1

00:00:06,259 --> 00:00:12,559

module 11 effective interventions for

2

00:00:09,660 --> 00:00:15,449

reading difficulties session 3

3

00:00:12,559 --> 00:00:19,170

phonological proficiency intervention

4

00:00:15,449 --> 00:00:20,760

continuum hello my name is David

5

00:00:19,170 --> 00:00:23,460

Kilpatrick and I'm your presenter for

6

00:00:20,760 --> 00:00:25,019

these online webinars the idea behind

7

00:00:23,460 --> 00:00:27,630

these webinars is to get the best

8

00:00:25,019 --> 00:00:29,039

available research on reading out of

9

00:00:27,630 --> 00:00:30,390

these scientific journals and into the

10

00:00:29,039 --> 00:00:33,270

hands of educators who need it the most

11

00:00:30,390 --> 00:00:35,820

with a particular interest in being able

12

00:00:33,270 --> 00:00:38,520

to better assess prevent and overcome

13

00:00:35,820 --> 00:00:42,690

reading difficulties we are now looking

14

00:00:38,520 --> 00:00:46,260

at module 11 module 11 has four sessions

15

00:00:42,690 --> 00:00:48,540

and we are now in the third session as a

16

00:00:46,260 --> 00:00:50,340

result of this particular session

17

00:00:48,540 --> 00:00:51,930

participants should be able to describe

18

00:00:50,340 --> 00:00:54,060

the phonological proficiency

19

00:00:51,930 --> 00:00:55,920

intervention continuum and explain why

20

00:00:54,060 --> 00:00:58,590

the degree of phonology incorporated

21

00:00:55,920 --> 00:01:02,160

into intervention has an impact on word

22

00:00:58,590 --> 00:01:04,110

level reading outcomes in the last

23

00:01:02,160 --> 00:01:05,640

module we looked at some of the less

24

00:01:04,110 --> 00:01:07,950

effective approaches based upon

25

00:01:05,640 --> 00:01:09,600

unsupported assumptions well how about

26

00:01:07,950 --> 00:01:12,119

interventions that are consistent with

27

00:01:09,600 --> 00:01:13,859

well supported assumptions unfortunately

28

00:01:12,119 --> 00:01:16,799

this hasn't been directly studied but

29

00:01:13,859 --> 00:01:19,429

don't panic what I need to explain is

30

00:01:16,799 --> 00:01:21,689

that within the very broad range of

31

00:01:19,429 --> 00:01:23,999

reading research there are many little

32

00:01:21,689 --> 00:01:25,560

niche areas one niche area is

33

00:01:23,999 --> 00:01:29,490

orthographic learning and that was

34

00:01:25,560 --> 00:01:31,829

covered in module four another niche

35

00:01:29,490 --> 00:01:33,600

area is on intervention for word level

36

00:01:31,829 --> 00:01:36,509

reading difficulties and what's very

37

00:01:33,600 --> 00:01:39,270

interesting and maybe at first blush

38

00:01:36,509 --> 00:01:42,149

hard to understand is the fact that the

39

00:01:39,270 --> 00:01:44,609

researchers that are contributing to the

40

00:01:42,149 --> 00:01:47,729

research literature on intervention for

41

00:01:44,609 --> 00:01:50,100

word reading do not reference cite the

42

00:01:47,729 --> 00:01:51,509

orthographic learning literature which

43

00:01:50,100 --> 00:01:53,999

has to do with how we remember the words

44

00:01:51,509 --> 00:01:55,889

we read and the researchers that study

45

00:01:53,999 --> 00:01:58,560

how we remember the words we read do not

46

00:01:55,889 --> 00:02:00,529

cite or make reference to the research

47

00:01:58,560 --> 00:02:02,789

literature that has to do with

48

00:02:00,529 --> 00:02:05,999

intervention forward reading problems odd

49

00:02:02,789 --> 00:02:07,439

As that maybe it's a reality so what

50

00:02:05,999 --> 00:02:09,300

I'm trying to do in these webinars is

51

00:02:07,439 --> 00:02:11,670

bring together these two different niche

52

00:02:09,300 --> 00:02:13,020

areas of the reading research the

53

00:02:11,670 --> 00:02:14,879

exciting part is they fit together

54

00:02:13,020 --> 00:02:18,550

beautifully and from a scientific

55

00:02:14,879 --> 00:02:20,570

perspective that is really great

56

00:02:18,550 --> 00:02:23,240

we do have sufficient information

57

00:02:20,570 --> 00:02:25,090

however to derive some workable

58

