Abstract
Two subjects were chosen from the Even Start Program for children whose parents have less than a high school education. The subjects were tested using standardized and criterion-referenced tests. A pretest-posttest design was implemented to measure expressive and receptive language. Increases in expressive and receptive vocabulary were observed with both subjects.

Purpose
To explore the vocabulary development that occurs in children who are involved in an early intervention program and considered “at risk”.

Method
- The Even Start Literacy Program is intended to help break the cycle of poverty and illiteracy and improve the educational opportunity of low income families by integrating intensive early childhood education, adult literacy or adult basic education including support for English language learners and parenting education (Jackson & St. Clair, 2000).
- Pretest-posttest design served as framework.
- Standardized measures of vocabulary were administered prior to the study.
  - Peabody Picture Vocabulary Test-Third Edition (PPVT-3; Dunn & Dunn, 1997).
  - Measures receptive vocabulary at the single-word level.
  - Measures expressive and receptive language.
- The children were tested using a researcher created criterion-referenced measure.
- The vocabulary used for testing was selected by the Even Start teacher using the Pre-K Weekly Reader as a basis for thematic units.
- The testing stimuli was comprised of photographs and picture communication symbols. Figure 1 illustrates an example of testing stimuli.

Results
Intervention
- Teachers presented the new vocabulary weekly using the Pre-K Weekly Reader’s thematic units.
- The classroom was set-up for each unit with a reading station, math station, and art station, focusing on each week’s vocabulary from the weeks theme.
- Finally, parents presented the vocabulary for each theme through weekly activities outside of the school environment.

Subjects
Table 1. Demographics

<table>
<thead>
<tr>
<th>Subject 1</th>
<th>Subject 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
</tr>
<tr>
<td>Age</td>
<td>4 years 3 months</td>
</tr>
<tr>
<td>PPVT-3 SS</td>
<td>108</td>
</tr>
<tr>
<td>PLS-4 Receptive SS</td>
<td>100</td>
</tr>
<tr>
<td>PLS-4 Expressive SS</td>
<td>102</td>
</tr>
<tr>
<td>PLS-4 Total Language SS</td>
<td>101</td>
</tr>
</tbody>
</table>

Conclusion
An interdisciplinary literature-based program increases expressive and receptive vocabulary.

Limitations & Future Research
- Due to the low number of children involved in this study, it needs to be replicated with larger numbers of children from different age groups.
- The informal test needs reliability and validity measures.
- Test performance on both photographs and symbols
- The outcomes could result from other variables outside of intervention:
  - Typical development
  - Maturation
  - Television

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