

Phoneme Blending Intervention Strategy – Blending Pathway

For: Kindergarten and 1st grade or older students who have not reached the benchmark and cannot display the ability to blend sounds into words, based on a Phoneme Blending Assessment (attached).

BENCHMARKS ON THE PHONEME BLENDING ASSESSMENT:

	Fall	Winter	Spring
Kindergarten	-----	7	14
Grade 1	20	20	20

Materials: Word lists for the teacher (attached)

Recommended Duration and Frequency: This intervention should be conducted at least 3 times per week for 10 – 15 minutes per session. Students should advance to the next word list when they demonstrate proficiency (when the student can blend sounds to make words that the interventionist has segmented correctly without help with 95% accuracy overall for at least 3 consecutive days). Monitor the student’s progress once a week or twice monthly using the Phoneme Blending assessment (attached). When the child’s score is at the benchmark/target for 3 consecutive monitors and teacher observation confirms that the skill has been transferred to classroom work, the intervention may be discontinued.

Steps for Intervention:

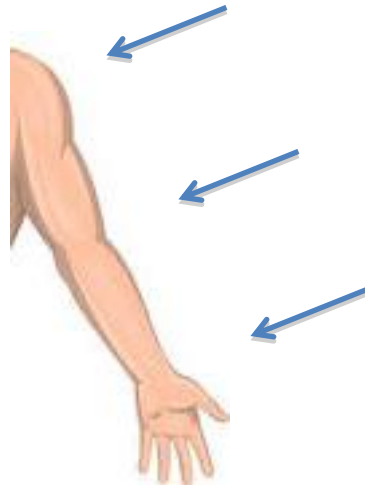
1. Select an appropriate word list to use with the student. The lists get progressively harder, so choose one based on the student’s beginning skill level for this task. (See attached for word lists.)
2. Do the first item with the student, saying, “/b/ /ee/.” Hold your left arm out. When saying /b/, touch the crook of your left arm (inside of your left elbow) with your right hand. When saying /ee/, touch your left wrist with your right hand. (Make the sounds 1 second apart.) Then, starting at the crook, sweep down to your wrist, blending the sounds /b/ and /ee/ together to make “bee”.
3. Next, have the student copy what you did with /b/ /ee/ on his arm, saying the segmented sounds first, and then sweeping down the arm to blend the sounds into the word “bee”.
4. Continue modeling this task for each of the items until the student seems to catch on. When the student understands the task, all the interventionist needs to do is segment the sounds orally. The student can segment and sweep on his own arm. Make sure the student says the whole word blended as he sweeps down his arm. If the student does not do this correctly, the teacher should go back to modeling the sweep/blend. Record how the student does on the recording sheet (attached). A “-” sign means incorrect. An “m” means the student swept down his arm and blended correctly after a teacher model. A “+” means the student swept and blended correctly without the teacher model.

5. When the student is able to sweep and blend 2-phoneme words correctly without a teacher model with 95% accuracy, move on to 3-phoneme words. For 3-phoneme words, the sweep moves from the shoulder, to the crook, to the wrist.
6. When a student has achieved at least 95% accuracy on the segmented words given with no teacher model for at least 3 consecutive days, begin working on the next word list.

Sample - 2-Phoneme Word:



Sample - 3-Phoneme Word:



Word Lists:

List A: 2-Phoneme Words - bee, egg, toe, key, knee, tea, we, do, moo, zoo, boo, you, go, up, if, ill, me, so, in, an, tie, pie, my, die, new, toy, boy, joy, coy, soy, gee, at, ate, it, oat, use, ease, eyes,

List B: 3-Phoneme Words (initial continuous consonant) - mat, sam, ram, ran, fin, red, less, rob, rip, line, roll, sock, race, sat, fit, rat, run, fog, mill, fill, Meg, rib, seem, log, lock, rug, sun, move, and, nose, sit, fat, rid, rot, mom, man, fig, fell, map, feet, love, van, mitt, mad, rim, mid, lot, fib, leg, note, lip, lake, read, ship, sack, lead, lock, mate, same, rain, fine, lease, robe, ripe, soak, rack, fight, sight, might, light, mile, rate, file, lake, soon, wrote, feel, meal, seal, sake, rake

