



# Interdisciplinary project for the last year of nursery school: from the evaluation to the development of metaphonological abilities

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# INTRODUCTION

In the present contribute, the Authors analyze the results of a sperimental project out in *Istituto Comprensivo* on Peseggia (Venice) for development of metaphonological abilities in preschool age, will be accounted and examined in order to encourage the cooperation between the school and the health service in planning the educational activities and the pedagogical interventions focus on the possibility, where it is possible, of reducing the difficulties in learning to read and write at the beginning of primary school.

# BACKGROUND

The project is developed from 2006 to 2008 and it goes through 5 phases:

- 1° phase: a meeting between the N.P.I. operators (neuropsychiatrist, speech therapist) and the teachers of the nursery school in order to share and work out the whole path;
- 2° phase: to allot the evaluation test for regarding the metaphonological abilities by the teachers (Test CMF of Marotta et al., 2004);
- 3° phase: the fulfillment and the accomplishment of the metaphonological laboratory in the nursery school by the speech therapist and the teachers;
- 4° phase: the speech therapist had allotted the CMF test during 2 specific occasions in the first year of primary school;
- 5° phase: the analysis of the test results in order to verify the project effectiveness by all operators involved so far.

**TABLE 1.** *The phases of the interdisciplinary project from 2006 to 2008.*

PHASES	ACTORS and ACTIONS	TIMES
THE PROJECT ELABORATION	THE TEACHERS OF THE NURSERY SCHOOL – THE N.P.I. OPERATORS: 1.DEFINITION OF THE COLLABORATION 2.PRESENTATION OF THE C.M.F. TEST	MAY-SEPTEMBER 2006
THE PROJECT FULFILMENT	1° SOMMINISTRATION OF THE C.M.F. TEST (teachers)  A MEETING FOR THE 1.ANALYSIS OF THE TEST RESULTS (identification of the children with difficulties) 2.ELABORATION OF THE METAPHONOLOGICAL LABORATORY 3.FORMATION OF THE TWO GROUPS (the active and the control group)  FULFILMENT OF THE METAPHONOLOGICAL LABORATORY (teachers)  2° SOMMINISTRATION OF THE C.M.F. TEST (teachers)  A MEETING FOR THE ANALYSIS OF THE TEST RESULTS  A MEETING BETWEEN THE N.P.I. OPERATORS AND THE TEACHER OF THE PRIMARY SCHOOL 1. DEFINITION OF THE COLLABORATION  3° SOMMINISTRATION OF THE C.M.F. TEST (speech therapist)  4° SOMMINISTRATION OF THE C.M.F. TEST (speech therapist)  A MEETING BETWEEN THE N.P.I. OPERATORS - THE TEACHERS OF THE NURSERY SCHOOL - THE TEACHERS OF THE PRIMARY SCHOOL 1.ANALYSIS OF THE TEST RESULTS 2.EVALUATION OF THE CHILDREN WITH DIFFICULTIES IN LEARNING TO READ AND WRITE	NOVEMBER 2006  JANUARY 2007  JANUARY-MAY 2007  MAY 2007  JUNE 2007  SEPTEMBER 2007  FEBRUARY 2008  MAY 2008  JUNE 2008

