

Improving Preschool Students' Language Skills: A Study of the Effectiveness of ABC Music & Me on the Development of Language and Literacy Skills

Abstract: During the 2012-2013 school year, SEG Measurement, an independent research firm, conducted a multi-state quasi-experimental study to investigate the effectiveness of the use of the ABC Music & Me program with preschool students in the United States. This study incorporated a pre-post treatment-control group design in which all participating students took the same pre and post test (Phonological Awareness Literacy Screening (PALS) Pre-K Assessment) at the beginning and end of the school year. Students in the treatment group received ABC Music & Me instruction and activities as part of their preschool instruction. Students in the control group did not receive any ABC Music & Me instruction or activities. Students in the control and treatment groups attended the same or comparable schools and statistical analyses were conducted to ensure that the groups were comparable. Analysis of Covariance was used to compare the performance on the posttest between the treatment and control groups while controlling for any initial differences in ability. The findings of the study show that the students who used ABC Music & Me as part of their preschool education showed significantly greater gains on the PALS Pre-K Assessment than a comparable group of preschool students who did not use ABC Music & Me. An effect size of .24 was found.

This study was conducted by SEG Measurement, an independent research firm.

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Executive Summary

This study examines a widely used preschool program, Kindermusik's *ABC Music & Me*, an early childhood curriculum that uses bundled, thematic lessons to help young children learn important language, listening, and social skills. SEG Measurement, an independent research firm, conducted a comprehensive study of the effectiveness of *ABC Music & Me* during the 2012 – 2013 school year using both quantitative and qualitative methods. The primary research question was to determine the extent to which preschool students who were instructed using *ABC Music & Me* as part of their preschool curriculum showed larger gains in language and literacy skills than comparable preschool students who did not use *ABC Music & Me*. In addition, the study collected information regarding teacher and parent perceptions of the program and its effectiveness.

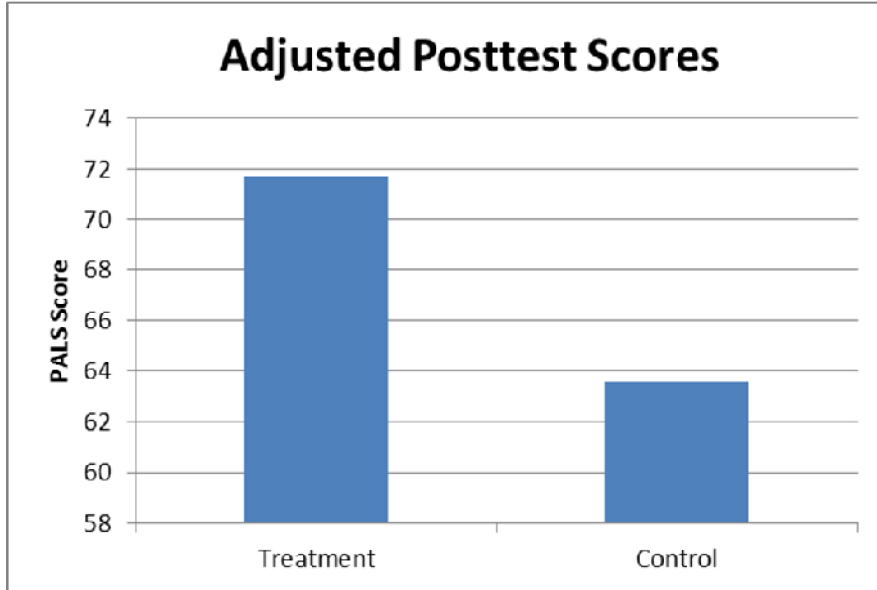
This study employed a pretest-posttest treatment-control group design. Students who were in classes that used *ABC Music & Me* (Treatment Group) were compared to students who were in classes that did not use any of the *ABC Music & Me* components (Control Group). The Phonological Awareness Literacy Screening (PALS) PreK Assessment was administered as both the pretest and posttest, to evaluate the effectiveness of *ABC Music & Me* in improving students' language and literacy skills.

Findings

Analysis of Covariance was used to evaluate the difference in PALS posttest scores (dependent variable) between the Treatment and Control Groups (independent variable) while controlling for the initial literacy measure of the students (covariate). The PALS pretest scores were used as the covariate to place the students in the Treatment and Control Groups on the same baseline. For the 299 students with both pretest and posttest scores, the results show a significant difference in PALS posttest scores between the Treatment and Control Groups ($F=9.837$, $df = 1/298$, $p < 0.01$) when initial pretest ability is controlled (Figure 1). This represents an effect size of .24. This level of growth reflects an increase in growth from the 50th to the 59th percentile, or 9 percentile points.

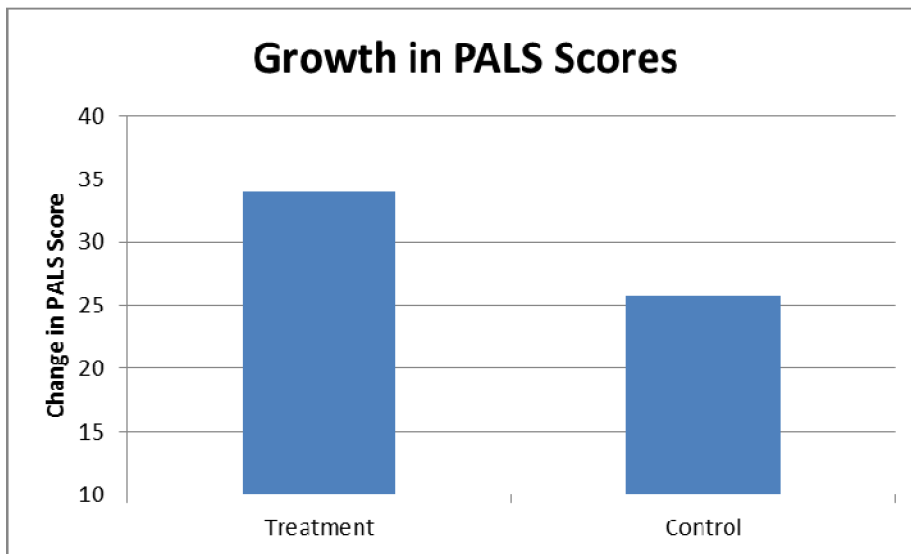
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Figure 1. ABC Music & Me Students Achieve Higher PALS PreK Posttest Scores



The Treatment Group showed larger gains from pretest to posttest than the Control Group as shown in Figure 2. Students in classes using *ABC Music & Me* showed 32% more improvement on the PALS test than those students in classes that did not use *ABC Music & Me*.

Figure 2. ABC Music & Me Students Achieve Greater Gains on the PALS PreK Assessment



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The effects were investigated to determine whether there were any differential effects by gender or ethnicity. The results indicate ABC Music & Me is equally effective for boys and girls and students of varying ethnicities.

100% of the teachers participating said they were extremely or very likely to recommend ABC Music and Me to others. Parents also indicated that they would recommend *ABC Music & Me*. Teachers who used *ABC Music & Me* found it to be most effective in improving engagement, cooperation, vocabulary development, coordination, and attitudes toward learning. A comparison of teacher ratings of student literacy, music, social, motor, and mathematics skills showed greater growth for students who used *ABC Music & Me* than those who did not use *ABC Music & Me*.

The findings support for effectiveness of *ABC Music & Me* in improving language and literacy skills of preschool students.

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Introduction and Overview of Report

This study examines the use of a widely used Preschool instructional program, *ABC Music & Me*. *ABC Music & Me*, created by Kindermusik International, is a research-based early childhood curriculum that uses bundled, thematic 30-minute lessons to help young children learn important language, listening, and social skills. Kindermusik International is the world's leading provider of music and movement programs for young children, and is enjoyed by over 1 million families in more than 70 countries. *ABC Music & Me* allows the classroom teacher to easily utilize music to engage students and teach them skills ranging from vocabulary and expression to self-regulation.

While there is considerable feedback from teachers that the Kindermusik and *ABC Music & Me* programs are effective, there has been little scientific research to support these claims. The purpose of this study was to complete an independent scientific evaluation of the effectiveness of the *ABC Music & Me* program on language and literacy skills of preschool students. The effectiveness study included quantitative and qualitative methods to gather data regarding the effectiveness of *ABC Music & Me*. SEG Measurement, an independent research firm, completed this study.

A year-long quantitative study of the effectiveness of *ABC Music & Me* using a quasi-experimental research design was conducted during the 2012 – 2013 school year. A total of 20 teachers in 8 schools in 3 states participated in this study.

In the quantitative portion of the study, student learning of students using *ABC Music & Me* (Treatment Group) was compared to a comparable group of students who did not use *ABC Music & Me* (Control Group). The details of this portion of the study are included in Section 1 of this report.

