1

00:00:03,980 --> 00:00:10,219

module 6 introduction to reading

2

00:00:07,410 --> 00:00:13,289

assessment assessing phonological skills

3

00:00:10,219 --> 00:00:16,459

Session two issues in assessing

4

00:00:13,289 --> 00:00:16,459

phonological skills

5

00:00:20,390 --> 00:00:25,500

hello this is David Kilpatrick and I am

6

00:00:23,400 --> 00:00:27,869

your presenter for these thirteen

7

00:00:25,500 --> 00:00:29,849

on-demand webinars and these webinars

8

00:00:27,869 --> 00:00:32,250

are designed to get the best available

9

00:00:29,849 --> 00:00:33,480

research on reading out of the technical

10

00:00:32,250 --> 00:00:34,769

journals and into the hands of the

11

00:00:33,480 --> 00:00:37,769

people who need it the most

12

00:00:34,769 --> 00:00:41,010

to help with assessment prevention and

13

00:00:37,769 --> 00:00:43,589

overcoming reading difficulties here's

14

00:00:41,010 --> 00:00:46,170

an overview of those thirteen webinars

15

00:00:43,589 --> 00:00:48,690

each webinar has between one and seven

16

00:00:46,170 --> 00:00:53,129

sessions within it we're now in module

17

00:00:48,690 --> 00:00:55,350

six module six there are three sessions

18

00:00:53,129 --> 00:00:59,010

and we're going to be focusing on

19

00:00:55,350 --> 00:01:02,100

session 2 which is issues in assessing

20

00:00:59,010 --> 00:01:05,369

phonological skills as a result of

21

00:01:02,100 --> 00:01:06,810

watching this webinar participants will

22

00:01:05,369 --> 00:01:09,090

be able to identify some of the

23

00:01:06,810 --> 00:01:11,520

challenges in assessing phonological

24

00:01:09,090 --> 00:01:13,170

skills describe the importance of

25

00:01:11,520 --> 00:01:15,810

assessing phonological working memory

26

00:01:13,170 --> 00:01:17,909

and rapid automatized naming and indicate

27

00:01:15,810 --> 00:01:19,200

why phonemic manipulation tasks are more

28

00:01:17,909 --> 00:01:23,970

useful than other phonemic awareness

29

00:01:19,200 --> 00:01:25,590

tasks finally we're going to take a look

30

00:01:23,970 --> 00:01:31,619

more carefully at this issue of what

31

00:01:25,590 --> 00:01:33,540

constitutes average performance the

32

00:01:31,619 --> 00:01:36,210

phonological core deficit has a few

33

00:01:33,540 --> 00:01:38,159

possible features struggling word

34

00:01:36,210 --> 00:01:41,219

readers may display one or more of them

35

00:01:38,159 --> 00:01:43,380

usually they display more than one they

36

00:01:41,219 --> 00:01:46,310

include poor phonemic awareness poor

37

00:01:43,380 --> 00:01:48,840

phonemic blending poor rapid automatized naming

38

00:01:46,310 --> 00:01:51,780

poor phonological working memory and

39

00:01:48,840 --> 00:01:53,659

poor letter sound skills which is often

40

00:01:51,780 --> 00:01:55,649

reflected in poor nonsense word reading

41

00:01:53,659 --> 00:01:58,320

these are the skills that should be

42

00:01:55,649 --> 00:02:00,479

assessed in any evaluation of a student

43

00:01:58,320 --> 00:02:02,969

with a word level reading difficulty I

44

00:02:00,479 --> 00:02:06,750

have been assessing these skills now for

45

00:02:02,969 --> 00:02:09,600

about 18 years and I could not see

46

00:02:06,750 --> 00:02:11,459

myself doing a good job of doing a

47

00:02:09,600 --> 00:02:13,170

reading evaluation if I don't have some

48

00:02:11,459 --> 00:02:16,320

information on each one of these skills

49

00:02:13,170 --> 00:02:17,640

on the students that I'm evaluating the

50

00:02:16,320 --> 00:02:20,190

first four of these are going to be

51

00:02:17,640 --> 00:02:21,630

covered in this module and the last the

52

00:02:20,190 --> 00:02:27,329

nonsense word reading is covered in

53

00:02:21,630 --> 00:02:29,970

module seven as mentioned in the

54

00:02:27,329 --> 00:02:32,340

previous session to address the issue of

55

00:02:29,970 --> 00:02:32,940

