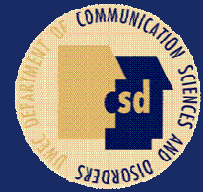




Effects of Direct Intervention on Identification, Blending, and Segmenting of Phonemes

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Background

- ♦ Phonological awareness (PA) often learned indirectly from caregivers and other environmental influences
- ♦ Direct intervention of these skills usually implemented with children who are not typically developing
- ♦ Kindergarten-age children use PA, an early indicator of literacy, to help learn sounds and letters

Purposes of the Study

- ♦ To determine if PA skills in typically developing children can be increased by providing intervention on identification, blending, and segmenting of phonemes
- ♦ To investigate other variables that may affect the development of PA skills

Participants

- ♦ Five children recruited from a t-ball team at a summer recreational program
- ♦ All children were typically developing
 - No diagnoses of language disorders, cognitive or learning disabilities, hearing loss, or other conditions
- ♦ Ages ranged from 5;0 to 5;8 years
- ♦ Three children assigned to the PA skills intervention group
- ♦ Two children assigned to the control group that did not receive intervention

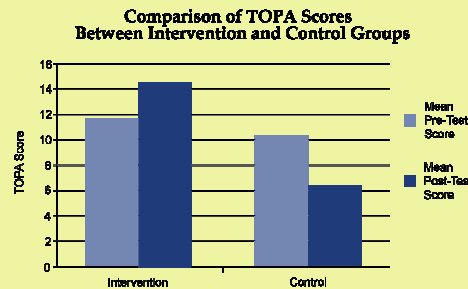
Methods

- ♦ *Test of Phonological Awareness: Kindergarten Version (TOPA)* administered using two subtests to measure ability to identify same and different initial phonemes
- ♦ Three children in experimental group had six individual 10-minute sessions over three weeks
- ♦ Experimental group received intervention of three PA skills: identification, blending, and segmenting of phonemes
- ♦ Each PA skill area targeted for two sessions, with three picture card activities used to teach each skill

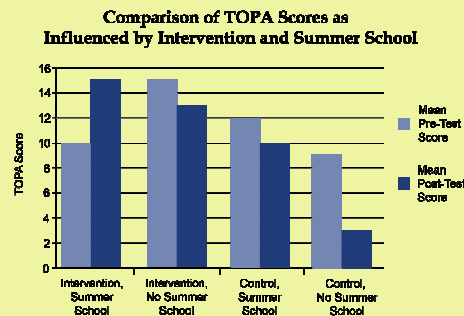
- ♦ Skill 1 – Initial Phoneme Identification: Used cards to name, sort, and identify location of phonemes
- ♦ Skill 2 – Blending Phonemes: Used cards to blend phonemes from words with segmented productions
- ♦ Skill 3 – Segmenting Phonemes: Used cards to segment, sort, and count phonemes

Results

- ♦ *TOPA* used to assess children aged 5;0 to 5;11 years; raw scores indicate correct responses out of 20 opportunities
- ♦ Data were analyzed using differences between pre-test and post-test scores
- ♦ Intervention paired with summer school enrollment resulted in increases in *TOPA* raw scores, but they were not statistically significant



- ♦ Percentage Differences
 - ♦ Direct intervention: + 22.79%
 - ♦ Control (No direct intervention): - 38.10%



- ♦ Percentage Differences
 - ♦ Direct intervention and summer school: + 50.00%
 - ♦ Direct intervention, no summer school: - 13.33%
 - ♦ Control, summer school: - 16.67%
 - ♦ Control, no summer school: - 66.67%

Implications

- ♦ Intervention + summer school resulted in highest *TOPA* scores
- ♦ Similar intervention methods may be implemented in preschools, summer school programs, or home settings

Limitations

- ♦ Small sample size from a single location
- ♦ No male participants
- ♦ Unable to control variables such as parental education and child involvement in other activities

Future Directions

- ♦ Larger sample size from varied locations
- ♦ Intervention of different skills to teach PA
- ♦ Further research on long-term benefits of direct intervention of PA skills

Selected References

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