In the qualitative portion of the study, teachers and parents provided information regarding their usage of *ABC Music & Me* in the classroom and at home respectively. They also provided feedback regarding perceptions of the program. Teachers in the Treatment and Control groups also completed an environmental survey at the beginning and end of the school year to provide information regarding the classroom environment. All teachers also completed multiple surveys regarding skills and behaviors of

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students in their classrooms. The details of this qualitative portion of the study are included in Section 2 of this report.

Section 1: Quantitative Effectiveness Study

Research Questions

The primary question addressed by the quantitative component of this study focused on the overall efficacy of *ABC Music & Me*:

- Do preschool students who use *ABC Music & Me* show larger gains in language skills than a comparable group of preschool students who do not use *ABC Music & Me*?

Supplementary questions also included:

- Is *ABC Music & Me* differentially effective between male and female students?
- Is *ABC Music & Me* differentially effective among students of different ethnicities?

Study Design

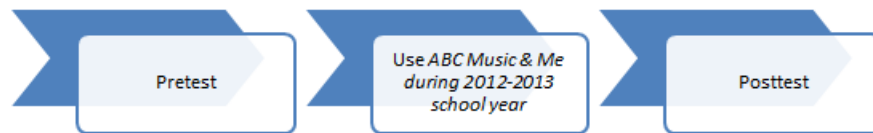
The study examined the effectiveness of the *ABC Music & Me* Program by comparing the growth in language and literacy skills among students using *ABC Music & Me* (Treatment Group), to a comparable group of students who did not use any of the *ABC Music & Me* program components (Control Group).

The study employed a pre-post, adjusted-outcomes, treatment-control group design. Since the students were not randomly assigned to the groups, this is considered a quasi-experimental design (see Figure 3 below).

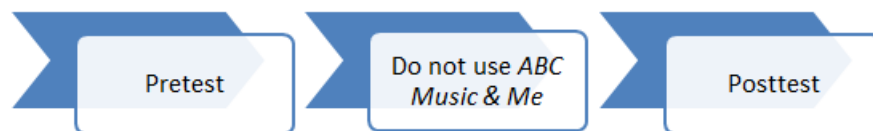
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Figure 3. Study Design

Treatment Group



Control Group



All students completed a pretest at the beginning of the school year and a posttest at the end of the school year. The pre and posttest measure used for this study was the Phonological Awareness Literacy Screening (PALS) PreK Assessment. This assessment is a widely used and reliable assessment for use in evaluating PreK literacy skills. It is administered individually by the teacher with each student.

The students in the Treatment Group received *ABC Music & Me* instruction as part of their preschool instruction. The students in the Control group did not receive any *ABC Music & Me* instruction during the school year.

Throughout the school year, the Treatment Group teachers provided feedback and information regarding their use of the *ABC Music & Me* components. This served dual purposes – to gather feedback about the program and to ensure the fidelity of the implementation.

Student Demographics

Over 400 students at 8 schools across 3 states completed the pretest assessment. Of those students that completed the pretest assessment, 299 students also took the posttest at the end of the school year. The age of those students in September 2012 is summarized in Table 1.

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Table 1. Students' Ages in September 2012

Student's Age in Sept 2012	Treatment	Control
3	9%	19%
4	59%	50%
5	30%	29%
6	0%	<1%
Unknown	3%	1%

The Treatment and Control Group gender and ethnicity summaries are included in Tables 2 and 3.

Table 2. Student Gender

Gender	Treatment	Control
Female	41%	44%
Male	59%	56%

Table 3. Student Ethnicity

Ethnicity	Treatment	Control
African American	3%	2%
American Indian or Alaskan Native	1%	2%
Asian	1%	0%
Caucasian	41%	65%
Hispanic	15%	5%
Other	1%	0%
Unspecified	39%	27%

Comparability of Study Groups

It is important in a study comparing student academic growth to establish at the outset that the Treatment Group and Control Group are similar with respect to student language skills, the outcome of interest. Ideally, comparability is accomplished by selecting study participants of similar ability.

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However, observed differences that are not extreme can be adjusted for statistically using analysis of covariance (ANCOVA). Shavelson and Towne (2002) suggest that group ability be no more than 1 standard deviation apart for the adjustments using ANCOVA to be effective.

The Treatment and Control Groups were compared for differences between pretest ability using the PALS assessment data from Fall 2012. The mean pretest scores are reported in Table 4.

Table 4. Mean Pretest Scores

	N	Mean	Standard Deviation
Treatment	152	33.79	28.39
Control	147	41.88	31.37

There was a statistically significant difference in the means for PALS pretest scores between the Treatment and Control groups ($F=5.47$, $df=1/298$, $p<.05$). However, the means were less than 1/3 of a standard deviation apart, well within the limits suggested by Shavelson and Towne (2002).

Measures

The assessment used as the pretest and posttest in this study of the effectiveness of *ABC Music & Me* on preschool students' language and literacy skills was the Phonological Awareness Literacy Screening (PALS) PreK Assessment. This assessment is a widely used and respected tool for evaluating the literacy skills of preschool students. The assessment is administered individually to each student by his/her teacher who records and scores the student responses, according to the scoring criteria provided. The assessment includes name writing, letter recognition and sounds, sound awareness, print and word awareness, rhyme awareness, and nursery rhyme awareness. In this study, overall scores and section scores are used.

Each student took the PALS PreK assessment in early Fall 2012 and again at the end of the school year in May or June 2013. The teachers provided all of the assessment data to SEG for entry and validation.

Description of the Treatment

Teachers in the Treatment Group were asked to incorporate *ABC Music & Me* lessons into their preschool instruction throughout the school year. Every two weeks, the teachers reported their use of the product to help ensure fidelity of implementation.

To use *ABC Music & Me*, each week in class, lessons combine preschooler's natural love of music, storytelling, and imaginative play with age-appropriate group activities for kids that introduce early

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music concepts. Teachers with any degree of musical backgrounds can guide children through flexible 30-minute lessons providing early literacy and language instruction designed for all levels of development, and at-risk students. Each week, teachers begin a new thematic unit with teacher tools and Student Take Home Kits, complete with instruments, CDs, stories, early literacy activities, and parent notes. Students learn new words, explore new ideas, and find new ways of expression through theme-related chants and stories. They express themselves through movement, singing and pretend play. New themes are introduced monthly, and parent involvement is encouraged by the use of take-home stories, games and instruments.

Most classes involve a mix of singing, instrument play, dancing and movement, story time, and other activities. Activities are designed to develop and strengthen the student's physical and neural functions, social-emotional skills, early literacy, and early math.

Data Collection

In the Fall of 2012, all of the teachers were provided with the materials necessary for the administration of the PALS assessments to each of their students. The teachers administered the PALS during a brief window of time during the first three weeks of the school year. All assessment materials were returned to SEG Measurement. SEG Measurement entered the PALS assessment data into a database and validated the data.

All teachers also completed a spreadsheet containing student demographics for use in the final data analyses. Individual student identifying information was kept confidential and student IDs or initials were used.

Treatment group teachers also completed biweekly online surveys regarding their use of *ABC Music & Me*. They indicated which part of the product they used and how much time they spent using the product as a measure of fidelity of implementation.

In May/June 2013 at the end of the school year, the teachers were again provided PALS assessment materials and were asked to assess all of their participating students. The materials were returned to SEG Measurement, who validated and entered the data into a database for the study.

Additional data collection for the qualitative study is described in Section 2 of this report.

Analysis and Findings

End of year language and literacy skills of the Treatment and Control Group were compared using a statistical procedure known as the Analysis of Covariance (ANCOVA). This statistical procedure provides an accurate method to compare learning outcomes while controlling for any initial differences in ability between the two study groups. While efforts were made to identify Treatment and Control Group

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classes that were comparable, there were some differences in pretest ability between the two groups in this study. These initial differences between the Treatment and Control Groups were controlled using ANCOVA to help ensure that the any differences in growth were not a result of any differences that existed at the beginning of the study. Using this method, we were able to compare differences between the groups as if the two groups were matched in initial literacy. While no procedure can completely eliminate differences that may exist, ANCOVA is widely accepted and recognized as an effective way to control for differences.

Outcome Comparison

ANCOVA was used to evaluate the different in PALS posttest scores (dependent variable) between the Treatment and Control Groups (independent variable) while controlling for the initial literacy measure of the students (covariate). The PALS pretest scores were used as the covariate to place the students in the Treatment and Control Groups on the same baseline. For the 299 students with both pretest and posttest scores, the results show a significant difference in PALS posttest scores between the Treatment and Control Groups ($F=9.837$, $df = 1/298$, $p < 0.01$) when initial pretest ability is controlled. This represents an effect size of .24. A 95 percent confidence interval of the effect size ranges between .13 and .38. In other words, we have 95 percent confidence that the true effect size lies between .13 and .38. The results are summarized in Tables 5 and 6 below.

