

Counting (by age 5 ½)

- **Count Syllables**
 - How many parts in the word basketball?
- **Count Sounds (Phonemes)**
 - How many sounds in lake?

Blending (by age 6)

- **Blend word parts / syllables**
 - Bas-ket-ball
- **Blend sounds / phonemes**
 - B-a-s-k-e-t-b-a-l

Separating (by age 5)

- **Compound words**
 - Separate parts of baseball
- **Two-syllable words**
 - Separate parts of shower
- **Three-syllable words**
 - Separate parts of beautiful

Isolating (by age 6)

- **Initial Sound**
 - First sound in cat
- **Final Sound**
 - Last sound in cat
- **Medial Sounds**
 - Middle sound in cat

Manipulating (by ages 7-9)

- **Add sounds (initial → final → medial)**
 - Add /k/ to the beginning of "at"
- **Delete sounds (initial → final → medial)**
 - Say the word "cat" without /k/
- **Substitute sounds (initial → final → medial)**
 - Say "bat"; now change /b/ to /k/

Why is this part of OUR job?

SLPs are specialists in the area of sounds and understand the relationships – no one else understands this the way we do!



A lack of phonemic awareness will result in a disabled reader by third grade!

PA helps students learn to read.

PA helps young students learn to spell and decode words.

If students can't differentiate sounds, then letters have no meaning!

PA is needed before AND after learning to read.

Phonics is ineffective without understanding PA first.

WAIT! So what's the difference between phonics and phonological awareness???

Phonics is NOT the same as PA!

Phonological Awareness	Phonics
• Focus is on <u>sounds</u> in words	• Focus is on <u>orthographs</u> (letters) in words
• Mastery supports <u>pre-reading</u> skills	• Mastery supports <u>reading</u> skills
• Practice is <u>auditory</u>	• Practice is <u>visual</u>
• <u>Examples</u> : what word <u>sounds like</u> "cat"? What <u>sound</u> do you hear in the beginning of "cat"?	• <u>Examples</u> : "l before e except after c..."; "ph" says /f/

Interventions at Lewis and Clark Elementary in Fort Zumwalt School District

Lewis and Clark Elementary

- 44% Free and Reduced Lunch for 2013-2014
- % English as a Second Language
- Title I Reading Building
- Grades 3-5
- Attached to a K-2 building

Referral Process

Teacher Training

- what PA is and how it differs from phonics;
- why it is important;
- how to identify flags
- Asked teachers to refer students with weaknesses

Flags

Confuse sounds / words

Difficulty spelling from dictation

Strong listening comprehension /
poor reading comprehension

More Flags

Trouble connecting a sound to a written symbol

Difficulty rhyming

Difficulty recognizing a word from given parts

Classroom Strategies

- Key Points for Classroom Teachers:
 - Focus on Sounds not Letters!
 - Repetition is key even in small increments
 - Weak memory / auditory skills often accompany weak PA
 - Using visual and tactile cues increase success

Incorporating in a Classroom

- Sign up for extra computer time
- Establish a center during reading
- Computer activities
- Listening center
- Folder games from ferr.org
- Re-evaluate "down time" (e.g., 5 minutes before recess, bathroom breaks, 10 minutes at start / end of day, etc.)
- Alternate PA time with read aloud time
- Count sounds and syllables with word study / spelling

Finding Prompts

- Use your spelling list
- "Phonological Awareness Implementation Activities" (Ponder / Bullock)
- "Working out with Phonological Awareness"
- "101 Multi-Sensory Activities for Reading"

No Materials? No Problem!

- Use the students!
- Have students represent sounds or syllables
- Count syllables, delete syllables, add syllables
- Manipulate using students as sounds
- BE CREATIVE!
- Encourage students to brainstorm words using chunks

Back to Screening...

- Screened teacher referrals
- Screened all Title I students
- Screened all students receiving Basic Reading through IEP
- Students previously participating in PA Intervention Program

Trained Support Personnel

- Utilize Paraprofessionals, Clerks, Title I Reading Specialist, ANYONE!
- Proper Assessment Protocols:
 - Quiet, well-lit, 1:1
 - Focus / remind students thinking about sounds NOT letters
 - Do NOT reinforce correct / incorrect responses
- Many skills are foreign to students – model but do NOT teach

Screener

- 10 prompts for each skill
- 15-25 minutes

Components of Screener

1. Rhyming Discrimination

2. Rhyming Identification

3. Rhyming Generation

1. Count syllables

2. Count sounds

1. Blend syllables

2. Blend phonemes

1. Separate syllables

1. Isolate initial sounds

2. Isolate final sounds

3. Isolate medial sounds

1. Add phonemes

2. Delete phonemes

3. Substitute phonemes

“Qualification”

Score <80%

Full Program start to finish

Score 80-85%

Direct instruction in specific skills of weakness

Implementation of Interventions

- PA Implementers are given a list of students with specific skills to target in order
- Provided with a systematic program of progression developed by Bullock and Ponder
- Provided materials such as chips, blocks, markers, scissors
- Resources from www.fcrr.org, www.starfall.com, www.quia.com, Earobics

Implementation of Interventions (cont.)

- 5 minutes a day, 4-5 days a week
- Target only one skill each session
- Mastery considered 80% for 2 consecutive days
- Report back to SLP as needed or once student masters PA skills
- Reminded to focus on sounds NOT spelling
- MODEL!

