

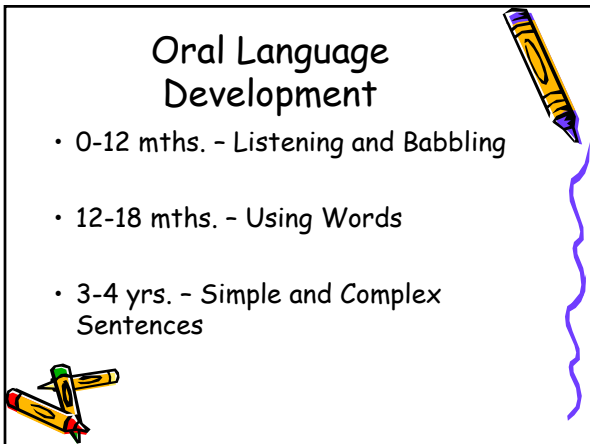
A Comprehensive Approach to Reading Intervention

Crystal Payne, M.S., CCC-SLP
Metropolitan Speech Pathology Group
Washington, DC



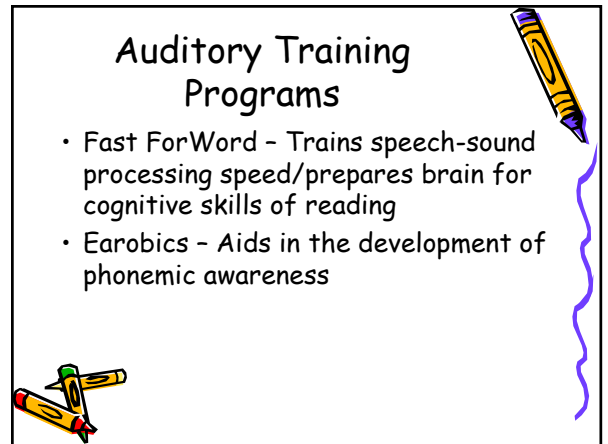
Language Skills

- Primary
 - Listening and Speaking
- Secondary
 - Reading and Writing



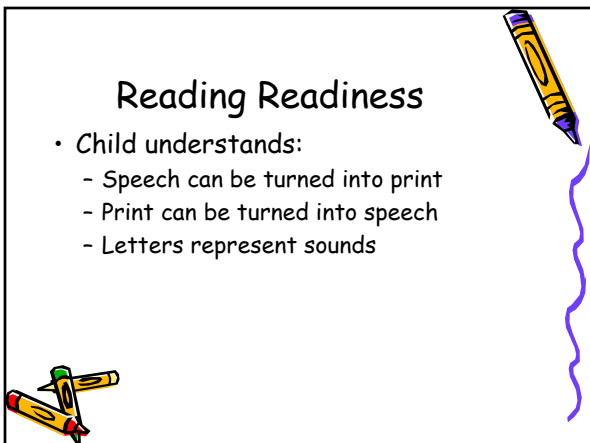
Oral Language Development

- 0-12 mths. - Listening and Babbling
- 12-18 mths. - Using Words
- 3-4 yrs. - Simple and Complex Sentences



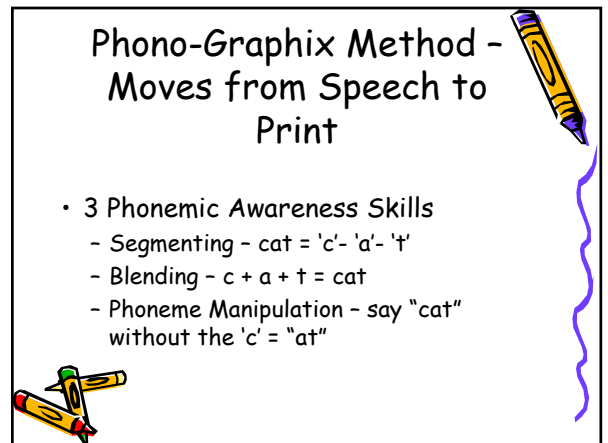
Auditory Training Programs

- Fast ForWord - Trains speech-sound processing speed/prepares brain for cognitive skills of reading
- Earobics - Aids in the development of phonemic awareness



Reading Readiness

- Child understands:
 - Speech can be turned into print
 - Print can be turned into speech
 - Letters represent sounds



Phono-Graphix Method - Moves from Speech to Print



- 3 Phonemic Awareness Skills
 - Segmenting - cat = 'c'- 'a'- 't'
 - Blending - c + a + t = cat
 - Phoneme Manipulation - say "cat" without the 'c' = "at"