Table 5. Analysis of Covariance Comparison of the Treatment Group and Control Group PALS Posttest Scores

Source	Type III Sum of Squares	df	Mean Square	F	Significance
Corrected Model	196865.968	2	98432.984	194.998	0.001
Intercept	141282.841	1	141282.841	279.884	0.001
PALS Pretest Score	196747.239	1	196747.239	389.76	0.001
Study Group	4965.673	1	4965.673	9.837	0.002
Error	149417.992	296	504.791		
Total	1717595	299			
Corrected Total	346283.96	298			

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Table 6. Descriptive Statistics Comparison of The Treatment Group and Control Group PALS Posttest Scores (Adjusted for Initial Pretest Ability)

	N	Mean	Standard Deviation
Treatment Group	152	71.77	35.13
Control Group	147	63.54	33.08

Gender

We examined whether there were any differences in growth between male and female preschool students in the Treatment and Control Groups. In this case, Analysis of Covariance was used to compare the PALS posttest scores between the Treatment and Control Group students of different genders controlling for initial PALS pretest ability levels. The gender comparisons included all 299 students who had both a pretest and posttest PALS score.

There were no significant effects for the interaction between gender and study group membership ($F = .596$, $df = 1/298$, $p > 0.5$). This indicates that ABC Music & Me was equally effective with male and female preschool students (Tables 7 and 8).

Table 7. Analysis of Covariance Comparison of the Treatment and Control Group PALS Posttest Scores by Gender

Source	Type III Sum of Squares	df	Mean Square	F	Significance
Corrected Model	198038.655	4	49509.664	98.188	.0011
Intercept	141501.550	1	141501.550	280.626	.001
PALS Pretest Score	192677.749	1	192677.749	382.118	.001
Study Group	5279.184	1	5279.184	10.470	.001
Gender	864.801	1	864.801	1.715	.191
Group * Gender Interaction	300.314	1	300.314	.596	.441
Error	148245.305	294	504.236		
Total	1717595.001	299			
Corrected Total	346283.960	298			

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Table 8. Descriptive Statistics Comparison of the Treatment and Control Group PALS Posttest Scores by Gender (Adjusted for Pretest Covariate)

Study Group	Gender	N	Mean	Std. Deviation
Treatment	Female	63	74.95	37.05
	Male	89	69.47	33.21
Control	Female	65	64.36	33.24
	Male	82	62.93	32.97

Ethnicity

We examined whether there were any differences in growth among students of different ethnicities in the Treatment and Control Groups. In this case, Analysis of Covariance was used to compare the PALS posttest scores between the Treatment and Control Group students of different ethnicities controlling for initial PALS pretest ability levels. The ethnicity comparisons included 201 students who had an ethnicity specified and also had both a pretest and posttest PALS score.

There were no significant effects for the interaction between ethnicity and study group membership ($F = 1.689$, $df = 1/200$, $p > 0.5$). This indicates that ABC Music & Me was equally effective among students of different ethnicities (Tables 9 and 10).

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Table 9. Analysis of Covariance Comparison of the Treatment and Control Group PALS Posttest Scores by Ethnicity

Source	Type III Sum of Squares	df	Mean Square	F	Significance
Corrected Model	133953.614	10	13395.361	24.457	.001
Intercept	20863.563	1	20863.563	38.092	.001
PALS Pretest Score	120361.963	1	120361.963	219.751	.001
Study Group	48.432	1	48.432	.088	.767
Ethnicity	1550.245	5	310.049	.566	.726
Group * Ethnicity Interaction	2774.807	3	924.936	1.689	.171
Error	104066.784	190	547.720		
Total	1088676.000	201			
Corrected Total	238020.398	200			

Table 10. Descriptive Statistics Comparison of the Treatment and Control Group PALS Posttest Scores by Ethnicity (Adjusted for Pretest Covariate)

	Ethnicity	N	Mean	Standard Deviation
Treatment	African American	5	48.62	23.64
	American Indian or Alaskan Native	1	64.58	N/A
	Asian	1	76.01	N/A
	Caucasian	62	76.52	35.78
	Hispanic	23	64.42	37.6
	Other	1	62.73	N/A
Control	African American	3	67.42	45.17
	American Indian or Alaskan Native	3	59.79	29.01
	Asian	0	N/A	N/A
	Caucasian	95	59.14	33.34
	Hispanic	7	57.75	21.42
	Other	0	N/A	N/A

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PALS Section Level Data

In addition to the analyses of the overall Posttest PALS Scores, we also investigated whether there were significant differences found for sections within the PALS assessment. Specifically, we looked at the outcomes of Name Writing, Alphabet Knowledge, Beginning Sound Awareness, Print and Word Awareness, and Rhyme and Nursery Rhyme Awareness.

The results show significant effects for Name Writing ($F=6.505$, $df=1/298$, $p < 0.05$). This reflects an effect size of .25.

Table 11. Analysis of Covariance Comparison of the Treatment and Control Group PALS Posttest Name Writing Section Score

Source	Type III Sum of Squares	df	Mean Square	F	Significance
Corrected Model	242.485	2	121.242	37.648	.001
Intercept	2126.395	1	2126.395	660.287	.001
PALS Pretest Score	236.069	1	236.069	73.304	.001
Study Group	20.947	1	20.947	6.505	.011
Error	953.241	296	3.220		
Total	10049.000	299			
Corrected Total	1195.726	298			

Table 12. Descriptive Statistics for the Comparison of Adjusted Posttest Name Writing Scores

	N	Mean	Standard Deviation
Treatment Group	152	5.7	1.96
Control Group	147	5.2	2.04

There were also significant effects found when looking at the Alphabet Knowledge Section Score as the outcome measure ($F = 5.898$, $df = 1/261$, $p < 0.05$). The number of students in this analysis is smaller than the total group due to not all students completing all of this section (the test is designed to stop this section if the first part of this section is below a certain threshold). This reflects an effect size of .21.

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Table 13. Analysis of Covariance Comparison of the Treatment and Control Group PALS Posttest Alphabet Knowledge Section Score

Source	Type III Sum of Squares	df	Mean Square	F	Significance
Corrected Model	82298.343	2	41149.172	133.931	.001
Intercept	31688.936	1	31688.936	103.140	.001
PALS Pretest Score	82218.434	1	82218.434	267.602	.001
Study Group	1811.971	1	1811.971	5.898	.016
Error	79575.458	259	307.241		
Total	644250.000	262			
Corrected Total	161873.802	261			

Table 14. Descriptive Statistics for the Comparison of Adjusted Posttest Alphabet Knowledge Scores

	N	Mean	Standard Deviation
Treatment Group	140	45.4	25.8
Control Group	122	40.05	23.9

There were no significant effects found when investigating Beginning Sound Awareness PALS Posttest score as the outcome ($F= 1.644$, $df = 1/296$, $p > 0.05$).

Table 15. Analysis of Covariance Comparison of the Treatment and Control Group PALS Posttest Beginning Sound Awareness Section Score

Source	Type III Sum of Squares	df	Mean Square	F	Significance
Corrected Model	837.084	2	418.542	31.852	.001
Intercept	1616.697	1	1616.697	123.035	.001
PALS Pretest Score	836.844	1	836.844	63.686	.001
Study Group	21.599	1	21.599	1.644	.201
Error	3850.051	293	13.140		
Total	15152.000	296			
Corrected Total	4687.135	295			

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Similarly, there were no significant effects found when investigating the Print and Word Awareness PALS Posttest section score as the outcome ($F= 0.001$, $df = 1/298$, $p > 0.05$).

Table 16. Analysis of Covariance Comparison of the Treatment and Control Group PALS Posttest Print and Word Awareness Section Score

Source	Type III Sum of Squares	df	Mean Square	F	Significance
Corrected Model	632.686	2	316.343	40.682	.001
Intercept	2594.703	1	2594.703	333.678	.001
PALS Pretest Score	621.063	1	621.063	79.868	.001
Study Group	.001	1	.001	.001	.993
Error	2301.716	296	7.776		
Total	15914.001	299			
Corrected Total	2934.401	298			

Similarly, there were no significant effects found when investigating the Rhyme Awareness PALS Posttest section score as the outcome ($F= 1.37$, $df = 1/295$, $p > 0.05$).

Table 17. Analysis of Covariance Comparison of the Treatment and Control Group PALS Posttest Rhyme Awareness Section Score

Source	Type III Sum of Squares	df	Mean Square	F	Significance
Corrected Model	561.366	2	280.683	35.996	.001
Intercept	2103.107	1	2103.107	269.713	.001
PALS Pretest Score	561.359	1	561.359	71.992	.001
Study Group	10.680	1	10.680	1.370	.243
Error	2284.689	293	7.798		
Total	13792.000	296			
Corrected Total	2846.054	295			

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Similarly, there were no significant effects found when investigating the Nursery Rhyme Awareness PALS Posttest section score as the outcome ($F = 1.07$, $df = 1/296$, $p > 0.05$).

