

Assessing, Preventing, and Overcoming Reading Difficulties

A professional learning series presented by David A. Kilpatrick, Ph.D.

Module 11 Session 3

Sponsored by the Exceptional Student Services Unit (ESSU) and created in collaboration with Specific Learning Disability Specialists Jill Marshall and Veronica Fiedler



COLORADO
Department of Education

Module 11: Effective Interventions for Reading Difficulties

Session 3: The Phonological Proficiency Intervention Continuum

Assessing, Preventing, and Overcoming Reading Difficulties

Objective:

Through engagement in this series of 13 on-demand webinars, participants will understand the current research, implications, and the essential elements necessary for assessing, preventing, and overcoming reading difficulties.



ASSESS



PREVENT



OVERCOME

Assessing, Preventing, and Overcoming Reading Difficulties

Webinar Series Modules

Module 1: Reading Research and the Research to Practice Gap

Module 2: Current Approaches to Reading Instruction: Why Many Learners Still Struggle

Module 3: The Simple View of Reading

Module 4: Word-Level Reading

Module 5: Reading Comprehension

Module 6: Introduction to Reading Assessment; Assessing Phonological Skills

Module 7: Assessing Phonics Skills

Module 8: Assessing Word Identification and Reading Fluency

Module 9: Assessing Reading Comprehension and Related Skills

Module 10: Effective Approaches for Preventing Reading Difficulties

MODULE 11: Effective Interventions for Reading Difficulties

Module 12: Case Examples of Reading Disabilities

Module 13: Specific Learning Disability Identification

Module 11 Overview

Module 11: Effective Interventions for Reading Difficulties

11.1 How Do We Determine What is Effective?

11.2 Popular Interventions With Minimal to Modest Results

11.3 The Phonological Proficiency Intervention Continuum

11.4 Highly Effective Interventions for Reading Difficulties

Learning Intentions



Module 11 Session 3: The Phonological Proficiency Intervention Continuum

Participants will be able to:

- ✓ **Describe the phonological proficiency intervention continuum**
- ✓ **Explain why the degree of phonology incorporated into intervention affects outcomes for word-level reading**

Establishing a Basis for Reading Intervention

- Last module – less effective approaches based upon unsupported assumptions
- How about interventions consistent with well-supported assumptions?
- Unfortunately, this has not been directly studied
- However, we have sufficient information to derive some workable conclusions

The Central Role of Phonology

- **Recall the phonemic nature of alphabetic writing**
 - We do not write words—we write phoneme-based characters
- **Recall the central role of phonology in Ehri's and Share's theories of word memory/orthographic learning**
 - Words are stored in memory based upon the connection between phonology and their spelling patterns
- **Note that weak readers continue to have poor phonemic skills long past the early years (typically into adulthood)**
- **Thus, addressing phonology should be central to intervention**
 - Yet this is not the case for a large proportion of intervention studies for word-level reading difficulties

Phonemic Proficiency Intervention Continuum

- **A pattern exists in the research on word reading intervention**
 - Intervention studies display a wide range of outcomes based upon standard score point gains on normed word identification tests
 - Reliance on effect size somewhat obscures this pattern (see Session 11.1)
- **Studies with . . .**
 - No phonological awareness training tend to have 0-6 standard score point gains (usually 2-4 points)
 - Studies that train phoneme segmentation and/or blending (1st grade skills) tend to have 6-9 standard score point gains (usually 6-7 points)
 - Studies that train phoneme manipulation skills tend to have 12-25 standard score point gains (usually 14-17)

Interpreting the Continuum of Outcomes

- **The more in-depth or advanced the training of the phonemic skills, the better the outcomes**
- **This is consistent with the centrality of phonology in theories of orthographic learning**
- **Ehri's and Share's theories (and personal experience) indicate that word learning is largely unconscious—behind the scenes**
 - Do you recall consciously remembering tens of thousands of words?
- **If word learning is largely unconscious, the skills that support it *must also* be unconscious**
 - Thus, unconscious and automatic access to phonemes (phonemic proficiency) must be present for efficient word memory

Why Phoneme Manipulation Training?

- **Orthographic mapping requires phoneme-level segmentation**
- **However, segmentation tasks are incapable of determining automaticity and thus phonemic proficiency**
 - Segmentation tasks inherently involve conscious segmentation
- **Instant responses to manipulation tasks *can* determine phonemic proficiency**
 - Illustration with instant responses to phoneme deletion or substitution
 - *coast* to *coat* or *glow* to *grow*
 - Requires completion of four phonemic tasks in 1 to 1 ½ seconds
 - Segmentation, isolation, manipulation, blending
 - This strongly suggests that segmentation is unconscious/automatic

Integrating Two Research Literatures

- Research on orthographic learning (Ehri's & Share's theories) is studied independently from research on word reading interventions
- The phonemic proficiency continuum shows that the two research literatures fit together very well
- Studies of interventions that provided the tools needed for orthographic mapping (letter sound proficiency and phonemic proficiency) were far more successful than those that had limited (i.e., segmenting or blending) or no training of phonemic skills

Summary: Module 11 Session 3

- ✓ Alphabetic writing involves phoneme-based characters
- ✓ The well-established theories of orthographic learning highlight the centrality of phonemic processing for word memory
- ✓ There is a wide range of standard score point outcomes in word-reading intervention research
- ✓ There appears to be a direct relationship between phonemic training and outcomes
- ✓ The more advanced the phonemic training, the better the reading outcome



A woman with long brown hair and black-rimmed glasses is shown from the chest up, looking upwards and to the right with a thoughtful expression. Her right hand is raised to her chin, with her index finger pointing up. The background is a light grey color with several black question marks scattered throughout. A large black thought bubble is positioned on the left side of the image, containing white text.

