaller standard deviation on a given measure would indicate that participants had more similar outcomes.
3. The intervention group mean equals the comparison group mean plus the mean difference.
4. Positive differences and effect sizes favor the intervention group; negative differences and effect sizes favor the comparison group. The mean differences were computed by the WWC and took into account pretest difference between the study groups. The resulting effect sizes may overestimate the intervention's effects when the intervention group had lower pretest scores than the comparison group and underestimate the intervention's effects when the intervention group had higher pretest scores than the comparison group.
5. For an explanation of the effect size calculation, see [Technical Details of WWC-Conducted Computations](#).
6. Statistical significance is the probability that the difference between groups is a result of chance rather than a real difference between the groups.
7. The improvement index represents the difference between the percentile rank of the average student in the intervention condition and that of the average student in the comparison condition. The improvement index can take on values between -50 and +50, with positive numbers denoting results favorable to the intervention group.
8. The level of statistical significance was reported by the study author or, where necessary, calculated by the WWC to correct for clustering within classrooms or schools and for multiple comparisons. For an explanation about the clustering correction, see the [WWC Tutorial on Mismatch](#). See [Technical Details of WWC-Conducted Computations](#) for the formulas the WWC used to calculate statistical significance. In the case of Schetz (1994), no corrections for clustering or multiple comparisons were needed.
9. This row provides the study average, which in this case is also the domain average. The WWC-computed domain average effect size is a simple average rounded to two decimal places. The domain improvement index is calculated from the average effect size.

Appendix A4 Summary of subscale and individual intervention group findings for the oral language domain¹

Outcome measure	Study sample	Sample size (children)	Author's findings from the study		WWC calculations			
			Mean outcome (standard deviation ²)		Mean difference ⁴ (Words and Concepts – comparison)	Effect size ⁵	Statistical significance ⁶ (at $\alpha = 0.05$)	Improvement index ⁷
			Words and Concepts group ³	Comparison group ³				
Schetz, 1994 (randomized controlled trial; combined groups)⁸								
PLAI-I	4 year olds	78	37.12 (4.56)	35.24 (4.90)	1.88	0.40	ns	+15
PLAI-II	4 year olds	78	26.87 (7.46)	27.62 (8.35)	-0.75	-0.09	ns	-4
PLAI-III	4 year olds	78	22.93 (8.33)	20.93 (10.03)	2.00	0.22	ns	+9
PLAI-IV	4 year olds	78	14.81 (9.00)	12.96 (6.76)	1.85	0.22	ns	+9
Schetz, 1994 (randomized controlled trial; enhancement group)⁸								
PLAI-Composite	4 year olds	56	99.37 (26.04)	96.75 (25.47)	2.62	0.10	ns	+4
PPVT-R	4 year olds	56	41.60 (14.00)	41.13 (16.02)	0.47	0.03	ns	+1
PLAI-I	4 year olds	56	36.94 (5.17)	35.24 (4.90)	1.70	0.33	ns	+13
PLAI-II	4 year olds	56	26.43 (7.47)	27.62 (8.35)	-1.19	-0.15	ns	-6
PLAI-III	4 year olds	56	21.74 (8.44)	20.93 (10.03)	0.81	0.09	ns	+3
PLAI-IV	4 year olds	56	14.26 (8.73)	12.96 (6.76)	1.30	0.16	ns	+7
Schetz, 1994 (randomized controlled trial; without enhancement group)⁸								

(continued)

Appendix A4 Summary of subscale and individual intervention group findings for the oral language domain¹ (continued)

Outcome measure	Study sample	Sample size (children)	Author's findings from the study					
			Mean outcome (standard deviation ²)		WWC calculations			
			Words and Concepts group ³	Comparison group ³	Mean difference ⁴ (Words and Concepts – comparison)	Effect size ⁵	Statistical significance ⁶ (at $\alpha = 0.05$)	Improvement index ⁷
PLAI-Composite	4 year olds	51	104.65 (23.88)	96.75 (25.47)	7.90	0.31	ns	+12
PPVT-R	4 year olds	51	41.30 (13.69)	41.13 (16.02)	0.17	0.01	ns	0
PLAI-I	4 year olds	51	37.35 (3.72)	35.24 (4.90)	2.11	0.47	ns	+18
PLAI-II	4 year olds	51	27.42 (7.63)	27.62 (8.35)	-0.20	-0.02	ns	-1
PLAI-III	4 year olds	51	24.40 (8.37)	20.93 (10.03)	3.47	0.37	ns	+14
PLAI-IV	4 year olds	51	15.48 (9.52)	12.96 (6.76)	2.52	0.31	ns	+12