00:02:23,240 --> 00:02:28,040

conclusions and I say workable because

59

00:02:25,090 --> 00:02:31,180

even if you don't understand the theory

60

00:02:28,040 --> 00:02:33,950

we have studies to show ways that we can

61

00:02:31,180 --> 00:02:38,840

dramatically improve the reading skills

62

00:02:33,950 --> 00:02:41,510

of our weakest readers first of all we

63

00:02:38,840 --> 00:02:44,060

have to recall the nature of alphabetic

64

00:02:41,510 --> 00:02:46,250

writing we do not write words in English

65

00:02:44,060 --> 00:02:48,590

by the way nor do they write words in

66

00:02:46,250 --> 00:02:51,320

Spanish or German or any other alphabet

67

00:02:48,590 --> 00:02:53,510

language we write phoneme based

68

00:02:51,320 --> 00:02:56,110

characters thus having access to the

69

00:02:53,510 --> 00:02:58,790

phonemes is essential for reading a

70

00:02:56,110 --> 00:03:00,350

phoneme based writing system which is

71

00:02:58,790 --> 00:03:03,290

what an alphabetic writing system is

72

00:03:00,350 --> 00:03:05,950

also recall from module four the

73

00:03:03,290 --> 00:03:09,890

centrality of phonological skills in

74

00:03:05,950 --> 00:03:11,750

remembering the words we read weak

75

00:03:09,890 --> 00:03:13,850

readers continue to have poor phonemic

76

00:03:11,750 --> 00:03:16,850

awareness skills long past the early

77

00:03:13,850 --> 00:03:18,950

years and usually into adulthood so

78

00:03:16,850 --> 00:03:21,080

addressing phonology should be central

79

00:03:18,950 --> 00:03:25,060

to intervention yet this is not the case

80

00:03:21,080 --> 00:03:26,989

for all but just a very select few

81

00:03:25,060 --> 00:03:30,470

commercially available intervention

82

00:03:26,989 --> 00:03:32,000

programs let's take a look at what I

83

00:03:30,470 --> 00:03:33,830

call the phonemic proficiency

84

00:03:32,000 --> 00:03:35,840

intervention continuum there's a pattern

85

00:03:33,830 --> 00:03:38,989

that exists in the word reading

86

00:03:35,840 --> 00:03:41,209

intervention literature intervention

87

00:03:38,989 --> 00:03:43,850

studies display a wide range of outcomes

88

00:03:41,209 --> 00:03:46,700

ranging from no standard score point

89

00:03:43,850 --> 00:03:48,910

gains whatsoever up to 25 standard score

90

00:03:46,700 --> 00:03:51,590

point gains and everything in between

91

00:03:48,910 --> 00:03:53,570

the problem has been when reviews of

92

00:03:51,590 --> 00:03:56,269

research have been done there's been a

93

00:03:53,570 --> 00:03:59,120

heavy reliance on effect size and effect

94

00:03:56,269 --> 00:04:01,640

size I believe obscures the pattern I'm

95

00:03:59,120 --> 00:04:03,890

about to talk about if you want to learn

96

00:04:01,640 --> 00:04:07,239

more about that difficulty go back to

97

00:04:03,890 --> 00:04:10,340

the first session within this module

98

00:04:07,239 --> 00:04:12,980

this is what you find when you look at

99

00:04:10,340 --> 00:04:15,320

standard score point gains what you'll

100

00:04:12,980 --> 00:04:17,720

find is when no phonological awareness

101

00:04:15,320 --> 00:04:19,760

training is done as part of the word

102

00:04:17,720 --> 00:04:21,919

level reading remediation or

103

00:04:19,760 --> 00:04:24,140

intervention you get zero to six

104

00:04:21,919 --> 00:04:26,000

standard score points I only found one

105

00:04:24,140 --> 00:04:28,039

study was six I found one study with

106

00:04:26,000 --> 00:04:29,280

five most of them are in the two to four

107

00:04:28,039 --> 00:04:31,290

range

108

00:04:29,280 --> 00:04:33,300

and then in those studies that trained

109

00:04:31,290 --> 00:04:34,860

phoneme segmentation and/or phoneme

110

00:04:33,300 --> 00:04:37,050

blending which are first-grade skills

111

00:04:34,860 --> 00:04:39,090

you see an improvement but now you're

112

00:04:37,050 --> 00:04:41,490

talking in the range of six to nine

113

00:04:39,090 --> 00:04:43,440

standard score points mostly six or

114

00:04:41,490 --> 00:04:45,690

seven points but here's what's exciting