Table 18. Analysis of Covariance Comparison of the Treatment and Control Group PALS Posttest Nursery Rhyme Awareness Section Score

Source	Type III Sum of Squares	df	Mean Square	F	Significance
Corrected Model	300.270	2	150.135	36.176	.001
Intercept	1708.021	1	1708.021	411.564	.001
PALS Pretest Score	279.841	1	279.841	67.430	.001
Study Group	4.441	1	4.441	1.070	.302
Error	1220.121	294	4.150		
Total	9320.000	297			
Corrected Total	1520.391	296			

Section 2: Qualitative Effectiveness Study

Teacher Feedback

Teachers in the Treatment Group and the Control Group provided feedback regarding their instruction and students during the 2012 – 2013 school year. Teachers who used *ABC Music & Me* also provided information regarding their usage of *ABC Music & Me* and their perceptions of *ABC Music & Me*.

Information regarding the teachers and their feedback are included in this section. Teacher comments about *ABC Music & Me* are included in Appendix A.

Data Collection

Teacher demographics, teacher feedback, and *ABC Music & Me* Assessment data were collected for this qualitative study.

Collection of Teacher Feedback and Demographics

At the beginning of the year, all teachers completed an online classroom environment survey. This survey was also administered again at the conclusion of the study. Responses from the survey were exported from the survey tool and loaded into a database for evaluation.

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Teachers in the Treatment Group used a link provided by SEG Measurement every two weeks to complete an online survey regarding their use and perceptions of ABC Music & Me. These responses were monitored to ensure that the teachers were using ABC Music & Me in their classrooms as expected for this study. The responses were exported from the survey tool for use in reporting.

At the end of the school year, all teachers completed an online survey. This survey included demographic questions regarding the teachers, questions regarding student attitudes and behaviors, questions regarding the classroom environment, and questions about *ABC Music & Me* for those that were in the Treatment Group. The responses were exported from the survey tool for use in reporting.

All survey responses were agreed to be kept anonymous, though tracking of responses from specific teachers was needed to ensure that everyone completed the surveys. Teachers were also asked whether any written comments could be quoted. Only those comments from teachers who provided permission to quote are included in the Appendices of this report.

Collection of ABC Music & Me Assessment Data

The *ABC Music & Me* Assessment was used to collect teacher ratings of student skills and behaviors in a number of areas including language and literacy skills, music skills, social skills, motor skills, mathematics skills. There is also a section regarding parent involvement, but most teachers did not utilize this section of the assessment. This assessment is not specific to *ABC Music & Me*, and therefore both Treatment and Control Group teachers completed this assessment for each student.

At the beginning of the school year, all of the teachers were asked to complete an *ABC Music & Me* Assessment for each student. Most of the teachers completed these assessments. Some did not complete the survey exactly as described and used their own rating system. Whenever possible, SEG recoded the data so that it could be analyzed in aggregate.

At the end of the school year, all of the teachers were asked to complete an *ABC Music & Me* Assessment again for each student. Some teachers also completed this assessment in the middle of the school year, but that was not officially a part of the study and not enough data was provided to include in the study. Again, some teachers took a slightly modified approach with the assessment ratings and SEG recoded the data wherever possible to include as many assessments as possible.

Teacher Demographics

All of the teachers included in this study were female. All teachers except one African American Treatment Group teacher were Caucasian. The age, teaching experience, and highest degree earned are summarized in Table 19.

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Table 19. Teacher Demographics

Age	Treatment	Control
21 - 30	20%	25%
31 - 40	20%	13%
41 - 50	10%	25%
51 and above	50%	38%
Teaching Experience	Treatment	Control
This is my first year	0%	13%
1 - 3 years	30%	13%
4 - 10 years	20%	0%
More than 10 years	50%	75%
Highest Degree	Treatment	Control
Bachelor's (e.g., B.A., B.S.)	30%	50%
CDA	10%	13%
Master's (e.g., M.A., M.S., M.F.A., M.B.A.)	30%	38%
Unspecified	30%	0%

The class sizes for the treatment to control groups were primarily between 11 and 20 students (Table 20).

Table 20. Class Sizes

Class Size	Treatment	Control
6-10 students	0%	13%
11-15 students	30%	50%
16-20 students	70%	38%
More than 20 students	0%	0%

Classroom Environment

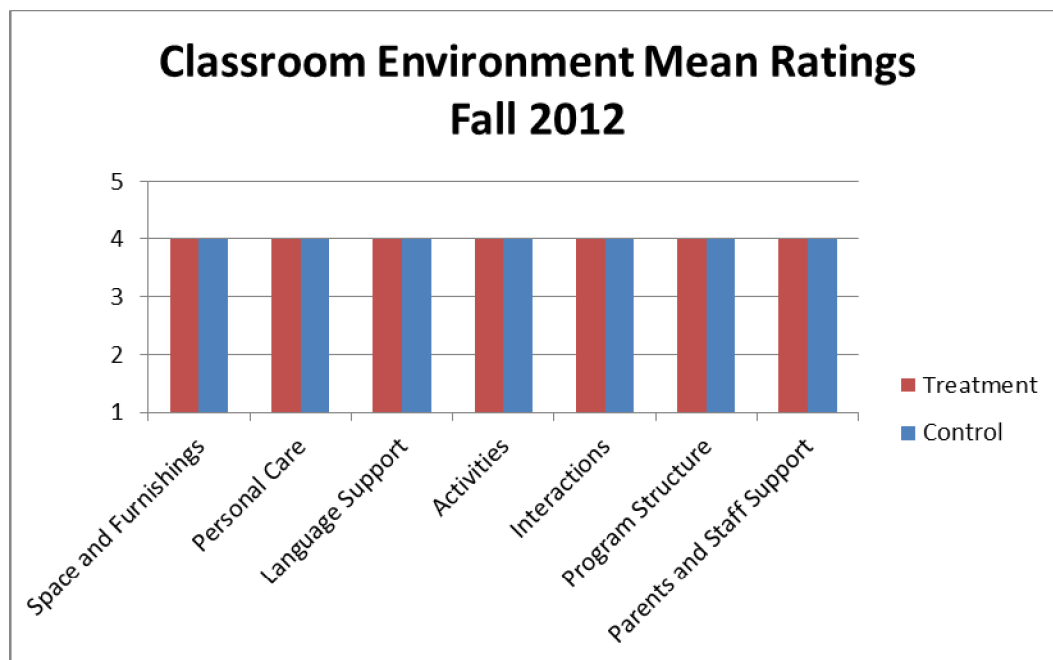
In the Fall 2012 and Spring 2013, the teachers in the Treatment and Control Groups were asked to evaluate their classroom environment. The classroom environment was evaluated on a number of facets including the availability and appropriateness of the space and furnishings, the personal care routines, availability and access to language support, classroom activities, interactions and discipline,

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program structure including daily schedule, provisions for parents and staff support. Each facet was rated on a scale from 1 – 5 with 1 being inadequate and 5 being excellent.

In the Fall 2012, the average rating on a scale of 1 – 5 was a 4 (very good) for all facets in both the Treatment and Control groups. This tells us that the perceptions of classroom environment from the teachers in both groups were comparable. The Fall ratings are shown in Figure 4.

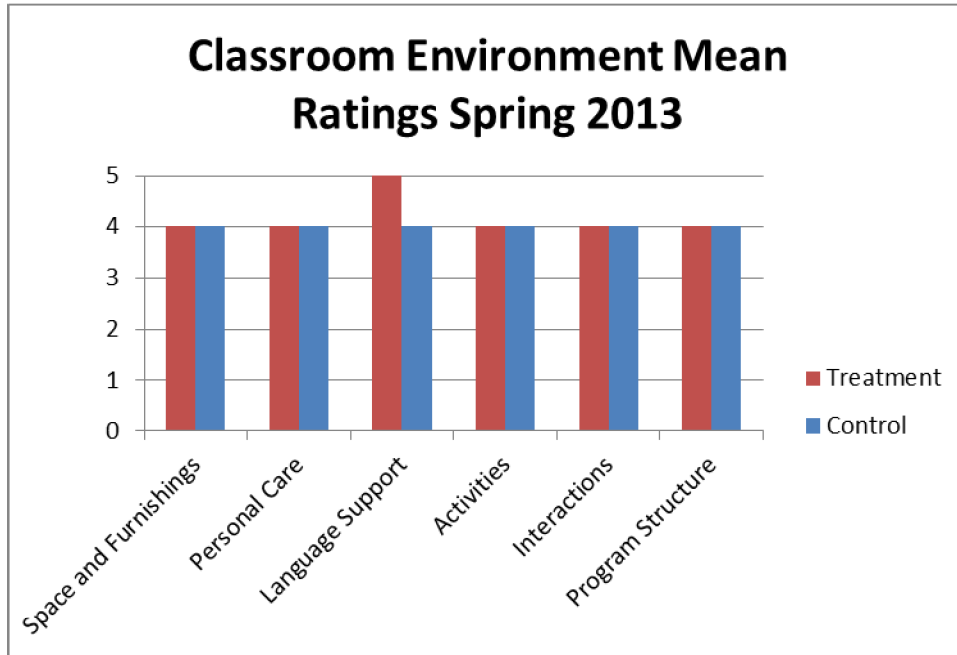
Figure 4. Fall 2012 Classroom Environment Ratings



At the end of the school year, the teachers were again asked to rate their perceptions of their classroom environment on the same facets. With the exception of one facet, all of the Spring 2013 final ratings were a 4 (very good) on a scale of 1 to 5. For Language Support, the treatment group's final rating was a 5 (excellent).