sub test reliability it's recommended to

56

00:02:32,340 --> 00:02:35,970

use

57

00:02:32,940 --> 00:02:37,950

multiple tests of the same skill also

58

00:02:35,970 --> 00:02:40,260

it's important to recognize that a

59

00:02:37,950 --> 00:02:43,470

scaled score of seven or eight or a

60

00:02:40,260 --> 00:02:45,750

standard score of 85 to 90 they go

61

00:02:43,470 --> 00:02:47,310

between the 16th and 25th percentile and

62

00:02:45,750 --> 00:02:48,900

we should not treat these as average

63

00:02:47,310 --> 00:02:51,600

once again we're not talking about

64

00:02:48,900 --> 00:02:54,270

identifying a learning disability we're

65

00:02:51,600 --> 00:02:55,800

talking about determining if the child

66

00:02:54,270 --> 00:03:01,140

has some weaknesses that need to be

67

00:02:55,800 --> 00:03:03,630

addressed I consider a 9 or a 95

68

00:03:01,140 --> 00:03:06,450

standard score borderline it's at the

69

00:03:03,630 --> 00:03:10,320

37th percentile that may seem to be a

70

00:03:06,450 --> 00:03:12,180

little bit conservative but you have to

71

00:03:10,320 --> 00:03:14,610

realize that the National Assessment of

72

00:03:12,180 --> 00:03:16,620

Educational Progress has had as many as

73

00:03:14,610 --> 00:03:18,440

34 percent of the population

74

00:03:16,620 --> 00:03:21,390

struggling and reading in fourth grade

75

00:03:18,440 --> 00:03:24,990

so thirty seventh percentile has just

76

00:03:21,390 --> 00:03:27,330

on the outer edge of that 9 I would

77

00:03:24,990 --> 00:03:30,030

say is borderline and how we would

78

00:03:27,330 --> 00:03:31,050

interpret that 9 would be different

79

00:03:30,030 --> 00:03:32,580

depending on the rest of the child's

80

00:03:31,050 --> 00:03:35,790

skill profile I'll talk about that

81

00:03:32,580 --> 00:03:38,250

coming up it's also important to

82

00:03:35,790 --> 00:03:40,080

distinguish between phoneme analysis and

83

00:03:38,250 --> 00:03:42,630

phoneme synthesis which is blending

84

00:03:40,080 --> 00:03:46,110

phoneme analysis involves taking words

85

00:03:42,630 --> 00:03:48,239

apart and phoneme synthesis involves

86

00:03:46,110 --> 00:03:51,360

taking parts and blending them into a

87

00:03:48,239 --> 00:03:53,580

word and based on how orthographic

88

00:03:51,360 --> 00:03:56,310

learning occurs that's covered in detail

89

00:03:53,580 --> 00:03:58,920

in module 4 the role of phonemic

90

00:03:56,310 --> 00:04:00,090

awareness and blending or when I say

91

00:03:58,920 --> 00:04:01,709

phonemic awareness here I'm talking

92

00:04:00,090 --> 00:04:04,800

about phonemic analysis and blending

93

00:04:01,709 --> 00:04:07,170

should be clear blending is essential

94

00:04:04,800 --> 00:04:08,940

for phonic decoding but phonemic

95

00:04:07,170 --> 00:04:12,480

awareness not only assists in spelling

96

00:04:08,940 --> 00:04:15,269

but it also assists in anchoring words

97

00:04:12,480 --> 00:04:17,609

into long-term memory if we understand

98

00:04:15,269 --> 00:04:19,380

the role of blending and phoneme

99

00:04:17,609 --> 00:04:21,060

awareness or phoneme segmentation play

100

00:04:19,380 --> 00:04:23,340

and reading why would we worry about

101

00:04:21,060 --> 00:04:25,560

phonological working memory and rapid

102

00:04:23,340 --> 00:04:27,900

automatized naming quite frankly

103

00:04:25,560 --> 00:04:30,150

despite literally hundreds and even

104

00:04:27,900 --> 00:04:32,340

thousands of studies that look at

105

00:04:30,150 --> 00:04:34,440

working memory and/or rapid naming as

106

00:04:32,340 --> 00:04:36,690

it's relates to reading researchers

107

00:04:34,440 --> 00:04:39,270

still don't have a very clear and

108

00:04:36,690 --> 00:04:42,419

well-defined understanding of precisely

109

00:04:39,270 --> 00:04:43,919

why these two skills are disruptive

110

00:04:42,419 --> 00:04:45,790