115

00:04:43,440 --> 00:04:48,240

in studies that train the phoneme

116

00:04:45,690 --> 00:04:50,360

manipulation skills and as you recall

117

00:04:48,240 --> 00:04:52,919

and I will reinforce that shortly

118

00:04:50,360 --> 00:04:55,380

phoneme manipulation skills are the

119

00:04:52,919 --> 00:04:58,110

skills that allow us to develop the

120

00:04:55,380 --> 00:05:01,050

phonemic proficiency and to assess the

121

00:04:58,110 --> 00:05:03,540

phonemic proficiency you see standard

122

00:05:01,050 --> 00:05:06,750

score point gains between 12 and 25

123

00:05:03,540 --> 00:05:08,940

points mostly in the 14 to 17 range so

124

00:05:06,750 --> 00:05:11,160

about a standard deviation gain and

125

00:05:08,940 --> 00:05:13,800

what's really exciting is that when they

126

00:05:11,160 --> 00:05:18,410

do six month a year two years three year

127

00:05:13,800 --> 00:05:18,410

follow-ups these gains are maintained

128

00:05:19,040 --> 00:05:22,950

the more in depth in the more advanced

129

00:05:21,419 --> 00:05:24,570

of training and phonemic skills the

130

00:05:22,950 --> 00:05:26,340

better the outcomes and this is

131

00:05:24,570 --> 00:05:28,560

consistent with the centrality of the

132

00:05:26,340 --> 00:05:30,810

phonology within the theories of

133

00:05:28,560 --> 00:05:32,940

orthographic learning you don't need a

134

00:05:30,810 --> 00:05:36,240

theory even your personal experience

135

00:05:32,940 --> 00:05:37,979

will indicate that if you have thirty to

136

00:05:36,240 --> 00:05:39,840

forty to fifty thousand words in your

137

00:05:37,979 --> 00:05:42,120

site vocabulary which is an educated

138

00:05:39,840 --> 00:05:45,090

adult you do do you remember

139

00:05:42,120 --> 00:05:46,470

consciously storing those words or

140

00:05:45,090 --> 00:05:50,550

trying to figure out a way to remember

141

00:05:46,470 --> 00:05:52,440

those for later exposures no yeah

142

00:05:50,550 --> 00:05:53,910

there are a few rare occasions where we

143

00:05:52,440 --> 00:05:55,229

see a new word and we say hmmmm how am I

144

00:05:53,910 --> 00:05:56,550

gonna remember this but for the most

145

00:05:55,229 --> 00:05:59,580

part it happens in the background

146

00:05:56,550 --> 00:06:01,410

doesn't it and so if word learning if

147

00:05:59,580 --> 00:06:03,120

remembering the words happens in the

148

00:06:01,410 --> 00:06:05,250

background and unconsciously then the

149

00:06:03,120 --> 00:06:09,440

skills that support it have to be

150

00:06:05,250 --> 00:06:11,970

unconscious thus we can infer from that

151

00:06:09,440 --> 00:06:15,150

that the skills of the phonological

152

00:06:11,970 --> 00:06:18,180

awareness necessary for storing words as

153

00:06:15,150 --> 00:06:20,160

part of Ehri’s theory have to be automatic

154

00:06:18,180 --> 00:06:22,140

efficient and behind-the-scenes and yet

155

00:06:20,160 --> 00:06:26,210

this is precisely what doesn't get

156

00:06:22,140 --> 00:06:28,800

trained in the vast majority of studies

157

00:06:26,210 --> 00:06:30,919

so why it is the phoneme manipulation

158

00:06:28,800 --> 00:06:34,020

training seem to be most effective

159

00:06:30,919 --> 00:06:37,349

once again when we spell and we read we

160

00:06:34,020 --> 00:06:38,940

don't delete or substitute phonemes in

161

00:06:37,349 --> 00:06:41,159

words those are the two most common

162

00:06:38,940 --> 00:06:42,689

forms of phoneme manipulation so why

163

00:06:41,159 --> 00:06:45,149

would we do this you

164

00:06:42,689 --> 00:06:47,610

may recall that segmentation tasks can't

165

00:06:45,149 --> 00:06:50,249

tell us if your ability to segment is

166

00:06:47,610 --> 00:06:52,409

proficient and your ability to segment

167

00:06:50,249 --> 00:06:54,989

is how we map words to permanent memory

168

00:06:52,409 --> 00:06:58,649

you might want to refer back to module

169

00:06:54,989 --> 00:07:00,389

four but that ability to segment has to

170

00:06:58,649 --> 00:07:02,549

be proficient behind the scenes and

171