Reflect and Connect:

Do what degree have you incorporated phonemic training into remedial reading lessons? How may your practice change based upon this session?

Wrap Up

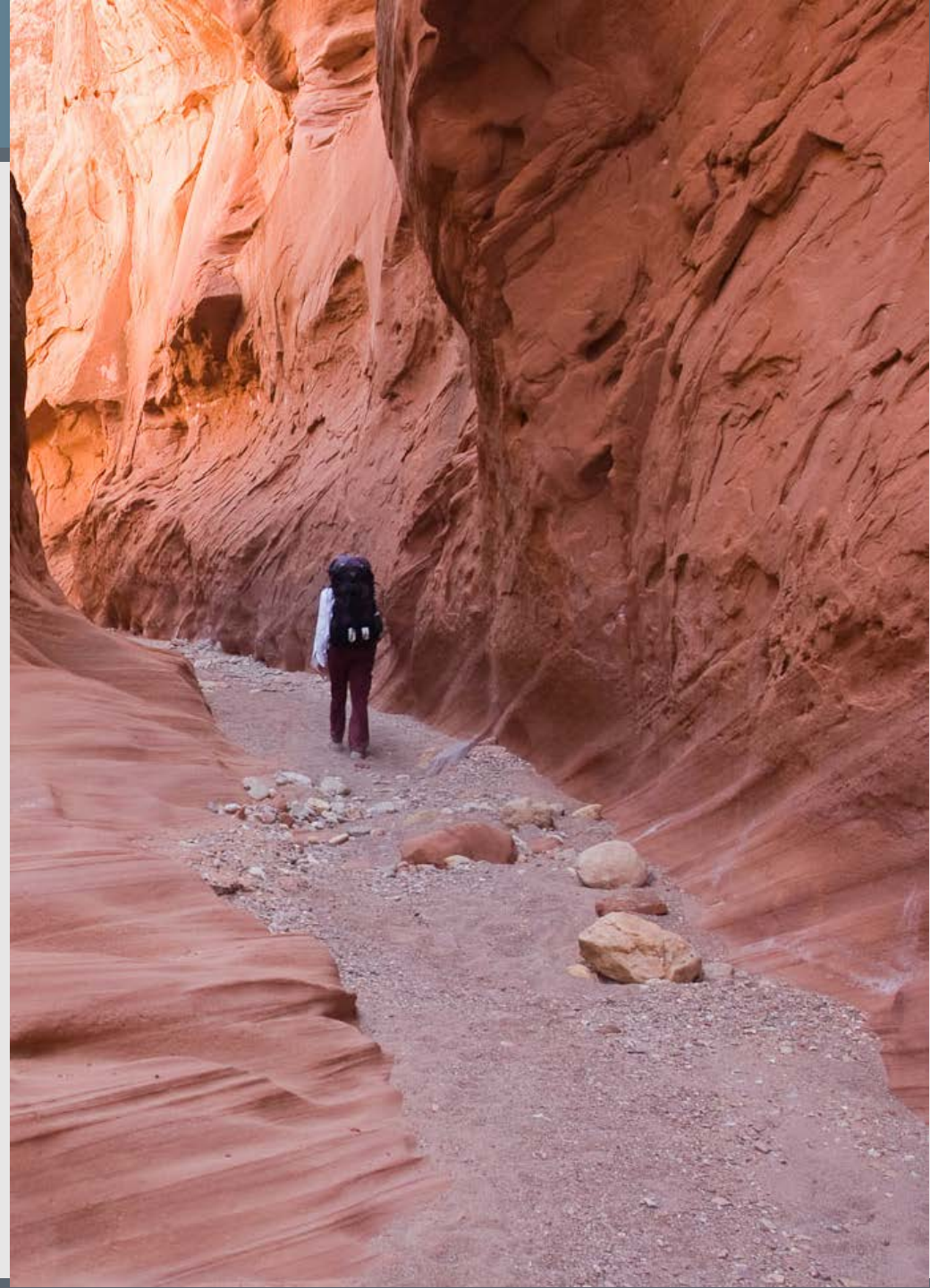


What was your biggest takeaway?

What questions do you still have?

Up Next

Module 11.4 **Highly Effective Intervention for** **Reading Difficulties**





Thank You

Please visit the CDE Specific Learning Disability Website
for more information:

<https://www.cde.state.co.us/cdesped/SD-SLD>