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Figure 5. Spring 2013 Classroom Environment Ratings



Student Skills and Behaviors

The teachers participating in this study were surveyed throughout the study and at the end of the school year to gather information regarding student attitudes, behaviors and skills.

The teachers who used *ABC Music & Me* with their students were asked to identify how well they felt *ABC Music & Me* helped their students in twelve skill areas. The responses are summarized in Table 21.

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Table 21. Teacher Perceptions on the Effectiveness of ABC Music & Me on Student Skills

Skill Area	Helps Extremely Well	Helps Very Well	Helps Moderately Well	Is Not Very Helpful in This Area
Listening	30%	50%	20%	0%
Letter recognition	0%	30%	30%	40%
Word recognition	0%	30%	30%	40%
Vocabulary Development	40%	50%	10%	0%
Phonemic/phonological awareness	30%	50%	10%	10%
Mathematics	0%	50%	30%	20%
Pattern recognition	0%	60%	10%	30%
Coordination	40%	50%	10%	0%
Cooperation	50%	40%	10%	0%
Engagement in classroom activities	60%	30%	10%	0%
Attitudes toward learning	40%	40%	20%	0%
Following directions	30%	60%	10%	0%

Both the Treatment and Control Group teachers were asked at the end of the year to indicate their level of agreement with a number of statements regarding their students. In nearly all cases, both Treatment and Control Group teachers Agreed or Strongly Agreed with every statement. Table 22 provides a summary of the teachers' ratings.

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Table 22. Treatment and Control Group Teacher Ratings Regarding Student Behaviors

	Treatment					Control				
	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
My students enjoy participating in class.	50%	50%	0%	0%	0%	88%	13%	0%	0%	0%
My students take turns when they talk.	0%	80%	10%	10%	0%	13%	88%	0%	0%	0%
My students attempt new tasks with enthusiasm.	10%	90%	0%	0%	0%	38%	63%	0%	0%	0%
My students follow classroom rules.	0%	100%	0%	0%	0%	25%	75%	0%	0%	0%
My students respect each other.	40%	60%	0%	0%	0%	38%	63%	0%	0%	0%
My students respect me and other people of authority.	50%	50%	0%	0%	0%	63%	38%	0%	0%	0%
My students are engaged in learning.	50%	50%	0%	0%	0%	50%	50%	0%	0%	0%
My students are able to ignore distractions.	0%	70%	20%	10%	0%	0%	75%	25%	0%	0%
My students are able to control their tempers.	10%	80%	10%	0%	0%	38%	63%	0%	0%	0%
My students show kindness towards other students.	50%	50%	0%	0%	0%	50%	50%	0%	0%	0%

In addition, the Treatment and Control Group teachers were asked at the end of the year to indicate their level of agreement with a number of statements regarding changes in their students' behavior after a year of instruction. In most cases, the Control Group teachers agreed more strongly than the Treatment Group teachers and none of the teachers disagreed with any of the statements. Table 23 provides a summary of the teachers' ratings.

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Table 23. Treatment and Control Group Teacher Ratings Regarding Student Behavior Change Through the Year

	Treatment					Control				
	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
My students are better listeners than they were at the beginning of the school year.	40%	50%	10%	0%	0%	38%	50%	13%	0%	0%
My students follow directions much better now than at the beginning of the school year.	30%	60%	10%	0%	0%	63%	25%	13%	0%	0%
My students have shown an increase in their interest to learn during the school year.	40%	60%	0%	0%	0%	63%	38%	0%	0%	0%
My students have made friends with other students during the school year.	40%	60%	0%	0%	0%	63%	38%	0%	0%	0%
My students show more self-control now than they did at the beginning of the school year.	20%	70%	10%	0%	0%	38%	63%	0%	0%	0%
My students show more self confidence than they did at the beginning of the school year.	40%	60%	0%	0%	0%	63%	38%	0%	0%	0%
My students have shown improvement in fine motor skills.	30%	60%	10%	0%	0%	50%	50%	0%	0%	0%
My students have shown improvement in gross motor skills.	30%	70%	0%	0%	0%	75%	25%	0%	0%	0%

At the beginning and end of the school year, the teachers in the Treatment Group and Control Group rated each student using the *ABC Music & Me* Assessment which collects data regarding mastery of skills in the areas of literacy, music, social, motor, and mathematics skills. There is also a section regarding parental involvement, but most teachers did not complete that section and it is excluded from this report. While developed by *ABC Music & Me*, this assessment is not specific to the program and was used for all of the participants in this study. Not all teachers completed this assessment for their students.

The Fall 2012 and Spring 2013 means for each group are included in the table below. Students who had both a pretest and posttest *ABC Music & Me* Assessment were included in this summary. For each skill, teachers were asked to rate the student on a scale from 0 (This child has not yet successfully performed

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this skill) to 3 (This child demonstrates mastery of this skill). These skills are summarized by section. The average ratings for each section are summarized in Table 24.

Due to the number of teachers who did not follow the exact rating scale and needed to be recoded, the number of students who do not have ABC Assessment Data, and the large difference in Fall 2012 ratings between the Treatment and Control Groups, the posttest scores cannot be reliably compared statistically. The growth from Fall 2012 to Spring 2013 for the Treatment Group was larger than those for the Control Group, but we cannot say whether this is a “real” difference or whether the changes were related to the use of *ABC Music & Me*.

Table 24. *ABC Music & Me* Assessment Mean Teacher Ratings of Student Mastery of Skills

Section	Number of Skills Included in Section	Total Points Possible	Fall 2012		Spring 2013		Difference Between Pre and Post	
			Treatment (N=189)	Control (N=108)	Treatment (N=189)	Control (N=108)	Treatment (N=189)	Control (N=108)
Language and Early Literacy Skills	5*	15	6.54	9.67	12.32	13.13	5.78	3.46
Music Skills	3	9	3.57	4.94	7.17	7.56	3.6	2.62
Social Skills	2	6	2.99	4.41	4.94	5.48	1.95	1.07
Motor Skills	3	9	4.46	6.78	7.9	8.37	3.44	1.59
Mathematics Skills	3	9	3.06	4.34	7.15	7.03	4.09	2.69

* Does not include the ELL skill question due to inconsistency in using this for only ELL students.

Product Information

The teachers who used *ABC Music & Me* were asked to indicate biweekly which components they used. The summary of usage reported for each component is provided in Table 25, which is sorted by most usage to least amount of usage.

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Table 25. ABC Music & Me Component Usage

Component	Percentage Reporting Usage
Class Instruments	95%
Teacher's Guide	85%
Vocabulary Cards	56%
Program Guide	49%
Family Guide	44%
Home CD	44%
Take-Home Instrument	42%
Assessments	23%
Activity Demonstration DVD	14%
Spanish Version Take-Home Kit	8%
ELL Guide	5%
Supplemental Strategies Guide	4%

The teachers who used *ABC Music & Me* were asked to rate how the program aligned to the Common Core State Standards. The majority of the teachers indicated the program was very or extremely well aligned to the Common Core (Table 26).

Table 26. Teacher Ratings Regarding ABC Music & Me and Common Core Alignment

Common Core Alignment	Percentage
Extremely well aligned	10%
Very well aligned	60%
Somewhat aligned	20%
Not very aligned	10%

The teachers who used *ABC Music & Me* were asked to rate how effective *ABC Music & Me* was in increasing parent involvement. The teachers indicated it was hard to know this as they had little interaction with the parents regarding their use of *ABC Music & Me*. Using information they may have heard from a parent or from students about home use, the teachers provided ratings regarding parent involvement as summarized in Table 27.

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Table 27. Teachers' Perceptions of Increased Parent Involvement

How effective was ABC Music & Me in increasing parents' involvement in their child's learning?	Percentage
Extremely effective	10%
Very effective	40%
Somewhat effective	50%
Not very effective	0%

The teachers who used *ABC Music & Me* were asked to indicate their likelihood of using *ABC Music & Me* in the future and whether they would recommend the program to a colleague. Seventy percent of the teachers indicated that they would definitely use *ABC Music & Me* in the future and that they would recommend it (Tables 28 and 29).