00:07:00,389 --> 00:07:04,799

automatic and segmentation tasks can't

172

00:07:02,549 --> 00:07:07,349

tell you that because segmentation tasks

173

00:07:04,799 --> 00:07:09,569

by their very nature are conscious so

174

00:07:07,349 --> 00:07:14,339

you can't tell if the access is

175

00:07:09,569 --> 00:07:17,099

unconscious but if you do a manipulation

176

00:07:14,339 --> 00:07:18,839

task and you do it instantaneously you

177

00:07:17,099 --> 00:07:20,879

can feel quite confident that the

178

00:07:18,839 --> 00:07:22,649

segmentation is unconscious if you say

179

00:07:20,879 --> 00:07:25,409

to a child say coast without the /s/ and

180

00:07:22,649 --> 00:07:26,729

they say coat or you say say glow and

181

00:07:25,409 --> 00:07:28,769

change the /l/to /r/ and they say

182

00:07:26,729 --> 00:07:30,509

grow instantly you can feel pretty

183

00:07:28,769 --> 00:07:33,419

confident that the segmentation is

184

00:07:30,509 --> 00:07:36,269

automatic why because the child just

185

00:07:33,419 --> 00:07:37,800

performed for phonemic task in one to

186

00:07:36,269 --> 00:07:40,289

one-and-a-half seconds they did

187

00:07:37,800 --> 00:07:42,329

segmentation isolation manipulation and

188

00:07:40,289 --> 00:07:44,309

blending in order to do that so this

189

00:07:42,329 --> 00:07:47,039

strongly suggests the segmentation is

190

00:07:44,309 --> 00:07:49,079

unconscious and automatic once again a

191

00:07:47,039 --> 00:07:51,059

segmentation task can't guarantee that

192

00:07:49,079 --> 00:07:52,469

so what I'm trying to do is integrate

193

00:07:51,059 --> 00:07:54,119

those two different research

194

00:07:52,469 --> 00:07:55,469

literature I mentioned earlier the

195

00:07:54,119 --> 00:07:59,009

research literature on orthographic

196

00:07:55,469 --> 00:08:01,110

learning and the research literature on

197

00:07:59,009 --> 00:08:03,059

word reading intervention and the

198

00:08:01,110 --> 00:08:04,979

phonemic proficiency continuum shows

199

00:08:03,059 --> 00:08:07,499

that these two fit together very very

200

00:08:04,979 --> 00:08:09,539

well so studies of intervention that

201

00:08:07,499 --> 00:08:11,099

provided the tools for orthographic

202

00:08:09,539 --> 00:08:13,079

mapping in other words did the

203

00:08:11,099 --> 00:08:15,449

manipulation training so they developed

204

00:08:13,079 --> 00:08:17,219

the phoneme proficiency they got the

205

00:08:15,449 --> 00:08:20,479

best results based on standard scores

206

00:08:17,219 --> 00:08:20,479

and all of the research literature

207

00:08:22,159 --> 00:08:26,279

alphabetic writing involves phoneme

208

00:08:24,239 --> 00:08:28,739

based characters so access to phonemes

209

00:08:26,279 --> 00:08:30,839

is central for reading an alphabet

210

00:08:28,739 --> 00:08:31,889

writing system like English and the

211

00:08:30,839 --> 00:08:33,539

well-established theories of

212

00:08:31,889 --> 00:08:36,029

orthographic learning highlight the

213

00:08:33,539 --> 00:08:38,370

centrality of the phonemic skills and

214

00:08:36,029 --> 00:08:39,750

there's a wide range of standard score

215

00:08:38,370 --> 00:08:42,269

point outcomes in the word reading

216

00:08:39,750 --> 00:08:43,680

intervention literature and there

217

00:08:42,269 --> 00:08:45,959

appears to be a direct relationship

218

00:08:43,680 --> 00:08:48,059

between the phonemic training and that

219

00:08:45,959 --> 00:08:51,860

outcome the more advanced the phonemic

220

00:08:48,059 --> 00:08:51,860

training the better the reading outcome

221

00:08:52,810 --> 00:08:56,959

to what degree have you incorporated

222

00:08:55,310 --> 00:08:59,149

phonemic training into your remedial

223

00:08:56,959 --> 00:09:06,889

lessons how might your practice change

224

00:08:59,149 --> 00:09:07,910

as a result of this session next up

225

00:09:06,889 --> 00:09:09,319

we're going to talk about highly

226

00:09:07,910 --> 00:09:11,860

effective intervention for reading

227

00:09:09,319 --> 00:09:11,860

difficulties