# METHODS

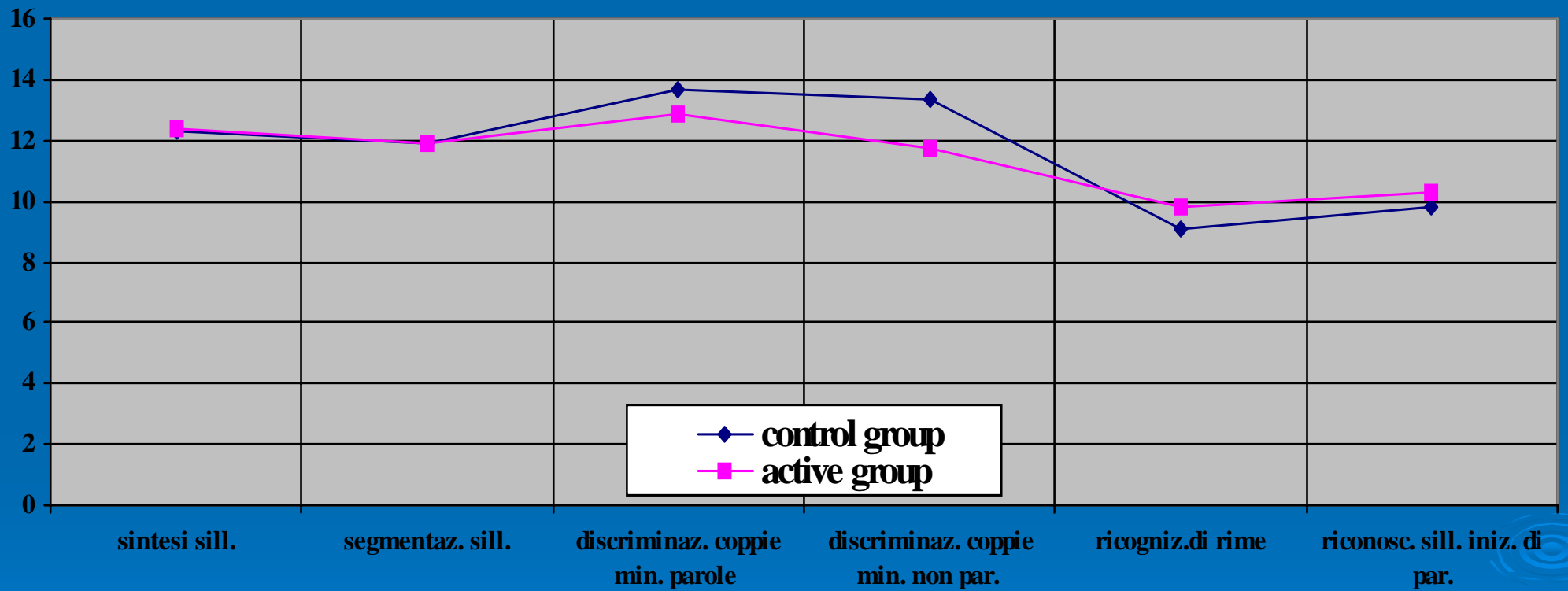
They are been involved 31 children with a age ranging from 5 years old to 3 month old. The control group is rappresented by 9 children, while the sample group is costituted by 22 children who have been submitted to the metaphonological laboratory. In both group there are not neurosense diseases nor primary phythropathology. The methaphonological laboratory is developed at the group level in 5 months and in 2 exercises sections in order to facilitate the transition from the global phonological awareness pertaining to the syllable to the analytic one pertaining to the phoneme.

# RESULTS

The longitudinal observation of children in the transition period of the last year of nursery school to the first year of elementary school has emphasized how an appropriate stimulation during the preschool age could help to learn the metaphonological skills, which are prerequisite in order to develop the reading and writing skills.

Additionally, the opportunity of realising an evaluation through a standard and shareable protocol allows to improve the prevention activity, picking out prematurely children in a bad situation. This checking scientifically the effectiveness of the didactic and rehabilitative proposals for the development of metaphonological skills.