ns = not statistically significant

1. This appendix presents subscale and individual intervention group findings for measures that fall in the oral language domain. Total scale scores and combined groups were used for rating purposes and are presented in Appendix A3.
2. The standard deviation across all students in each group shows how dispersed the participants' outcomes are: a smaller standard deviation on a given measure would indicate that participants had more similar outcomes.
3. The intervention group mean equals the comparison group mean plus the mean difference.
4. Positive differences and effect sizes favor the intervention group; negative differences and effect sizes favor the comparison group. The mean differences were computed by the WWC and took into account pretest differences between the study groups. The resulting effect sizes may overestimate the intervention's effects when the intervention group had lower pretest scores than the comparison group and underestimate the intervention's effects when the intervention group had higher pretest scores than the comparison group.
5. For an explanation of the effect size calculation, see [Technical Details of WWC-Conducted Computations](#).
6. Statistical significance is the probability that the difference between groups is a result of chance rather than a real difference between the groups.
7. The improvement index represents the difference between the percentile rank of the average student in the intervention condition and that of the average student in the comparison condition. The improvement index can take on values between -50 and +50, with positive numbers denoting results favorable to the intervention group.
8. The level of statistical significance was reported by the study author or, where necessary, calculated by the WWC to correct for clustering within classrooms or schools (corrections for multiple comparisons were not done for findings not included in the overall intervention rating). For an explanation about the clustering correction, see the [WWC Tutorial on Mismatch](#). See [Technical Details of WWC-Conducted Computations](#) for the formulas the WWC used to calculate statistical significance. In the case of Schetz (1994), no correction for clustering was needed.

Summary of findings for comparisons between *Words and Concepts* with enhancement and *Words and Concepts* without enhancement for the oral language domain¹

Outcome measure	Study sample	Sample size (children)	Author's findings from the study		WWC calculations			
			Mean outcome (standard deviation ²)		Mean difference ⁴ (<i>Words and Concepts</i> with enhancement – <i>Words and Concepts</i> without enhancement)	Effect size ⁵	Statistical significance ⁶ (at $\alpha = 0.05$)	Improvement index ⁷
			<i>Words and Concepts</i> with enhancement group ³	<i>Words and Concepts</i> without enhancement group ³				
Schetz, 1994 (randomized controlled trial)⁸								
PLAI-Composite	4 year olds	49	96.44 (26.04)	101.72 (23.88)	–5.28	–0.21	ns	–8
PPVT-R	4 year olds	49	41.93 (14.00)	41.63 (13.69)	0.30	0.02	ns	+1
Domain average⁹ for oral language						–0.09	ns	–4

ns = not statistically significant

1. This appendix presents a summary of study findings for measures that fall in the oral language domain for a comparison of two modes of implementation of *Words and Concepts* that is not included in the overall effectiveness rating.
2. The standard deviation across all students in each group shows how dispersed the participants' outcomes are: a smaller standard deviation on a given measure would indicate that participants had more similar outcomes.
3. The *Words and Concepts* with enhancement group mean equals the *Words and Concepts* without enhancement group mean plus the mean difference.
4. Positive differences and effect sizes favor the enhancement group; negative differences and effect sizes favor the without enhancement group. The mean differences were computed by the WWC and took into account pretest differences between the study groups. The resulting effect sizes may overestimate the enhancement groups' effects when the enhancement group had lower pretest scores than the without enhancement group and underestimate the enhancement groups' effects when the enhancement group had higher pretest scores than the without enhancement group.
5. For an explanation of the effect size calculation, see [Technical Details of WWC-Conducted Computations](#).
6. Statistical significance is the probability that the difference between groups is a result of chance rather than a real difference between the groups.
7. The improvement index represents the difference between the percentile rank of the average student in the enhancement condition and that of the average student in the without enhancement condition. The improvement index can take on values between –50 and +50, with positive numbers denoting results favorable to the enhancement group.
8. The level of statistical significance was reported by the study author or, where necessary, calculated by the WWC to correct for clustering within classrooms or schools and for multiple comparisons. For an explanation about the clustering correction, see the [WWC Tutorial on Mismatch](#). See [Technical Details of WWC-Conducted Computations](#) for the formulas the WWC used to calculate statistical significance. In the case of Schetz (1994), no corrections for clustering or multiple comparisons were needed.
9. This row provides the study average, which in this case is also the domain average. The WWC-computed domain average effect size is a simple average rounded to two decimal places. The domain improvement index is calculated from the average effect size.

Appendix A5.2 Summary of subscale findings for comparisons between *Words and Concepts* with enhancement and *Words and Concepts* without enhancement for the oral language domain¹

Outcome measure	Study sample	Sample size (children)	Author's findings from the study		WWC calculations			
			Mean outcome (standard deviation ²)		Mean difference ⁴ (<i>Words and Concepts</i> with enhancement – <i>Words and Concepts</i> without enhancement)	Effect size ⁵	Statistical significance ⁶ (at $\alpha = 0.05$)	Improvement index ⁷
			<i>Words and Concepts</i> with enhancement group ³	<i>Words and Concepts</i> without enhancement group ³				
Schetz, 1994 (randomized controlled trial)⁸								
PLAI-I	4 year olds	49	37.18 (5.17)	37.59 (3.72)	–0.41	–0.09	ns	–4
PLAI-II	4 year olds	49	27.19 (7.47)	28.18 (7.63)	–0.99	–0.13	ns	–4
PLAI-III	4 year olds	49	19.02 (8.44)	21.68 (8.37)	–2.66	–0.31	ns	–12
PLAI-IV	4 year olds	49	13.05 (8.73)	14.27 (9.52)	–1.22	–0.13	ns	–5

