

Phoneme Segmenting

Objective: To increase skill in phoneme segmenting for students who

- Have not yet mastered this skill

Materials: List of words for segmenting

Sequence:

1. Interventionist sits opposite the student
2. **Explain:** Interventionist says to the student “Today you’re going to practice saying the sounds in words. I’ll say a word. Each time I hold up a finger, you’ll say a sound in that word.” This explanation may be shortened for students who have experience with this intervention, but some explanation must be given at the start of every session.
3. **Model:** Interventionist says to the student “I’ll model for you how to say the sounds in two words. I’ll say a sound each time I hold up a finger. My turn.” Interventionist models for the students, using the signaling procedure described above with only the Interventionist responding. Interventionist is certain to hold up fingers in left to right order for the student’s perspective. An adult model is to be provided at the start of every session, even if the student is familiar with the expectations of the task.
4. **Practice:** Interventionist says to the student “I’ll say a word. Each time I hold up a finger, you say a sound in that word. Your turn.” Interventionist practices with student. Interventionist maintains brisk pace, with little pause between words.
5. **Correction:** Any time a student responds incorrectly, the Interventionist immediately says “My turn,” demonstrates the correct response, then says “Your turn” has the student respond to the same word, backs up 2 words and continues forward so that the word identified incorrectly comes back up again. (i.e., “My turn. Tag /t/ /a/ /g/. Your turn. Tag”

What If I Don’t See Progress?

1. Work on only two phoneme words or words with only continuous letter sounds until immediate mastery is noted on these
2. Provide a model for more words
3. Be certain that error correction procedures being delivered correctly

Phoneme Segmenting Intervention Integrity Observation Checklist

Student Name: _____

Grade Level of Student: _____

Interventionist Name: _____

Date of Observation: _____

Observer Name: _____

INTERVENTION SEQUENCE	YES	NO
Interventionist has a list of words for segmenting		
Interventionist explains task to student at least briefly every session		
Interventionist models task with at least two words every session		
Interventionist uses appropriate hand signaling during model		
Interventionist hold up fingers in left to right order from student's perspective		
Interventionist initiates practice by repeating task directions		
Interventionist uses appropriate hand signaling for each word during practice phase		
Interventionist follows error correction procedure immediately for every error. Also mark "yes" if the student did not make any errors during the observed session.		
Interventionist maintains brisk pace of presentation		

Additional Comments:

Phoneme Segmentation Evidence Base

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Ehri, L.C., Nunees, S.R., & Willows, D.M. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. *Reading Research Quarterly, 36*(3). 250-287.

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Smith, C.R. (1998). From gibberish to phonemic awareness: Effective decoding instruction. *Exceptional Children Vol 30*(6) 20-25.

Smith, S.B., Simmons, D.C., & Kame'enui, E, J. (1998). Phonological Awareness: Research bases. In D.C. Simmons & E.J. Kame'enui (Eds.), *What Reading research tells us about children with diverse learning needs: Bases and basics*. Mahwah, NJ: Lawrence Erlbaum Associates.

Snider, V. E. (1995). A primer on phonemic awareness: What it is, why it is important, and how to teach it. *School Psychology Review, 24*, 443–455.