Table 28. Teachers' Likelihood of Using ABC Music & Me in the Future

Likelihood of Future Use	Percentage
I will definitely use ABC Music & Me in the future.	70%
I will probably use ABC Music & Me in the future.	30%
I might use ABC Music & Me in the future.	0%
I am unlikely to use ABC Music & Me in the future.	0%

Table 29. Teachers' Likelihood of Recommending ABC Music & Me

Likelihood of Recommendation	Percentage
I will definitely recommend ABC Music & Me to others.	70%
I would probably recommend ABC Music & Me to others.	30%
I might recommend ABC Music & Me to others.	0%
I am unlikely to recommend ABC Music & Me to others.	0%

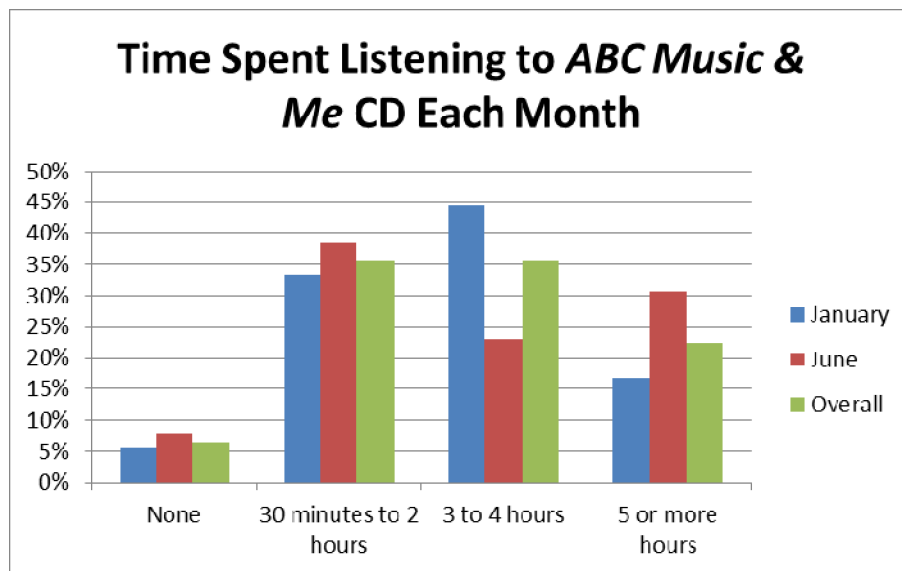
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Parent Feedback

In January and June 2013, parents were asked to complete a short survey regarding their use of the At Home Kits with their child. Eighteen parents participated in January 2013 and thirteen parents responded in June 2013. Three parents responded in both January and June, so an evaluation of any changes in use or perception from those who submitted responses in January to June were not conducted.

The parents were asked to provide how much time they spent listening to the CD each month. Overall, 70 percent of the students spend between 30 minutes and 4 hours listening to the CD each month (Figure 6).

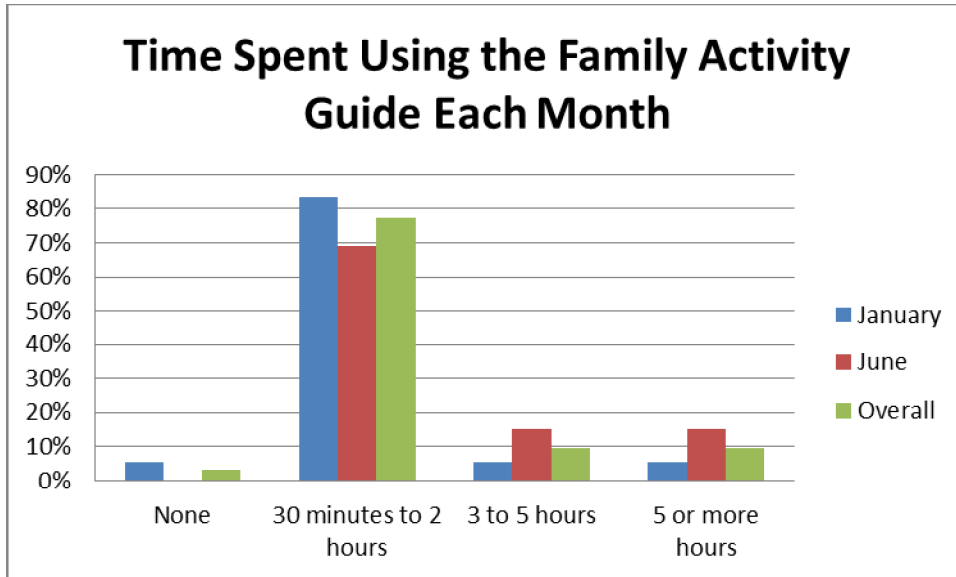
Figure 6. Parent Feedback Regarding *ABC Music & Me* CD Usage



The parents were also asked how much time they spent using the Family Activity Guide. Overall, nearly 80 percent of the parents and children spend an average of 30 minutes to two hours using the Family Activity Guide (Figure 7).

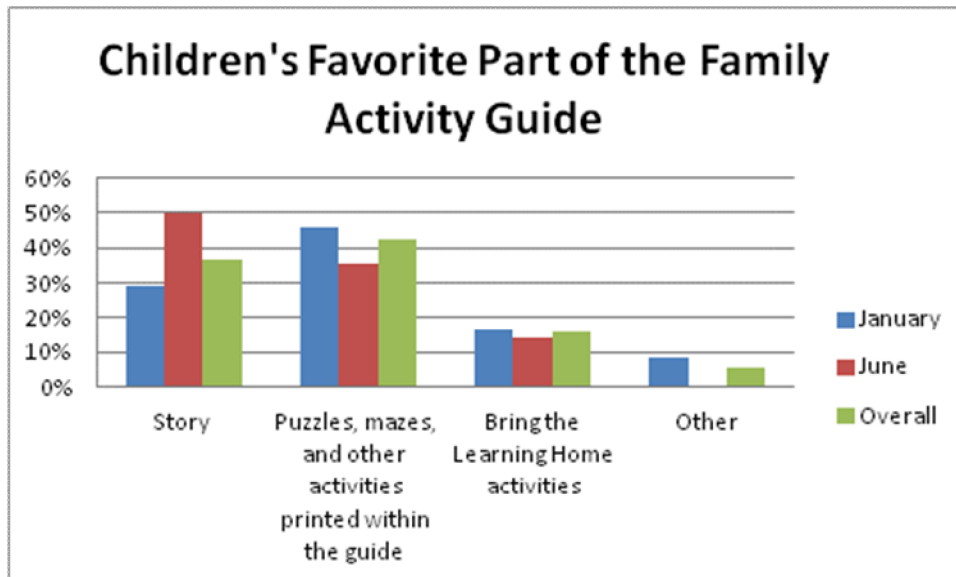
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Figure 7. Parent Feedback Regarding Family Activity Guide Usage



The parents also identified their child’s favorite part of the family activity guide. Overall, the puzzles, mazes, and other activities printed within the guide were most popular (Figure 8).

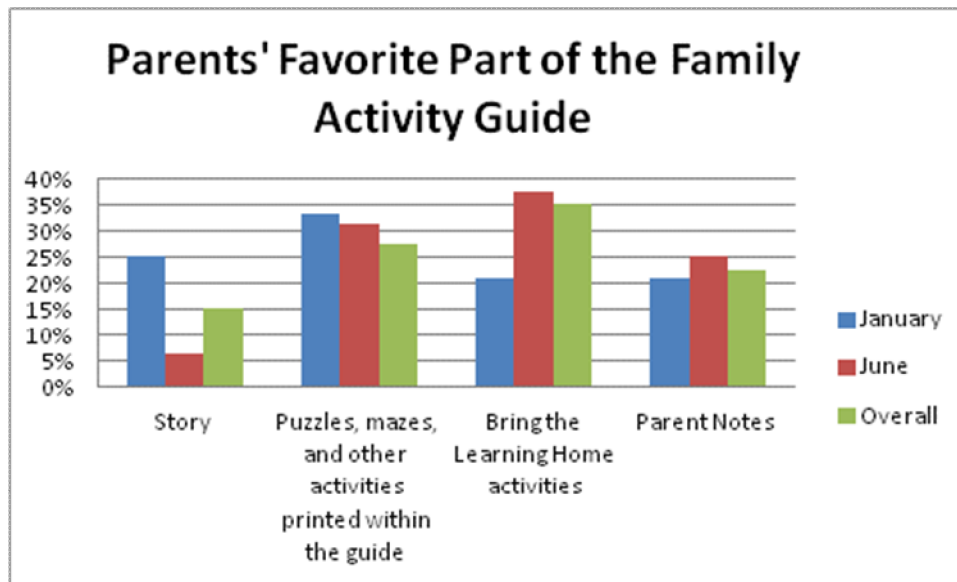
Figure 8. Children’s Favorite Part of the Family Activity Guide



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The parents identified their favorite part of the family activity guide. Overall, the most popular components are the Bring the Learning Home activities (Figure 9).