**FIG. 1.** *Comparison of the mean results between two groups in 1° somministrazione (protocol MTF 1).*



**FIG 2.** *Comparison of the mean results between two groups in II° somministrazione (protocol MTF 1).*

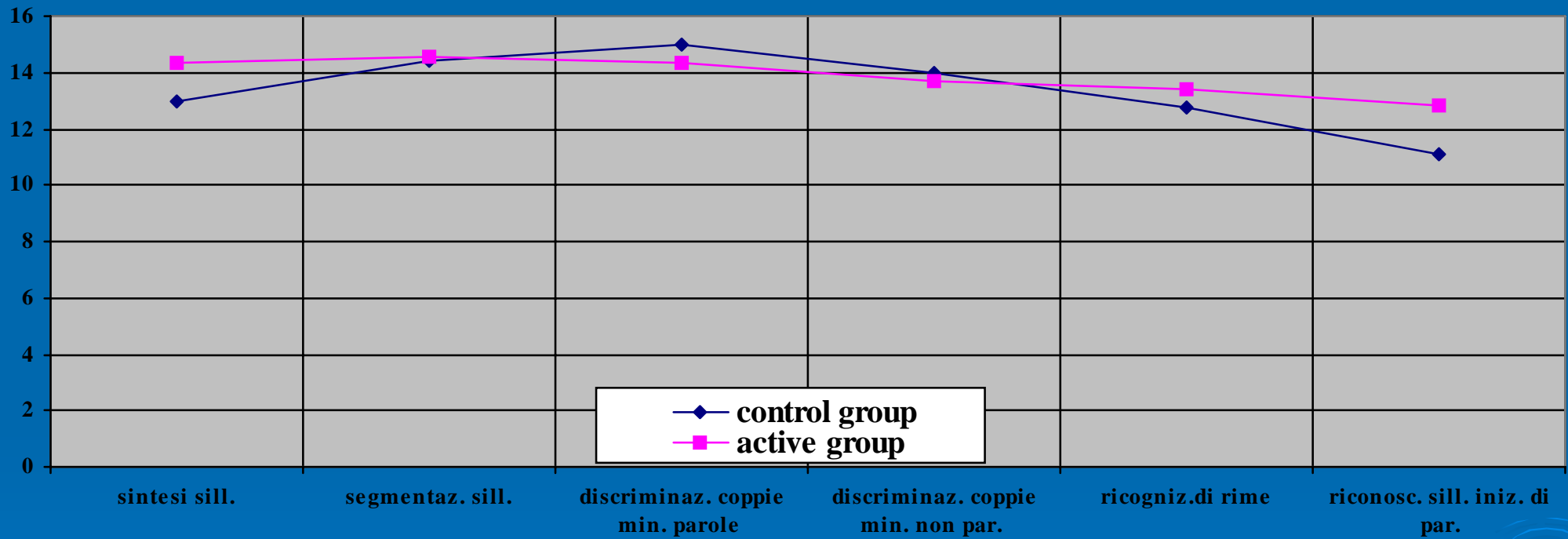
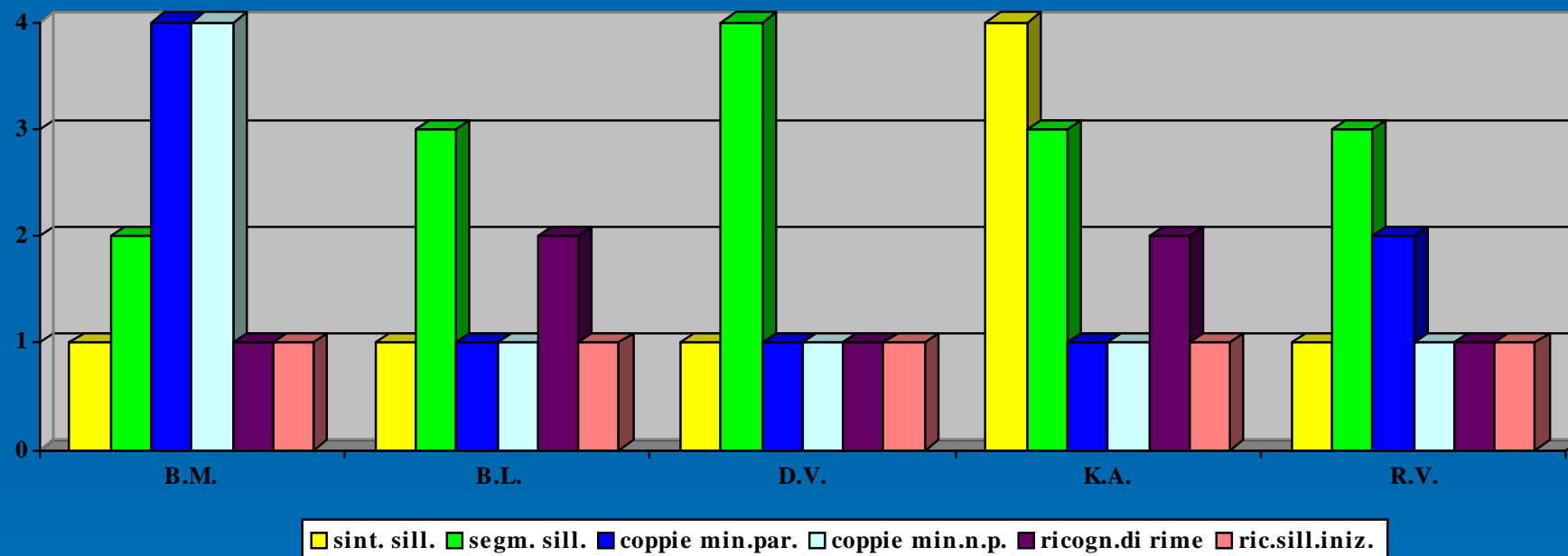
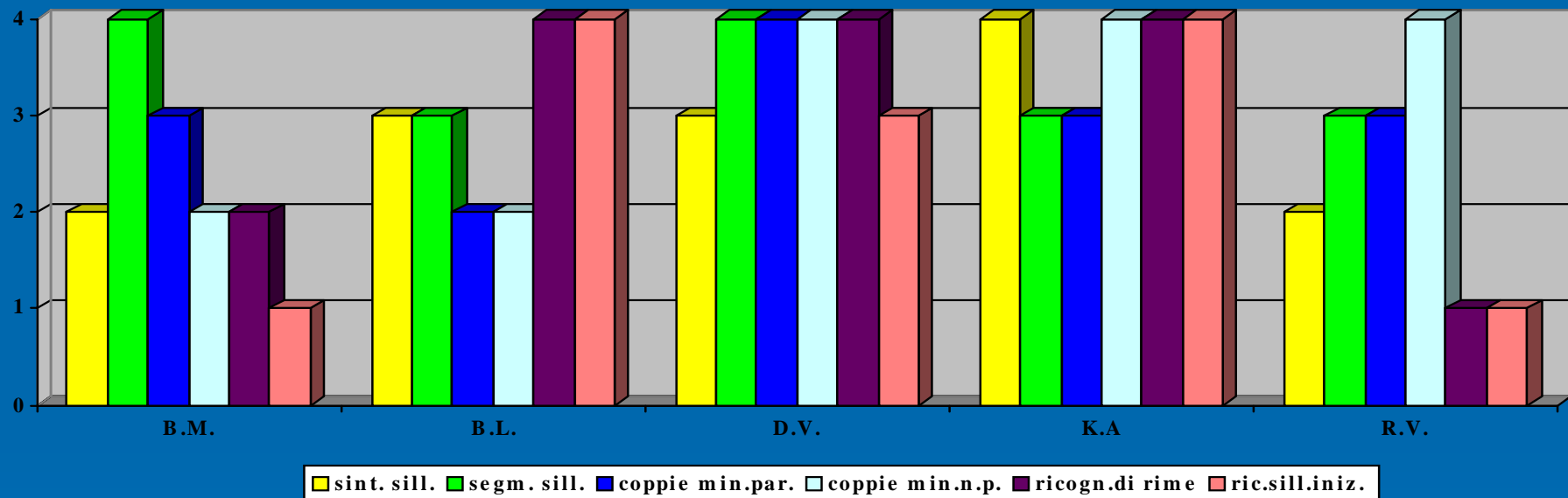