we're not going to spend a lot of time

111

00:04:43,919 --> 00:04:47,740

at all going through

112

00:04:45,790 --> 00:04:49,810

some of the possible theories are we

113

00:04:47,740 --> 00:04:52,620

just know that there is a very strong

114

00:04:49,810 --> 00:04:55,900

relationship between poor working memory

115

00:04:52,620 --> 00:04:57,790

poor rapid naming and poor reading if we

116

00:04:55,900 --> 00:04:59,500

don't have a real clear theoretical

117

00:04:57,790 --> 00:05:01,480

understanding of where rapid naming a

118

00:04:59,500 --> 00:05:03,670

working memory fits in to reading and

119

00:05:01,480 --> 00:05:05,380

why it disrupts the reading process why

120

00:05:03,670 --> 00:05:08,290

would we even bother evaluating it I

121

00:05:05,380 --> 00:05:10,360

think there are several reasons first of

122

00:05:08,290 --> 00:05:12,850

all it takes very little time to

123

00:05:10,360 --> 00:05:14,350

evaluate these skills and it tends to

124

00:05:12,850 --> 00:05:17,230

yield some pretty important information

125

00:05:14,350 --> 00:05:19,270

as you'll see below both rapid naming

126

00:05:17,230 --> 00:05:22,050

and working memory are good predictors

127

00:05:19,270 --> 00:05:24,100

of later reading skills

128

00:05:22,050 --> 00:05:26,950

there are also good predictors of who

129

00:05:24,100 --> 00:05:28,780

are going to be treatment resistors it

130

00:05:26,950 --> 00:05:31,420

also can help us explain why a student

131

00:05:28,780 --> 00:05:33,220

struggles so if we ask the question why

132

00:05:31,420 --> 00:05:34,570

is this child struggling we may say he's

133

00:05:33,220 --> 00:05:37,380

having difficulty with phonological

134

00:05:34,570 --> 00:05:40,990

awareness rapid naming working memory or

135

00:05:37,380 --> 00:05:43,840

some combination of those a very

136

00:05:40,990 --> 00:05:45,670

important role that these play is that

137

00:05:43,840 --> 00:05:47,410

they changed the equation when you

138

00:05:45,670 --> 00:05:49,840

interpret other reading related scores

139

00:05:47,410 --> 00:05:52,480

so for example let's go back to that

140

00:05:49,840 --> 00:05:54,670

nine I mentioned on a previous screen a

141

00:05:52,480 --> 00:05:57,850

child gets a nine on a phonological

142

00:05:54,670 --> 00:05:59,440

awareness task say the elision subtest

143

00:05:57,850 --> 00:06:01,810

from the CTOPP the comprehensive

144

00:05:59,440 --> 00:06:03,910

test of phonological processing that's

145

00:06:01,810 --> 00:06:06,790

at the thirty seventh percentile not a

146

00:06:03,910 --> 00:06:09,070

particularly strong score but would you

147

00:06:06,790 --> 00:06:12,700

consider that an average score I would

148

00:06:09,070 --> 00:06:14,380

say it depends would you want to give

149

00:06:12,700 --> 00:06:17,740

that child some additional phonological

150

00:06:14,380 --> 00:06:20,320

awareness training maybe maybe not it

151

00:06:17,740 --> 00:06:22,300

may relate to how they do on the working

152

00:06:20,320 --> 00:06:24,250

memory sub tests and the rapid naming sub

153

00:06:22,300 --> 00:06:26,950

tests so if you have a student that gets

154

00:06:24,250 --> 00:06:28,930

a nine on phonemic awareness but they

155

00:06:26,950 --> 00:06:31,720

get a six on working memory and a five

156

00:06:28,930 --> 00:06:34,150

and rapid naming I would say let's put

157

00:06:31,720 --> 00:06:36,910

work into the phonemic awareness and get

158

00:06:34,150 --> 00:06:39,520

that 37th percentile up to the fiftieth

159

00:06:36,910 --> 00:06:41,440

or higher percentile that skill is very

160

00:06:39,520 --> 00:06:44,920

malleable so that's quite a reasonable

161

00:06:41,440 --> 00:06:46,540

goal if on the other hand the child got

162

00:06:44,920 --> 00:06:49,420

a nine on the phonological awareness

163

00:06:46,540 --> 00:06:52,810

task and the rapid naming was 11 and the