Figure 9. Parents' Favorite Part of the Family Activity Guide

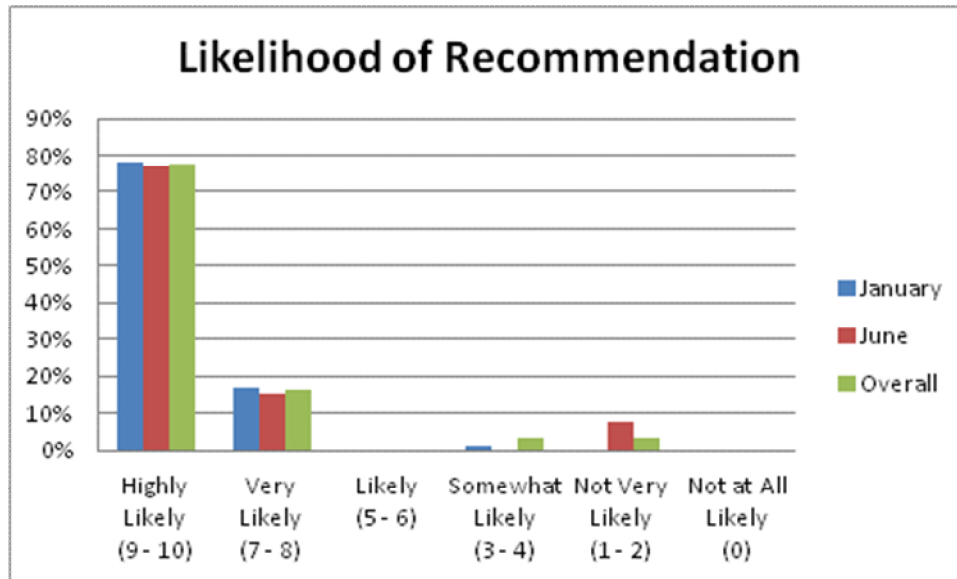


The parents were asked to rate their likelihood of recommending the ABC Music & Me Take-Home Kit on a scale of 0 (not at all likely) to 10 (highly likely). Ninety-four percent of the parents stated they were very likely or highly likely to recommend the Take-Home Kit.

In June, one parent indicated that she was not likely to recommend, but she also mentioned how happy her son was with the instruments. So, this response regarding recommendation may not reflect her impression of the program.

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Figure 10. Parents' Likelihood of Recommending *ABC Music & Me*



The parents were also asked to provide suggestions or additional feedback regarding the *ABC Music & Me* Take-Home Kit. All of the responses to this open-ended question are provided in Appendix B.

Summary and Conclusion

This study examined a widely used preschool program, Kindermusik's *ABC Music & Me*, an early childhood curriculum that uses bundled, thematic 30-minute lessons to help young children learn important language, listening, and social skills. SEG Measurement, an independent research firm, conducted a comprehensive study of the effectiveness of *ABC Music & Me* during the 2012 – 2013 school year using both quantitative and qualitative methods. The primary research question was to determine the extent to which preschool students who were instructed using *ABC Music & Me* as part of their preschool curriculum showed larger gains in language and literacy skills than comparable preschool students who did not use *ABC Music & Me*. In addition, the study collected information regarding teacher and parent perceptions of the program and its effectiveness.

This study employed a pretest-posttest, treatment-control group design. Students who were in classes that used *ABC Music & Me* comprised the Treatment Group. Students who were in classes that did not use any of the *ABC Music & Me* components comprised the Control Group. Student literacy skills as measured by the Phonological Awareness Literacy Screening (PALS) PreK Assessment were the outcome measure of interest. The PALS PreK was administered as both the pretest and posttest in this study.

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Differences in the Spring 2013 PALS scores were used as the basis for evaluating the effectiveness of *ABC Music & Me* on improving students' language and literacy skills.

Analysis of Covariance was used to evaluate the difference in PALS posttest scores (dependent variable) between the Treatment and Control Groups (independent variable) while controlling for the initial literacy measure of the students (covariate). For the 299 students with both pretest and posttest scores, the results show a significant difference in PALS posttest scores between the Treatment and Control Groups ($F=9.837$, $df = 1/298$, $p < 0.01$) when initial pretest ability is controlled. This represents an effect size of .24. A 95 percent confidence interval of the effect size ranges between .13 and .38. In other words, we have 95 percent confidence that the true effect size lies between .13 and .38. This level of growth reflects an increase in growth from the 50th to the 59th percentile, or 9 percentile points.

The effects were investigated to determine whether there were any differential effects by gender or ethnicity. The results indicate *ABC Music & Me* is equally effective for boys and girls and students of varying ethnicities.

Both teachers and parents would recommend *ABC Music & Me*. Teachers who used *ABC Music & Me* found it to be most effective in improving engagement, cooperation, vocabulary development, coordination, and attitudes toward learning. A comparison of teacher ratings of student literacy, music, social, motor, and mathematics skills showed greater growth for students who used *ABC Music & Me* than those who did not use *ABC Music & Me*.

The findings support for the effectiveness of *ABC Music & Me* in improving language and literacy skills of preschool students. With an effect size of .24 (or 9 percentile points), it is clear that *ABC Music & Me* offers a significant "leg up" over non-use. This is a substantial amount of impact, particularly given the wide range of other influences on early childhood development (e.g., teachers, parents, peers).

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Appendix A: Teacher Comments

Teacher Comments Regarding the Most Effective Components of ABC Music & Me

- The most effective aspects of the ABC Music and Me is that the children all participate and have fun doing the different activities each week. The lesson plan is easy to follow. The assessment forms from Fall to Spring show growth in many areas so it is exciting for teachers as well as parents to see the improvements over the school year. Overall I feel that the ABC Music and Me has now become a daily part of my lesson plan and I am looking forward to using the program next year.
- Music and Me has helped the children enjoy lessons taught throughout the day and appreciate music so much more. The children have grown with their listening skills and are able to express themselves verbally so much more in a positive way through the activities taught with "Music and Me". Thank you for your support this year with "Music and Me" instruction. I would love to use it again next year!
- The children loved the exposure to the instruments and variety of new music and stories.
- My students can sit and be 100% engaged in the whole music and me songs. They cooperate and pass and share the instruments. I loved the and stop direction. I use that in all aspects of my day.

Teacher Comments Regarding What They Liked the Best in the Lessons

- Keeping the kids moving
- The songs and the story. I like the repetition of the story.
- The instruments were provided
- Interaction with the children and how they sing songs while at their play
- The catchy tunes and the musical instruments
- The upbeat songs-The children really were involved with the songs
- The cards and children's reaction to them. The vocabulary and conversation was shared by most of the children. I noticed the Hispanic children participating in the conversations about the pictures.
- The music and movements that went really well together. Kids liked the pace Not too much down time.
- The songs and movements involved in the lessons

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- The way the children are engaged in the songs and they like the story. By the end of each lesson, they 'read' along with the story teller. It has been a very good experience for the children and they don't even know they are learning.
- The children enjoy doing the activities.
- Seeing the children's enthusiasm while participating with the instruments.
- The children's involvement.
- The children participating in the movement activities, especially Allee Galloo.
- Children participating in music and movement. The children are getting a better understanding of following a beat.
- The ice skating activity.
- The children got a kick out of trying to balance the paper plates on their heads during the Japanese Rain Song.
- Singing and playing with falling "sowflake tissue". Pretending to ice skate to music.
- The children enjoyed the ball tossing game and marching.
- Playing bells and shakers to parade music. Marching to music. Making animal sounds. Moving like balloons. Shoofly Pie Interactive.
- Animals A-Dancing, Storytime, Instrument Play-along, Roly Poly, Old Joe Clark Playing rhythm sticks
- The children enjoyed using the rhythm sticks while listening to Old Joe Clark.
- The fingerplays, using egg shakers and rhythm sticks.
- Sounds on the Farm. Cows in the Kitchen. Finger play with Clever Cows. Playing bells to The Little Dotted Cow.
- The children enjoyed using the egg shakers when listening to Shake, Shake the Apple Tree and rhythm sticks to My Farm. They liked the fingerplay to Ten Fluffy Chicks and filling in words to Cows in the Kitchen.
- The children enjoyed doing the finger play and using the sandblocks and storytime.
- I enjoyed the enthusiasm that the children had with the activities and the way the parents were interested in the Music and Me Program. Also the children really got involved with the activities and music related movement.
- The enthusiasm of the students about singing the "Peanut butter and jelly song".
- It really helped the children use their imagination and think about different kinds of weather. The children really got into the instrumental songs with movement.
- The topic of the farm has really been a favorite with the children. They can relate to the different farm animals and are listening and moving well with the activities in this lesson. Farm animal are more concrete to relate to.
- The enthusiasm of the students with this lesson.
- The way that the children participated with the musical activities.

