

the Wolf School



December 2014 News

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Spotlight on Students

Holiday Hilarity



What do Marion the Librarian, 3 wacky Lunch Lady Sisters, Spaghetti Monsters, a crazy bus driver, and whipped cream have in common? They were all part of a performance of *Montana Jones and the Gymnasium of Doom* by members of the Middle School theater elective.

The play was just one of the highlights of our Holiday Show, held the last day of school before winter break. Our lower school students sang songs they helped compose in music class and Classroom 5's amazing Boomwhacker Orchestra performed their rendition of the Dreidel Song that you can listen to here:



The Dreidel Song by Room 5 Boomwhacker Orchestra

Spotlight on Wolf

New Annual Report Highlights Achievements and Supporters

Our latest Annual Report celebrates Wolf's 15th Anniversary and pays tribute to our many donors and supporters from the 2013-2014 fiscal year. Take a look [here!](#)

TheBay

Wolf in the News

The Wolf School story is spreading! This article in the December issue of *The Bay Monthly Magazine* gives a great overview of our innovative model and presents one family's experience. Check it out [here](#).



Spotlight on Research

ASHA Poster Session Demonstrates Cognitive Growth

Cognitive Growth of Eighth Graders in an Immersion Model

Anissa Khouri, M.A., CCC-SLP, the Wolf School, & Leah Garvey, M.A., CCC-SLP, the Wolf School

Introduction

The immersion model is described in the poster with description and implementation by the Wolf School in East Providence, Rhode Island. This model was developed to provide a unique educational environment for students with hearing difficulties and is based on a multidisciplinary team of teachers, occupational therapists, and speech-language pathologists collaborating to provide development of language, academic, and sensory integration skills. The poster discusses measures of academic function in comparison to a class of eighth grade students who have attended the Wolf School varying from two to seven. It also describes the professional education.

Description

Students of the Wolf School generally present with deficits in social pragmatics, academics, receptive and expressive language, and sensory processing. The model also has a variety of different disorders (e.g., Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Learning Disability, Speech Sound Disorders, and/or Anxiety Disorders). The Wolf School provides a curriculum with emphasis on the Common Core Language Arts, Math, Social Studies, and Science. This curriculum incorporates the Immersion Model to address each student's unique needs and abilities. The Immersion Model is a teacher presents academic content and objectives, while the occupational therapist and speech-language pathologist collaborate with students with hearing difficulties. The Wolf School Immersion Model may include strategies and activities throughout the school and include:

- Multiple 5 minute individual student support
- Multiple 5 minute student support
- Multiple 5 minute student support
- Sign at the Wolf School support students' cognitive growth and executive functioning skills. Student's comprehension is developed through work on auditory problem solving, active, reflective study, and collaborative learning opportunities. A focus on literacy (e.g., story arc, comprehension strategies, summarization, and graphic organizers) is provided. Working memory skills, oral language skills, and social skills are also developed through graphic organizers and other visual supports.

These strategies promote the development of students' perceptual reasoning, planning, and working memory. Students who require more time to process information benefit from repeated, multi-sensory exposure. All of these supports, which are a result of the immersion model, challenge cognitive development and growth in students' executive functioning skills.

Results

Student	Year	Pre	Post	Pre	Post
A	Verbal Comprehension	2007	10	2153	134
	Reading	2007	10	2091	101
	Math	2007	10	2153	90
C	Verbal Comprehension	2008	10	2153	90
	Reading	2008	10	2153	140
	Math	2008	10	2153	90
D	Verbal Comprehension	2007	10	2153	90
	Reading	2007	10	2153	100
	Math	2007	10	2153	100
E	Verbal Comprehension	2010	10	2153	100
	Reading	2010	10	2153	100
	Math	2010	10	2153	100
F	Verbal Comprehension	2010	10	2153	100
	Reading	2010	10	2153	100
	Math	2010	10	2153	100
G	Verbal Comprehension	2010	10	2153	100
	Reading	2010	10	2153	100
	Math	2010	10	2153	100
H	Verbal Comprehension	2010	10	2153	100
	Reading	2010	10	2153	100
	Math	2010	10	2153	100
I	Verbal Comprehension	2010	10	2153	100
	Reading	2010	10	2153	100
	Math	2010	10	2153	100
J	Verbal Comprehension	2010	10	2153	100
	Reading	2010	10	2153	100
	Math	2010	10	2153	100
K	Verbal Comprehension	2010	10	2153	100
	Reading	2010	10	2153	100
	Math	2010	10	2153	100
L	Verbal Comprehension	2010	10	2153	100
	Reading	2010	10	2153	100
	Math	2010	10	2153	100
M	Verbal Comprehension	2010	10	2153	100
	Reading	2010	10	2153	100
	Math	2010	10	2153	100
N	Verbal Comprehension	2010	10	2153	100
	Reading	2010	10	2153	100
	Math	2010	10	2153	100
O	Verbal Comprehension	2010	10	2153	100
	Reading	2010	10	2153	100
	Math	2010	10	2153	100
P	Verbal Comprehension	2010	10	2153	100
	Reading	2010	10	2153	100
	Math	2010	10	2153	100
Q	Verbal Comprehension	2010	10	2153	100
	Reading	2010	10	2153	100
	Math	2010	10	2153	100
R	Verbal Comprehension	2010	10	2153	100
	Reading	2010	10	2153	100
	Math	2010	10	2153	100
S	Verbal Comprehension	2010	10	2153	100
	Reading	2010	10	2153	100
	Math	2010	10	2153	100
T	Verbal Comprehension	2010	10	2153	100
	Reading	2010	10	2153	100
	Math	2010	10	2153	100
U	Verbal Comprehension	2010	10	2153	100
	Reading	2010	10	2153	100
	Math	2010	10	2153	100
V	Verbal Comprehension	2010	10	2153	100
	Reading	2010	10	2153	100
	Math	2010	10	2153	100
W	Verbal Comprehension	2010	10	2153	100
	Reading	2010	10	2153	100
	Math	2010	10	2153	100
X	Verbal Comprehension	2010	10	2153	100
	Reading	2010	10	2153	100
	Math	2010	10	2153	100
Y	Verbal Comprehension	2010	10	2153	100
	Reading	2010	10	2153	100
	Math	2010	10	2153	100
Z	Verbal Comprehension	2010	10	2153	100
	Reading	2010	10	2153	100
	Math	2010	10	2153	100