164

00:06:49,420 --> 00:06:54,340

working memory was 12 I would say maybe

165

00:06:52,810 --> 00:06:56,110

we don't need to do phonemic awareness

166

00:06:54,340 --> 00:06:57,730

with that child knowing how they're

167

00:06:56,110 --> 00:06:59,560

doing on these other phonological skills

168

00:06:57,730 --> 00:07:01,960

can help us understand

169

00:06:59,560 --> 00:07:05,530

what type of intervention the child is

170

00:07:01,960 --> 00:07:07,360

likely to benefit from another issue is

171

00:07:05,530 --> 00:07:08,770

that it can help us with determining

172

00:07:07,360 --> 00:07:11,680

instructional strategies particularly

173

00:07:08,770 --> 00:07:13,540

with working memory it seems to me that

174

00:07:11,680 --> 00:07:15,010

one of the reasons why in special

175

00:07:13,540 --> 00:07:17,470

education there's been such a big

176

00:07:15,010 --> 00:07:20,230

emphasis on multi-sensory learning and

177

00:07:17,470 --> 00:07:23,050

lots of repetition is because those are

178

00:07:20,230 --> 00:07:25,840

two strategies that benefit children

179

00:07:23,050 --> 00:07:28,090

that have limited working memory and as

180

00:07:25,840 --> 00:07:30,250

I'm sure many of you know a very

181

00:07:28,090 --> 00:07:32,050

disproportionate number of individuals

182

00:07:30,250 --> 00:07:34,570

who have educationally related

183

00:07:32,050 --> 00:07:36,970

difficulties have poor working memory

184

00:07:34,570 --> 00:07:39,720

to the two kind of get associated with each

185

00:07:36,970 --> 00:07:42,250

other if a child does not have

186

00:07:39,720 --> 00:07:44,620

difficulties with working memory the

187

00:07:42,250 --> 00:07:47,290

multi-sensory types of techniques and

188

00:07:44,620 --> 00:07:49,780

the many repetitions may not be all that

189

00:07:47,290 --> 00:07:51,220

useful and helpful for that child so if

190

00:07:49,780 --> 00:07:53,110

you have children with working memory

191

00:07:51,220 --> 00:07:55,030

issues you're going to want to use those

192

00:07:53,110 --> 00:07:56,260

kind of techniques to help them where

193

00:07:55,030 --> 00:07:58,060

they're not really necessary for

194

00:07:56,260 --> 00:08:00,729

children that do not have working memory

195

00:07:58,060 --> 00:08:03,970

difficulties another issue is that if

196

00:08:00,729 --> 00:08:05,590

you're going to consider identifying a

197

00:08:03,970 --> 00:08:06,520

student as have a specific learning

198

00:08:05,590 --> 00:08:09,190

disability

199

00:08:06,520 --> 00:08:12,100

there are mounds of research data to

200

00:08:09,190 --> 00:08:14,260

show that poor working memory and poor

201

00:08:12,100 --> 00:08:16,539

rapid naming has a negative impact on

202

00:08:14,260 --> 00:08:18,729

reading development and if you can

203

00:08:16,539 --> 00:08:21,100

demonstrate that a child has poor rapid

204

00:08:18,729 --> 00:08:23,050

naming poor working memory along with

205

00:08:21,100 --> 00:08:26,289

other things in the phonological core

206

00:08:23,050 --> 00:08:28,660

deficit arena that builds a stronger and

207

00:08:26,289 --> 00:08:32,669

more valid case that the student has a

208

00:08:28,660 --> 00:08:35,860

specific learning disability in reading

209

00:08:32,669 --> 00:08:38,890

I'd like to talk about one of the tasks

210

00:08:35,860 --> 00:08:41,349

that seems to stand above all the others

211

00:08:38,890 --> 00:08:44,169

in terms of its value for both

212

00:08:41,349 --> 00:08:45,310

assessment and intervention there are

213

00:08:44,169 --> 00:08:48,790

many different types of phonological

214

00:08:45,310 --> 00:08:51,459

awareness tests phonological can refer

215

00:08:48,790 --> 00:08:53,920

to multiple levels the phonemic level

216

00:08:51,459 --> 00:08:56,589

being the highest the most basic would

217

00:08:53,920 --> 00:08:59,070