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- How excited and well the students worked at the musical activities.
- It's a great assessment tool for those going into kindergarten however for the younger kids it is a bit too much as far as PALS goes.
- The students are very excited about it.
- the music is great
- the story is cute this time.
- The students were very engaged.
- The children loved using the sand blocks. They would ask for them on days when we weren't scheduled to do the Music & me program.
- Just started the Outside My Window unit. I liked how the Hello song was the same with just a couple of variations. The children are really beginning to learn the routine and look forward to their music & me time.
- The timing was great as the weather has been very rainy and we are using the "Outside My Window" unit, so the kids are singing the songs on their own outside of our M&M time.
- The children were well engaged.
- The children enjoyed the new songs.
- The children have been very engaged in this unit, much more so than last month (Let's Play). Not sure why because the componenets are similar, but this theme has kept their attention much more.
- The carnival theme was a lot of fun for the kids, they were very engaged during this theme.
- The children especially LOVED the rythym of "wishy washy wee!" AND the bubbles!!
- This unit was very engaging for the students! They loved all of the songs about transportation especially Going, Going, Going, Gone!
- The kids LOVED the Beep! Beep! song where they got to drive around the room and stop/go on command.
- I like the transition times on the cd.
- I liked this lesson better than the lesson from the last 2 weeks.
- The kids loved the Jack in the Box activities
- I liked the tiptoe song and the new activites
- We like the story for carnival of music, they like saying shoe fly pie
- We liked making the weather sounds
- They liked dancing around and making animal noises.
- They liked the real animal sounds and they loved the driving on to the farm song
- They loved riding the bikes on the ground and star gazing!
- I liked starting a new unit and reading a new story

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Teacher Comments Regarding the Least Effective Components of ABC Music & Me

- Sometimes the activity and noise got a little loud, but I love where the instruction gives them instructions when to stop an activity.
- I didn't feel that there were any least effective aspects.
- Some of the units were repetitive and I would have liked more variety.
- All the aspects seem to be effective for the students.

Teacher Comments Regarding What They Liked the Least in the Lessons

- Not having enough time to pass the instruments out before the music ends.
- Having to hunt for the songs and switching the music off and on
- No having socks to give the children
- The starting and stopping of the cd
- "Having to go out and buy cups for the horse sound - One good thing is I'll have them for next year"
- The way we have to back track on the CD's
- I cannot think of anything.
- It would have taken me too long to view the Activity Demonstration because of the fifteen minute weekly lesson plan I use. Skipping around.
- Fifteen minute lesson plan not matching to CD.
- I have several students. We could use a longer song to pass out instruments.
- TaRa Ra Boom De Ay The children had a difficult time keeping beat with rhythm sticks. The Merry Go Round It was confusing to hold scarves, sit down, hammer, pick up scarves again. The song could have been longer.
- Merry Go Round. Too many transitions. Song could be longer.
- Pig Sounds - A little difficult for children to immitate. A duck or cow would be easier.
- Rolling like pigs. With 18 children they were bumping into one another.
- I liked Sourwood Mountain, but it was a quite long.
- Longer playing time when putting instruments away.
- I can't think of anything.
- The time of day we do the activity is sometimes a little rushed.
- Some of the children were tired at the beginning of one session and didn't want to participate in the Music and me activities. It was no problem with your program though.
- gaining the children's attention again after the act like the different animal and getting them to listen. The children really get into acting like farm animals.

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- With so much to do the first few weeks of school this was just one more thing to try and get done. I feel like I am really far behind.
- I was pleased with all aspects.
- There was nothing that I didn't like. The only part that I had to laugh at myself at was using the paper plates for ice skates. The only plates I had available were foam and the use of paper plates really should have been stressed because my plates kept snapping and I needed to replace many sets throughout the song. Whoops! Live & learn :)
- I liked everything :-)
- There was nothing negative.
- There was nothing that I disliked.
- There was nothing I disliked.
- Nothing. It was all great.
- Nothing! All components were very engaging.
- I used the wrong cd and was having a hard time lining the lesson with the cd, but once I got the right cd it was great!
- Some of the dance songs are too long and doing them the second time the kids get a little bored.
- I don't have a jack in the box to demonstrate for my children, it would have been nice to have one included.
- The pass the sun games was hard for them to understand with such a quick introduction.
- The marching music is too long
- It was very redundant with the window making and looking out of
- Nothing it was one they really liked.
- There were a lot of instruments they needed for short periods of time. It took us longer to pass them out and collect them than use them.
- It seemed shorter than usual.
- I didn't like that the lesson called for materials that were not provided. This week we needed spoons. I do not have enough spoons to provide 32 spoons for 2 songs. We used our sticks instead.

Other Teacher Comments and Suggestions

- Music and Me is great! Thank you for all of your great work and ideas!
- I think the program was good for the children. They enjoyed the songs and sang them while going from one point to the next. Such as singing when we are lined up to go to the restrooms, lunch or the playground and going to meet the parents for pick up.
- I had to find cups and a puppet for some of the lessons. It would have been helpful to have the puppet available. The cups can be bought and they don't last very well anyway. A CD for shorter

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lesson so you don't have to stop and search for the number you need next. Example: Lesson 3&4 15 min.(b) 25, 34, 35, 36, 37, 44, 45,46, and then 48. A lot of jumping around for a short lesson.

- Teacher's guide book with ring binder. I folded and refolded the Teacher's guide book so much. I hope it holds up to many more uses.
- It would be nice to have the CD songs and activities in order without having to fast forward.
- I don't think the parents are using anything, but the CD and instruments that are included
- I have 20 children to pass out the musical instruments to and it seems some of the time we run out of music before the instruments get around to all children. I have to stop tape to finish passing them out or to collect them.
- I would like to see added time on the music for instrument distribution.
- I would keep the songs in order on the CD for the lessons. I think that would eliminate the hunt.
- I would add socks
- Keep the cd's in order and not have to jump back and forth. I do the 15 minute lessons
- I would have added the cups to the packet
- I would add puppets and/or socks to the appropriate lesson
- More time to pass out snowflakes. (tissue)
- Make adjustments to songs instead of removing.
- Rolling like pigs.
- I like the activities and the program just fine and can't think of anything that should be added or taken away.
- I like all oof the program- especially the repetition.
- Since music relates to math you could also assess on that as well. Counting and following a pattern.
- The penguin movement in lessons 3/4 seems a little disconnected. I see how it ties in with the bathtime story, but perhaps another bathtime movement rather than the penguin.
- I would like to have lessons 1 and 2 be slightly different. Not just different props but one or two songs or dances that were in one and not the other.
- I would have liked more to the Golden Bear story, it was kind of boring for the children the fourth time in class.
- No it was really great this week!
- Change the spoons or provide them.

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Appendix B: Parent Comments

Parent Comments from January 2013 Survey

- My son has really enjoyed the program! He listens to the CD at least twice a week.
- My son loves listening to the CD. I think it helps support memorization and rhyming. Any time music can be incorporated in the classroom, it provides students the opportunity to connect with their musical intelligence.
- I think this is a worthwhile program and my son loves it! Thanks!
- It's educative and helps very much. Thanks.
- We find lots of ways to use the instruments...making patterns with the sounds and such. She likes it a lot - very fun!
- It is very good because it helps all of us, both the parents & kids also
- [My daughter] enjoyed the kit. She liked the CD so she could act out and sing and play along!
- She loves them to good We do it ever nite be for bed Thanks you She likes this stuff.

Parent Comments from June 2013 Survey

- Wish they had these when my other 2 children were younger.
- [My son] loves the musical instruments that are included
- She loves ABC music she sings a long with it
- Les agradezco por que mi nina se desenvueve mas y participa mas. Y se comunica mas.
Muchisymas Gracias
- Our son loves doing the music & me. We keep the CD's in our car and listen to them while we drive too :)
- Would love more instruments! We have a special bin just for Music and Me with the CD's, family activity guides and instruments. [My son] loves getting out the bin for "music class" every week!
- [My daughter] loves to read the story over and over again, and gets excited to do the activities in the book.
- Very good activities on the CD. The quality and variety of the music selections are very positive. My daughter takes pride in reciting verses and singing along with the CD's. We use the puzzles & games for when we wait in a Dr's office or restaurant. It has been an enjoyable program.
- The only thing that I would like to see is more activities in the book. We read the story over and over but once mazes or things you draw on are done it's over.
- My son loves ABC Music & Me! I think this program is amazing for learning, listening and social skills.