

Teaching Reading to Individuals with a Phonological Deficit

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Overview

- General teaching tips
 - Three keys to independent learning
 - Six steps to self-instruction
 - The Socratic method
- Phonemic Sequencing
 - What is a phonological deficit
 - What are phonemes/graphemes
 - What is oral-motor feedback
 - Learning the English phonemes
 - Using oral-motor labels to teach reading
- Practice in groups

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General Teaching Tips

- Three keys to independent learning
 - Self-direct
 - Self-check
 - Self-correct

General Teaching Tips

- Six steps to self-instruction
 - Tutor models instruction and action
 - Tutor and learner say/do together
 - Tutor instructs learner
 - Learner instructs tutor
 - Learner instructs self aloud
 - Learner instructs self silently

General Teaching Tips

- The Socratic method
 - use questioning to guide learner to solution
 - when stuck, give options
 - encourage self-checking and self-correcting
 - feedback issues

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Phonemic Sequencing

- What is a phonological deficit
 - an inability to discriminate the number, sameness/difference and/or order of sounds in words
 - also called auditory discrimination deficit
- What are phonemes/graphemes
 - phonemes are sound units in words
(ex: cat -> /k/ /a/ /t/)
 - graphemes are spelling units for phonemes
(ex: /ch/ /ee/ /p/ -> ch ea p)
 - ratio for phonemes to graphemes is 1:1
(this is often not true for sounds vs letters)

Phonemic Sequencing

- What is oral-motor feedback
 - using sensations of mouth movements to identify the phonemes in a word
 - can be used for decoding (reading) or encoding (spelling)
- Learning the English phonemes
 - there are around 40 speech sounds in english
 - need to learn consonants and vowels
 - what is voicing?

Phonemic Sequencing

- Learning the English phonemes - consonants
 - p/b t/d k/g f/v th/th ch/j s/z sh/zh
 - m/n/ng l/r wh/h/w
 - Borrowers: c, g, y, x
- Learning the English phonemes - vowels
 - regional variations
 - ee, i, e, ae, a, u
 - o, au/aw
 - oe, oo, oo
 - Diphthongs - ie, ue, oy/oi, ou/ow
 - r vowels - er/ir/ur, ar, or
 - schwa

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Phonemic Sequencing

- Setting the climate
 - Brain areas you are using
 - What we are going to do and why
- Discover and label the sounds
 - Have learner label mouth shapes
 - Associate labels with graphemes (not just letters)
 - Use labels/graphemes to encode and decode simple nonsense words and real words
 - Progress to complex syllables and multisyllables

Additional Tools

- Expectancy Sheet
- Prefixes/Suffixes/Endings
- Notebook/Word Box/Games
- Spelling