be things like rhyming and for sound

218

00:08:56,589 --> 00:09:01,480

awareness and syllable segmentation and

219

00:08:59,070 --> 00:09:03,490

children develop from there to what's

220

00:09:01,480 --> 00:09:05,410

called the onset rhyme level up to the

221

00:09:03,490 --> 00:09:08,290

phoneme level so the phoneme level is

222

00:09:05,410 --> 00:09:10,900

the highest and within the phoneme level

223

00:09:08,290 --> 00:09:13,240

there are easier and harder types of

224

00:09:10,900 --> 00:09:15,130

tasks and items butwhen

225

00:09:13,240 --> 00:09:16,959

we say phonological we have to realize

226

00:09:15,130 --> 00:09:22,420

that there's a wide range of possible

227

00:09:16,959 --> 00:09:25,300

levels of difficulty as well as tasks we

228

00:09:22,420 --> 00:09:27,220

need to avoid getting hung up on tasks

229

00:09:25,300 --> 00:09:28,779

there are many classic phonological

230

00:09:27,220 --> 00:09:29,350

awareness tasks I just mentioned a

231

00:09:28,779 --> 00:09:32,080

couple of them

232

00:09:29,350 --> 00:09:34,510

you've got rhyming alliteration you've

233

00:09:32,080 --> 00:09:35,800

got segmentation you have blending you

234

00:09:34,510 --> 00:09:38,740

have categorization you have

235

00:09:35,800 --> 00:09:41,380

manipulation tasks don't influence

236

00:09:38,740 --> 00:09:43,810

reading the skill that underlies those

237

00:09:41,380 --> 00:09:47,800

tasks is what's influences reading what

238

00:09:43,810 --> 00:09:50,920

you learn from module four if you hadn't

239

00:09:47,800 --> 00:09:52,720

already known that is that the skills

240

00:09:50,920 --> 00:09:55,300

needed to be a good reader are

241

00:09:52,720 --> 00:09:58,060

phonological blending which is necessary

242

00:09:55,300 --> 00:10:01,240

for phonic decoding and highly

243

00:09:58,060 --> 00:10:03,839

proficient access to phonemes phoneme

244

00:10:01,240 --> 00:10:05,980

analysis or phoneme segmentation and

245

00:10:03,839 --> 00:10:07,930

those are the two skills that interact

246

00:10:05,980 --> 00:10:09,459

with reading and the different tasks

247

00:10:07,930 --> 00:10:11,620

that have been used in the past have

248

00:10:09,459 --> 00:10:13,360

been trying to get at this kind of

249

00:10:11,620 --> 00:10:16,149

amorphous concept of phonological

250

00:10:13,360 --> 00:10:18,100

processing some tasks do a better job

251

00:10:16,149 --> 00:10:19,720

than others the only skills are

252

00:10:18,100 --> 00:10:22,829

segmentation and blending why would we

253

00:10:19,720 --> 00:10:26,050

pay attention to these other tasks the

254

00:10:22,829 --> 00:10:27,880

problem is that a segmentation task

255

00:10:26,050 --> 00:10:30,010

cannot determine if you have

256

00:10:27,880 --> 00:10:32,740

segmentation proficiency or what I call

257

00:10:30,010 --> 00:10:36,190

phonemic proficiency this was discussed

258

00:10:32,740 --> 00:10:38,410

in an earlier session the idea is if I

259

00:10:36,190 --> 00:10:41,940

ask a child to segment a word take a

260

00:10:38,410 --> 00:10:44,079

word like task and the child does /t//a//s//k/

261

00:10:41,940 --> 00:10:46,060

well you don't know if they have

262

00:10:44,079 --> 00:10:47,740

proficiency you know if they do it

263

00:10:46,060 --> 00:10:49,240

quickly or slowly but if they do it

264

00:10:47,740 --> 00:10:51,250

quickly you don't know if they're just

265

00:10:49,240 --> 00:10:54,160

quick at it or if they are proficient

266

00:10:51,250 --> 00:10:56,550

but if you say to a child say task

267

00:10:54,160 --> 00:10:58,870

without the /s/ and the kid says tack

268

00:10:56,550 --> 00:11:02,230

instantly you know that that child has

269

00:10:58,870 --> 00:11:05,800

phoneme segmentation proficiency because

270

00:11:02,230 --> 00:11:08,470

in under one second that child did

271

00:11:05,800 --> 00:11:10,000

phoneme segmentation phoneme isolation