Phono-Graphix Key Concepts



- Letters are pictures of sounds 'c' 'a' 't'
- Sometimes a sound picture is one letter and sometimes two or more - in 'coat', the 'o' 'a' shows the <o-e> sound
- There is variation in the code. Most sounds can be shown with more than one picture - **date, steak, rain, play, table, they, sleigh**
- There is overlap in the code - some pictures show more than one sound - <ea> = **sweat, break, cheat**

Reading Fluency- Combination of Accuracy and Rate





- Traditional Repeated Reading
- Great Leaps
- Read Naturally

Reading Comprehension Development




- Learning to Read - Grades K-3
- Reading to Learn - Grades 4 and up

Types of Reading




- Factual
- Survey/text
- Imaginative

Comprehension Strategies



- Determine Purpose of Reading
- Think Aloud
- Practice Marking Text
- Self-monitor
- Reread/Repair Confusion
- Adjust Reading Rate
- Connect to Prior Knowledge
- Visualize
- Summarize

Comprehension "Nightmare"



- Simplisme
- C'est vrai
- Petain? Maginot?
- Gallic shrug
- Jackboots
- WW II
- Nazis

Summation of Comprehension Process

She talked on and on while Milkman sat back and listened to gossip, stories, legends, speculations. *His mind was ahead of hers, behind hers, with hers, and bit by bit, with what she said, what he knew, and what he guessed, he put it all together.* *Song of Solomon* - Toni Morrison



Types of Vocabulary

- General Vocabulary (Oral, Spoken and Written)
- Content-Specific Vocabulary



Depth of Word Knowledge

- Prefixes
- Suffixes
- Roots (Base words)

Breadth of Word Knowledge

- Synonyms and Antonyms
- Figurative Language
- Connotations



Syntax

- Word Order
- Main Thought
- Relationships among Words
- Ability to Parse a Sentence (Who did what to whom?)
- Track Referents



Attention - Key Control Systems

- Mental Energy
- Processing
- Sustain Mental Effort
- Motivation



Memory

- Phonological Coding in Working Memory
- Short-term
- Long-term



WEBSITES

- www.metspeech.com
- www.scientificlearning.com (Fast ForWord)
- www.cogcon.com (Earobics)
- www.readamerica.net (Phono-Graphix)
- www.greatleaps.com
- www.readnaturally.com



Questions???

- Discussion
- References



A COMPREHENSIVE APPROACH TO READING INTERVENTION
CRYSTAL PAYNE, M.S., CCC-SLP

REFERENCES

- Bellis, T. (2002). *When the Brain Can't Hear: Unraveling the Mystery of Auditory Processing Disorder*. New York, NY: Pocket Books.
- Change, E., Merzenich, M. (2003). *Environmental noise retards auditory cortical development*. *Science*, 300 (5618): 498-502.
- Chenowith, K. (2003). *Homeroom: There's Wisdom in Teaching Knowledge with Reading*. The Washington Post.
- Gamon, D., Bragdon, A. (2001). *Learn Faster and Remember More*. Cape Cod, MA: Brainwaves Books.
- Levine, M. (1994). *Educational Care: A System for Understanding and Helping Children with Learning Problems at Home and in School*. Cambridge, MA. Educators Publishing Service, Inc.
- McGuinness, C., and McGuinness, G. (1998). *Reading Reflex*. New York, NY: The Free Press.
- McGuinness, D. (1997). *Why Our Children Can't Read and What We Can Do About It*. New York, NY: Simon and Schuster.
- Meyer, M. (2002). Repeated reading: *An old standard is revisited and renovated*. *Perspectives*, Winter, 22 (2): 15-18.
- Morrison, T. (1977). *Song of Solomon*. New York, NY: Alfred A. Knopf, Inc.
- Oliver, C., and Bowler, R.F. (1996). *Learning to Learn*. New York, NY: Fireside.
- Quindlen, A. (1998). *How Reading Changed My Life*. New York, NY: Ballantine Publishing Group.
- Shaywitz, S. (2003). *Overcoming Dyslexia*. New York, NY: Vintage Books.
- Tovani, C. (2000). *I Read It, But I Don't Get It*. Portland, ME: Stenhouse Publishers.
- Vail, P.L. (1998). *A Language Yardstick: Understanding and Assessment*. Rosemont, NJ: Modern Learning Press.
- Vail, P.L. (1999). *Seize the Meaning!* New York, NY: Kaplan Publishing.
- Vance, J.R.M. (1995). *Some Jungles are Noisier than Others*. Columbus, OH: Highlights for Children, Inc.
- Wild, M., and Brooks, R. (2000). *Fox*. Australia: Allen and Unwin PTY.