

December 11, 2012

## The Wolf School Newsletter



### Wolf News

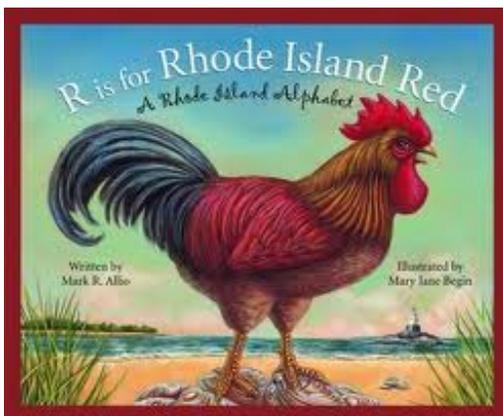
#### Author Visit Highlights Annual Book Fair

Award-winning illustrator and children's book author [Mary Jane Begin](#) visited The Wolf School's Book Fair last Friday for a fun and inspiring reading of her latest book, *The*

*Sorcerer's Apprentice*. Known for many beloved children's picture books, locals may best recognize her alphabet book, *R is for Rhode Island Red*.



Mary Jane Begin reads to Wolf students from her latest book, *The Sorcerer's Apprentice*.



During a question and answer time students learned that the cover for this book is from a painting. They also learned that *The Sorcerer's Apprentice* is the first book Ms. Begin both illustrated and wrote, and that of all the

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stories she worked on, her favorite was *The Wind in the Willows*.

Students also read their own stories in front of faculty and classmates and shopped at the Book Fair to round out this exciting literary day!

For more photos from our Book Fair and author reading visit The Wolf School's [Facebook Page](#).

## Wolf Staff Present Poster at National Conference

Two of Wolf's speech and language therapists, Rachel Best and Anissa Khouri, were accepted to present at a poster session at the 2012 [American Speech-Language-Hearing Association \(ASHA\)](#) national convention in Atlanta, GA.

Attended by over 10,000 professionals and highlighting the latest research in the field, this convention was an extraordinary opportunity to showcase Wolf's Immersion Model.

The poster showed significant improvement in expressive and receptive language over a three year period for students receiving integrated speech and language supports through The Wolf School Immersion Model. In addition to quantitative test results demonstrating improvement, qualitative reports from teachers and parents observed more complex speech usage in the classroom and at home.

[Click here](#) to view or download the poster.

For more information about research at The Wolf School contact Lise Faulise at [lfaulise@thewolfschool.org](mailto:lfaulise@thewolfschool.org).

**The Wolf School E-news** hopes to keep you updated on our latest news, learnings and activities throughout the year.

Feel free to forward this email to friends, family, colleagues or anyone else you think might be interested in our unique educational programs for complex

**the Wolf School**  
**The Immersion Model:**  
Impact on Receptive and Expressive Language  
Rachel Best, M.S., CCC-SLP, the Wolf School & Anissa Khouri, M.A., CCC-SLP, the Wolf School

**Introduction**  
The Immersion Model was created to provide a unique educational environment for children who are complex communicators with oral language impairments. This model is designed to provide a rich, natural language environment for children with oral language impairments. The model includes integrated speech, language, and cognitive supports that are designed to support the child's overall development and to help the child become a more effective communicator.

**Description of Model**  
The Wolf School provides a unique educational environment for children who are complex communicators. The model is designed to provide a rich, natural language environment for children with oral language impairments. The model includes integrated speech, language, and cognitive supports that are designed to support the child's overall development and to help the child become a more effective communicator.

**Methods**  
In order to evaluate the impact of the Immersion Model on children and to measure the effectiveness of the model, we conducted a study that involved data from a range of standardized tests.

**Results**  
**CELF-4 Scaled Scores and Percentiles**

CELF-4 Subtest	2008 Scaled Score	Percentile	2011 Scaled Score	Percentile
Receptive Vocabulary	7	10%	8	10%
Expressive Vocabulary	1	2nd	8	21%
Word Classifications	6	5th	8	10%
Word Classes	2	2nd	5	5th
Phonology	12	75th	14	81st
Formal Syntax	4	2nd	11	15th
Language	5	5th	8	10%
Language Composite	9	27th	14	51st
Language Quotient	6	10th	8	10%
Spoken Vocabulary	7	10th	10	15%

**CELF-4 Average Scaled Scores and Percentiles**

CELF-4 Subtest	2008 Scaled Score	Percentile	2011 Scaled Score	Percentile
Receptive Vocabulary	0.5	10th	7.6	24th
Expressive Vocabulary	0.5	25th	3.75	20th
Formal Syntax	0.25	2nd	10.25	53rd
Language Composite	7	15th	8.75	16th

**Discussion**  
When the study began in 2008, all students had low scores on receptive and expressive language. After 3 years of immersion, results showed significant growth in all language areas. The study was designed to measure the impact of the Immersion Model on children with oral language impairments. The study was designed to measure the impact of the Immersion Model on children with oral language impairments.

**Conclusion**  
The study showed that the Immersion Model had a positive impact on children with oral language impairments. The study showed that the Immersion Model had a positive impact on children with oral language impairments.

**Acknowledgements**  
The authors would like to thank the following individuals for their support and assistance in the study: [List of names]

Poster presentation describes impact of Wolf's Immersion Model on language.

learners.

We hope you enjoy hearing from us, but if you would like to unsubscribe to this e-news at anytime, just click below or email [Marie Esposito](#), Director of Institutional Advancement.

### **Our Mission**

*The Wolf School is dedicated to providing an educational environment where children with learning differences become successful, secure learners. Our intensive and integrated model enables children to discover and utilize their strengths and talents by meeting their academic, social and emotional needs.*