272

00:11:08,470 --> 00:11:12,640

he figured out where the /s/ was in that

273

00:11:10,000 --> 00:11:14,560

word phoneme manipulation he told pulled

274

00:11:12,640 --> 00:11:16,060

out the /s/ and then he did phoneme

275

00:11:14,560 --> 00:11:19,720

blending he blended the sounds that were

276

00:11:16,060 --> 00:11:22,260

left so it's quite arguable that he did

277

00:11:19,720 --> 00:11:24,579

not put any conscious attention into

278

00:11:22,260 --> 00:11:27,070

segmenting the word task for him to

279

00:11:24,579 --> 00:11:29,830

perform that manipulation procedure

280

00:11:27,070 --> 00:11:32,620

doing manipulation tasks tells us

281

00:11:29,830 --> 00:11:38,170

something about reading that simply

282

00:11:32,620 --> 00:11:40,030

doing segmentation tasks does not now it

283

00:11:38,170 --> 00:11:42,130

should be no surprise if that's the case

284

00:11:40,030 --> 00:11:43,570

that manipulation tasks tend to

285

00:11:42,130 --> 00:11:45,580

correlate higher with reading than other

286

00:11:43,570 --> 00:11:48,610

tasks segmentation tasks tend to

287

00:11:45,580 --> 00:11:51,310

correlate between positive 0.3

288

00:11:48,610 --> 00:11:53,020

and positive 0.5 manipulation

289

00:11:51,310 --> 00:11:55,360

tasks tend to correlate between positive

290

00:11:53,020 --> 00:11:59,020

0.4 and positive 0.7 and

291

00:11:55,360 --> 00:12:02,680

sometimes as high as 0.8 it

292

00:11:59,020 --> 00:12:05,770

seems that that correlation is signaling

293

00:12:02,680 --> 00:12:08,500

to us that it gives a better read on the

294

00:12:05,770 --> 00:12:11,650

underpinnings of the phonology behind

295

00:12:08,500 --> 00:12:13,900

reading than segmentation task do an

296

00:12:11,650 --> 00:12:16,060

interesting note and this is a

297

00:12:13,900 --> 00:12:17,860

non-scientific opinion this is just

298

00:12:16,060 --> 00:12:19,450

based on my reading of the research

299

00:12:17,860 --> 00:12:21,100

literature but in about the last ten

300

00:12:19,450 --> 00:12:23,260

years in the reading research literature

301

00:12:21,100 --> 00:12:26,260

I rarely see segmentation or

302

00:12:23,260 --> 00:12:29,410

categorization certainly not rhyming or

303

00:12:26,260 --> 00:12:32,470

alliteration used as an index of

304

00:12:29,410 --> 00:12:35,350

phonological skills almost always now in

305

00:12:32,470 --> 00:12:37,630

the last 10-15 years researchers have

306

00:12:35,350 --> 00:12:40,510

relied on phonological manipulation

307

00:12:37,630 --> 00:12:42,280

tasks usually deletion or sometimes

308

00:12:40,510 --> 00:12:44,700

substitution it seems that researchers

309

00:12:42,280 --> 00:12:46,680

have kind of stumbled upon the fact that

310

00:12:44,700 --> 00:12:48,640

manipulation tasks give us a better

311

00:12:46,680 --> 00:12:49,900

understanding or give us more

312

00:12:48,640 --> 00:12:51,880

information about the phonological

313

00:12:49,900 --> 00:12:54,250

underpinnings of reading and some of the

314

00:12:51,880 --> 00:12:56,230

other classic tasks but unfortunately

315

00:12:54,250 --> 00:12:59,230

most of the tests that are out in the

316

00:12:56,230 --> 00:13:02,380

market are very task-oriented oh we'll

317

00:12:59,230 --> 00:13:03,760

do one blending task then we'll do a

318

00:13:02,380 --> 00:13:05,290

segmentation task then we'll do a

319

00:13:03,760 --> 00:13:06,970

categorization test then we'll do a

320

00:13:05,290 --> 00:13:09,130

manipulation task then we'll do rhyming

321

00:13:06,970 --> 00:13:11,500

then we'll do a alliteration what are each

322

00:13:09,130 --> 00:13:13,930

of those tasks telling you each of those

323

00:13:11,500 --> 00:13:15,940

tasks are at best trying to get at an

324

00:13:13,930 --> 00:13:18,820

underlying phonological skill that

325

00:13:15,940 --> 00:13:21,250

interacts with reading we now know what