Discussion

Improvements were noted in all students in at least 1 of the areas of perceptual reasoning, working memory, processing speed and verbal comprehension. These students showed an average of 8.7 points of growth in verbal comprehension, working memory, processing speed and verbal comprehension. Students received an average of 10.7 points of growth in verbal comprehension, working memory, processing speed and verbal comprehension. In reading and math, students showed an average of 12.3 points and 3 points' perceptual reasoning scores showed an average of 12.7 points of growth.

Conclusion

The results of this paper demonstrate a positive correlation between exposure to the Wolf School Immersion Model and growth in students' perceptual reasoning, working memory, processing speed and verbal comprehension. These results indicate that the Wolf School Immersion Model may be a viable option for students with hearing difficulties. Further research is warranted with larger populations in order to make a firm conclusion for a results comparison.

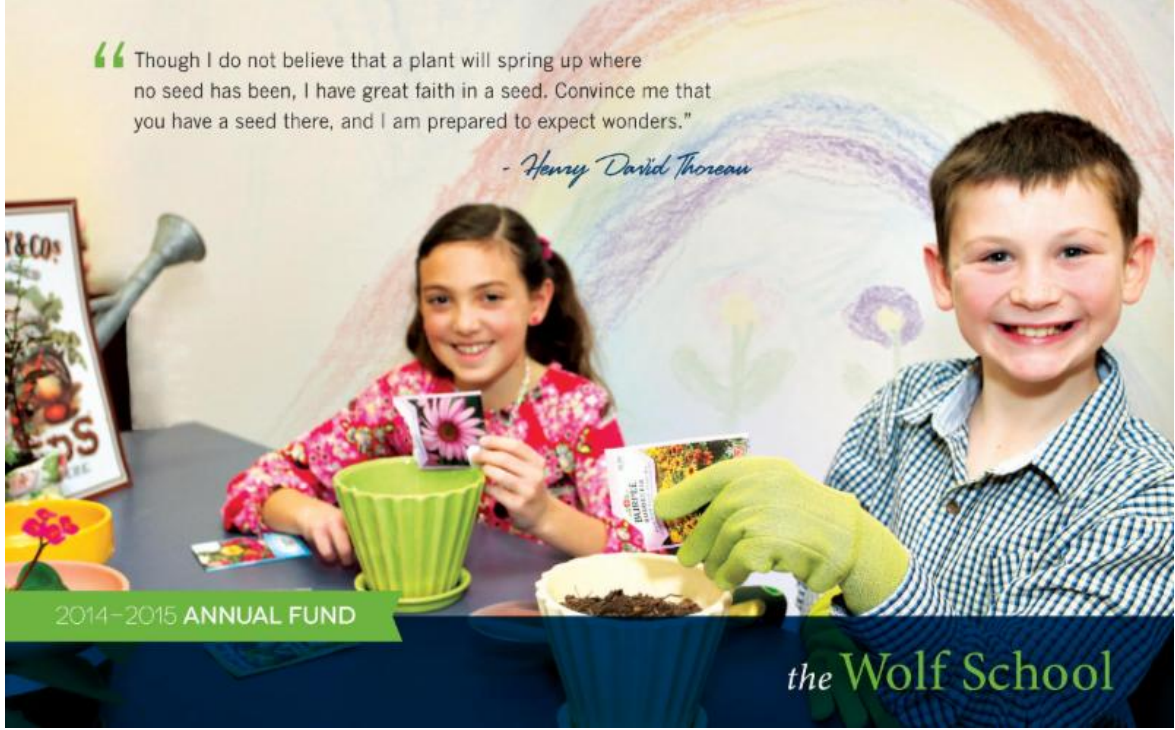
Acknowledgments

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Two Wolf Speech and Language Pathologists, Anissa Khouri and Leah Garvey, recently had a Poster Session accepted at the American Speech-Language-Hearing Association (ASHA)'s national convention in Florida. Comparing neuropsychological testing over time of seven Wolf eighth grade students, improvement was found in perceptual reasoning, working memory, processing speed and verbal comprehension. See their poster [here](#).

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