

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. Teacher sits opposite the student
2. **Explain:** Teacher says to the student “Today you’re going to practice saying the sounds in words to help you become an even better reader. 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 & rationale must be given at the start of every session.
3. **Model:** Teacher 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.” Teacher models for the students, using the signaling procedure described above with only the teacher responding. Teacher 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:** Teacher 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.” Teacher practices with student. Teacher maintains brisk pace, with little pause between words.
5. **Correction:** Any time a student responds incorrectly, the teacher 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” (signals for student to respond)).

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

Site: _____ Grade Level of Student: _____ Date: _____

Member: _____ Observer: _____

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