ns = not statistically significant

1. This appendix presents a summary of subscale findings for measures that fall in the oral language domain for a comparison that is not included in the overall effectiveness rating.
2. The standard deviation across all students in each group shows how dispersed the participants' outcomes are: a smaller standard deviation on a given measure would indicate that participants had more similar outcomes.
3. The *Words and Concepts* with enhancement group mean equals the *Words and Concepts* without enhancement group mean plus the mean difference.
4. Positive differences and effect sizes favor the enhancement group; negative differences and effect sizes favor the without enhancement group. The mean differences were computed by the WWC and took into account pretest differences between the study groups. The resulting effect sizes may overestimate the enhancement groups' effects when the enhancement group had lower pretest scores than the without enhancement group and underestimate the enhancement groups' effects when the enhancement group had higher pretest scores than the without enhancement group.
5. For an explanation of the effect size calculation, see [Technical Details of WWC-Conducted Computations](#).
6. Statistical significance is the probability that the difference between groups is a result of chance rather than a real difference between the groups.
7. The improvement index represents the difference between the percentile rank of the average student in the enhancement condition and that of the average student in the without enhancement condition. The improvement index can take on values between –50 and +50, with positive numbers denoting results favorable to the enhancement group.
8. The level of statistical significance was reported by the study author or, where necessary, calculated by the WWC to correct for clustering within classrooms or schools and for multiple comparisons. For an explanation about the clustering correction, see the [WWC Tutorial on Mismatch](#). See [Technical Details of WWC-Conducted Computations](#) for the formulas the WWC used to calculate statistical significance. In the case of Schetz (1994), no corrections for clustering or multiple comparisons were needed.

Appendix A6 Words and Concepts rating for the oral language domain

The WWC rates an intervention's effects for a given outcome domain as positive, potentially positive, mixed, no discernible effects, potentially negative, or negative.¹

For the outcome domain of oral language, the WWC rated *Words and Concepts* as having no discernible effects. It did not meet the criteria for positive effects, potentially positive effects, mixed effects, potentially negative effects, or negative effects because no studies showed statistically significant or substantively important effects, either positive or negative.

Rating received

No discernible effects: No affirmative evidence of effects.

- Criterion 1: None of the studies shows a statistically significant or substantively important effect, either *positive* or *negative*.

Met. The study did not show statistically significant or substantively important effects, either positive or negative.

Other ratings considered

Positive effects: Strong evidence of a positive effect with no overriding contrary evidence.

- Criterion 1: Two or more studies showing statistically significant *positive* effects, at least one of which met WWC evidence standards for a strong design.

Not met. Only one study examined the effects of *Words and Concepts* in the oral language domain.

- Criterion 2: No studies showing statistically significant or substantively important *negative* effects.

Met. The study did not show statistically significant or substantively important negative effects.

Potentially positive effects: Evidence of a positive effect with no overriding contrary evidence.

- Criterion 1: At least one study showing a statistically significant or substantively important *positive* effect.

Not met. The study did not show statistically significant or substantively important positive effects.

- Criterion 2: No studies showing a statistically significant or substantively important *negative* effect and fewer or the same number of studies showing *indeterminate* effects than showing statistically significant or substantively important *positive* effects.

Met. The one study that met WWC evidence standards did not show negative effects.

Mixed effects: Evidence of inconsistent effects as demonstrated through either of the following criteria.

- Criterion 1: At least one study showing a statistically significant or substantively important *positive* effect, and at least one study showing a statistically significant or substantively important *negative* effect, but no more such studies than the number showing a statistically significant or substantively important *positive* effect.

Not met. The study did not show statistically significant or substantively important effects, either positive or negative.

- Criterion 2: At least one study showing a statistically significant or substantively important effect, and more studies showing an *indeterminate* effect than showing a statistically significant or substantively important effect.

Not met. The study did not show statistically significant or substantively important effects.

Potentially negative effects: Evidence of a negative effect with no overriding contrary evidence

(continued)

Appendix A6 Words and Concepts rating for the oral language domain (continued)

- Criterion 1: At least one study showing a statistically significant or substantively important *negative* effect.

Not met. The study did not show statistically significant or substantively important negative effects.

- Criterion 2: No studies showing a statistically significant or substantively important *positive* effect, or more studies showing statistically significant or substantively important *negative* effects than showing statistically significant or substantively important *positive* effects.

Met. The study did not show statistically significant or substantively important effects, either positive or negative.

Negative effects: Strong evidence of a negative effect with no overriding contrary evidence.

- Criterion 1: Two or more studies showing statistically significant *negative* effects, at least one of which met WWC evidence standards for a strong design.

Not met. Only one study examined the effects of *Words and Concepts* in the oral language domain.

- Criterion 2: No studies showing statistically significant or substantively important *positive* effects.

Met. The study did not show statistically significant or substantively important positive effects.

1. For rating purposes, the WWC considers the statistical significance of individual outcomes and the domain level effects. The WWC also considers the size of the domain level effects for ratings of potentially positive or potentially negative effects. See the [WWC Intervention Rating Scheme](#) for a complete description.