FIG. 4. Results in percentile of the children with difficulties in the active group – 1° somministrazione (protocol MTF 1).



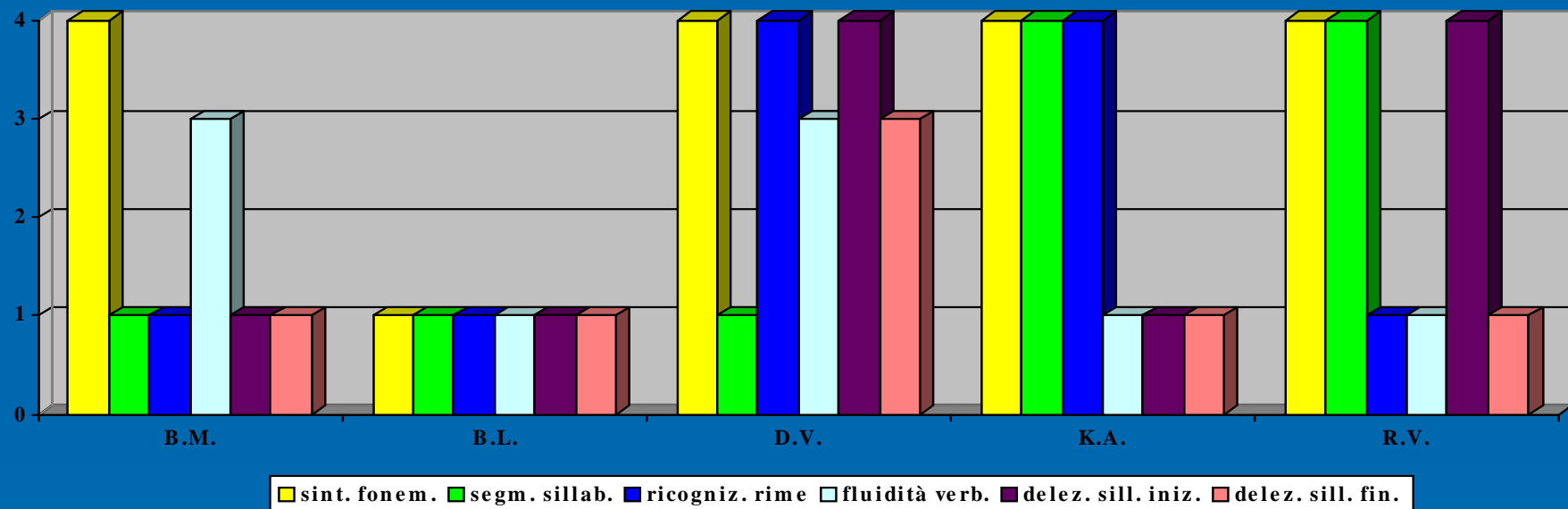
1. level > 5° 2. level > 10° 3. level 11°-25° 4. level 26°-50°

**FIG. 5.** *Results in percentile of the children with difficulties in the active group – II° somministrazione (protocol MTF 1).*



1. level > 5° 2. level > 10° 3. level 11°-25° 4. level 26°-50°

**FIG. 5.** Results in percentile of the children with difficulties in the active group – IV° somministrazione (protocollo MTF 2).



1. level > 5° 2. level > 10° 3. level 11°-25° 4. level 26°-50°

# CONCLUSION

This project gives the chance to teachers and clinicians test and verify new survey evaluation and objectification capacities and methodologies of same theoretical assumptions by offering a platform to exchange scientific information and therapeutic experience.