326

00:13:18,820 --> 00:13:23,490

those skills are and manipulation does

327

00:13:21,250 --> 00:13:26,500

the best job of getting at those skills

328

00:13:23,490 --> 00:13:27,970

also manipulation has the best data for

329

00:13:26,500 --> 00:13:31,180

reading intervention we're going to come

330

00:13:27,970 --> 00:13:35,650

back to this in module 11 but studies

331

00:13:31,180 --> 00:13:39,100

have shown that the best progress made

332

00:13:35,650 --> 00:13:40,029

in normed assessments of word reading

333

00:13:39,100 --> 00:13:42,250

Have come

334

00:13:40,029 --> 00:13:44,310

when manipulation training phonological

335

00:13:42,250 --> 00:13:47,079

manipulation training was done

336

00:13:44,310 --> 00:13:49,540

not when segmentation done not when

337

00:13:47,079 --> 00:13:53,889

blending was done once again we'll leave

338

00:13:49,540 --> 00:13:56,199

that to module 11 as a result we can

339

00:13:53,889 --> 00:13:59,379

conclude that phonemic manipulation is a

340

00:13:56,199 --> 00:14:00,939

superior type of task for getting at the

341

00:13:59,379 --> 00:14:03,040

phonological underpinnings of reading

342

00:14:00,939 --> 00:14:05,769

both for assessment as well as for

343

00:14:03,040 --> 00:14:07,029

intervention the other thing is it's

344

00:14:05,769 --> 00:14:08,589

theoretically consistent with

345

00:14:07,029 --> 00:14:10,600

orthographic learning and I'm tying back

346

00:14:08,589 --> 00:14:13,870

to something I mentioned earlier in this

347

00:14:10,600 --> 00:14:15,790

slide is that it can measure phoneme

348

00:14:13,870 --> 00:14:18,579

proficiency in a way that the other

349

00:14:15,790 --> 00:14:20,319

tasks can't and we now know from

350

00:14:18,579 --> 00:14:22,629

orthographic learning that it's phoneme

351

00:14:20,319 --> 00:14:25,750

proficiency it's that instantaneous

352

00:14:22,629 --> 00:14:29,920

access to the sounds within the spoken

353

00:14:25,750 --> 00:14:32,980

language that help us remember words in

354

00:14:29,920 --> 00:14:35,259

Sum it's important to evaluate each of

355

00:14:32,980 --> 00:14:37,779

the phonological skill deficit areas all

356

00:14:35,259 --> 00:14:39,220

five of them when we are doing an

357

00:14:37,779 --> 00:14:42,819

evaluation of a child that has word

358

00:14:39,220 --> 00:14:44,829

reading difficulties and there are

359

00:14:42,819 --> 00:14:46,620

several advantages to evaluating working

360

00:14:44,829 --> 00:14:50,230

memory and rapid automatized naming

361

00:14:46,620 --> 00:14:52,720

phonemic manipulation tasks are the best

362

00:14:50,230 --> 00:14:55,360

source of getting at the phonological

363

00:14:52,720 --> 00:14:58,120

underpinnings of reading it's the only

364

00:14:55,360 --> 00:15:00,819

way that we can get at phonemic

365

00:14:58,120 --> 00:15:02,860

proficiency and phonemic proficiency is

366

00:15:00,819 --> 00:15:09,279

the foundation for building the site

367

00:15:02,860 --> 00:15:11,379

vocabulary average performances on such

368

00:15:09,279 --> 00:15:15,339

phonological tasks need to be adjusted

369

00:15:11,379 --> 00:15:17,199

based upon the larger profile if a 9 is

370

00:15:15,339 --> 00:15:19,029

on the higher end of the child's profile

371

00:15:17,199 --> 00:15:20,920

with phonological skills that's the

372

00:15:19,029 --> 00:15:25,319

skill area that you want to work on if

373

00:15:20,920 --> 00:15:25,319

it's on the lower end it's probably fine

374

00:15:27,600 --> 00:15:31,329

so how might you design a battery that

375

00:15:29,889 --> 00:15:33,839

includes the assessment of phonological

376

00:15:31,329 --> 00:15:33,839

skills

377

00:15:36,460 --> 00:15:41,540

next up we're going to look at some

378

00:15:39,680 --> 00:15:45,070

specific tests for phonological

379

00:15:41,540 --> 00:15:45,070

awareness and for blending