Informal Observations

- Students made progress with reading as measured by their Developmental Reading Assessment level (DRA)
- Most students did not need to participate two consecutive years
- Those that did were already receiving SpEd services for reading or have a LI

Formal Assessment

Formal Assessment

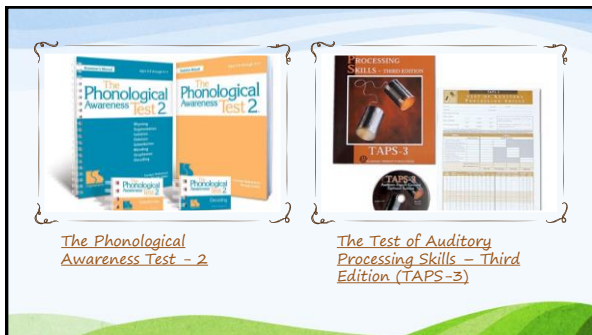


Wechsler Individualized Achievement Test – Third Edition (WIAT-III)

“Pseudoword Decoding” subtest



Comprehensive Test of Phonological Processing – Second Edition (CTOPP-2)



Tips and Tricks

- Rhyming
 - Auditory Bombardment
 - Dr. Seuss books or other books loaded with rhyming
 - Repeated readings
 - Auditory Discrimination
 - Use pictures, not written words
 - Thumb / fingers = onset / rime

Tips and Tricks

- Counting Syllables
 - Clap the syllables
 - Hand on chin
- Counting Sounds
 - Tap the sounds
 - Touch boxes on paper
 - Move chips, felt pieces, paper, toy cars, blocks

Tips and Tricks

- Start small (2 sounds → 3 sounds → 4 sounds)
- Increase difficulty by adding sounds and blends
- Make it visual AND tactile

“Florida Center for Reading Research” (fcrr.org)

- “For Educators” → “Student Center Activities”
- Grades 2-3: Phonemic Awareness
 - Part One: Phoneme Matching or Phoneme Isolating
 - Part Two: Phoneme Blending or Phoneme Segmenting
 - Part Three: Phoneme Manipulating
- Grades 4-5: Advanced Phonics
 - Part Two: Syllable Patterns

“Earobics”

- Computer software
- Count sounds
- Blend syllables / sounds
- Isolate sounds
- Manipulate sounds
- Overall increases auditory awareness

“Quia” (www.quia.com)

- “Visit Quia Web” → “Shared Activities – Go” → “Speech Therapy”
- Enter Keywords:
 - Phonological Awareness, Phonemic Awareness, phonemes, rhyme, rhyming
- Games:
 - “Rags to Riches” (Who Wants to Be a Millionaire)
 - “Battleship”
 - “Challenge Board” (Jeopardy)

FREE!

“Quia”

- Books / Activities:
 - *Sheep in a Shop* by Nancy Shaw
 - *Caps for Sale* by Esphyr Slobodkina
 - *Where Once there was a Wood* by Denise Fleming
 - *Duck in the Truck* by Jez Alborough
 - *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault
 - *Click Clack Moo, Cows that Type* by Doreen Cronin

FREE!

“Starfall” (www.starfall.com)

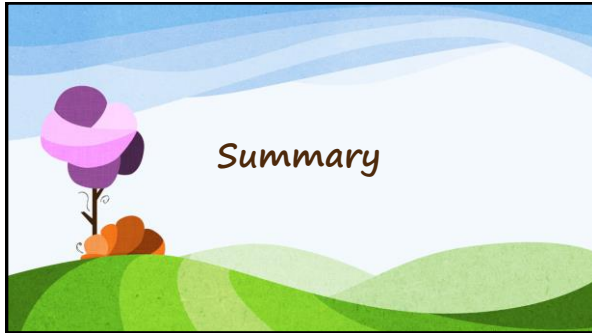
- Select “Learn to Read”
- Choose a chunk or pattern under “Play”
- Make a word using the chunk to make a pattern
- Emphasizes sounds / phoneme manipulation
- Negatives:
 - More primary
 - Uses the orthograph

FREE!

A note on Memory...

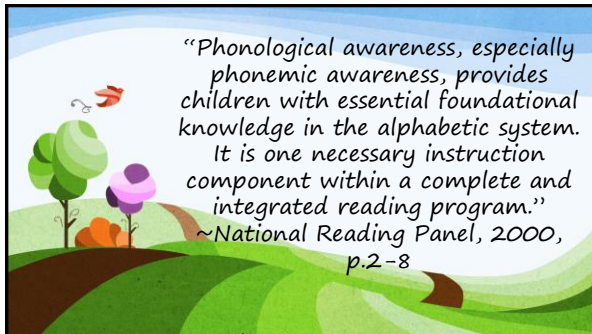
Consider this...

- Weak auditory skills often results from weak working memory
- Increase memory with games:
 - “We’re going on a picnic...”
 - ID students with weak memory and give them jobs (“After recess, help me remember to...”)
 - “Be my parrot. Repeat after me...”
 - Repeat sentences, letters, numbers
 - Reverse letters / numbers



WHY?

- Addressing PA weaknesses is a critical intervention point for struggling readers
- Must focus on understanding and awareness of sounds before children can understand the connection between sounds and letters



SLPs are the PROs!

- YOU can help make this happen for students!
- YOU can help increase teachers' awareness to the importance of PA!
- YOU can help struggling readers!