List C: 3-Phoneme Words (initial stop consonant) - hot, ham, dim, dog, bog, beg, pass, pet, cool, wave, coat, tap, cop, pen, tool, hid, hug, wait, time, had, wet, chip, joke, jam, what, wig, pin, ten, well, pan, dad, hill, bell, tin, pill, tub, hush, bet, bob, beg, top, bat, dot, gum, head, wipe, bed, yell, bite, hat, got, gas, get, pull, kit, tune, cob, cap, pop, bib, peek, bet, bake, bike, book, bug, bus, cake, cage, can, cave, chick, comb, cot, cub, cup, cut, deer, duck, game, gate, goat, hose, jack, jeep, jet, juice, kick, pig, path, peak, pot, team, tape, tire, tub, tube, wash, wave, web, wipe

Verbal Pathway - Recording Sheet

Student Name: _____ Date: _____

List Used (circle one): List A List B List C

A word is counted as correct and marked as a “+” if after listening to the interventionist segment the word, the student can sweep it on his arm and blend it correctly without a blending model from the interventionist.

Word	Score		
	(Circle only one.)		
	Not blended correctly, even with a model	Blended correctly, but with a model	Blended correctly without a model
1.	-	m	+
2.	-	m	+
3.	-	m	+
4.	-	m	+
5.	-	m	+
6.	-	m	+
7.	-	m	+
8.	-	m	+
9.	-	m	+
10.	-	m	+
11.	-	m	+
12.	-	m	+
13.	-	m	+
14.	-	m	+
15.	-	m	+

TOTAL SCORE (add +'s) = _____

PERCENTAGE OF ACCURACY (TOTAL SCORE/TOTAL # OF WORDS X 100) = _____

Verbal Pathway - Integrity Check

Interventionist: _____ **Date:** _____ **Grade Level:** _____ **Tier** _____
Integrity Monitor: _____

Descriptor - Student	Yes	No	N/A
Student is in Grade K or 1 and has scored below benchmark on the Phoneme Blending Assessment.			

Descriptor - Materials	Yes	No	N/A
Interventionist has a word list.			

Descriptor - Interventionist	Yes	No	N/A
Interventionist maintains an environment conducive to task completion (quiet, manages behavior issues, engages student, etc.)			
Interventionist initially segments the sounds one second apart, using the arm pathway technique for modeling if the child still needs it.			
Interventionist blends the sounds into a word while sweeping down his/her arm as a model for the student. (N/A if the student no longer needs this step.)			
The word list selected seems appropriate for the student's skill level.			
Interventionist scores the student responses accurately on the recording sheet.			
Interventionist assists the student by modeling if s/he has difficulty.			
The intervention is conducted at least 3 times per week for 10-15 minutes.			
Student is advanced to the next word list when reaching 95% accuracy 3 times consecutively.			
Student's progress is monitored using the phoneme blending assessment at least twice monthly.			

Verbal Pathway Integrity Check Summary: _____ of _____ applicable components are observed.

Notes:

(Ideas for this intervention borrowed from *Improving Reading: Strategies and Resources* by Jerry Johns.)

Phoneme Blending Assessment

Say to the child, "I will say some words in a secret language. You try to guess what word I am saying. Let's try one: s - ee. What word did I say?" If the child does not guess "see", say, "S-ee is see. Let's try another. T-ea. What word did I say?" If the child does not guess correctly, continue with the assessment, but stop testing if the child becomes frustrated.

Say the following words to the child in segmented fashion, as indicated. Give one point for each word the child guesses correctly.

___ 1. **b - ee** (bee)

___ 17. **w - a - sh** (wash)

___ 2. **g - o** (go)

___ 18. **y - aw - n** (yawn)

___ 3. **d - ie** (die)

___ 19. **b - e - t** (bet)

___ 4. **h - ay** (hay)

___ 20. **c - a - n** (can)

___ 5. **i - s** (is)

___ 21. **d - a - sh** (dash)

___ 6. **J - oe** (Joe)

___ 22. **e - n - d** (end)

___ 7. **l - ie** (lie)

___ 23. **f - i - n** (fin)

___ 8. **m - y** (my)

___ 24. **sh - i - p** (ship)

___ 9. **kn - ee** (knee)

___ 25. **ch - ee - se** (cheese)

___ 10. **o - ff** (off)

___ 26. **b - ow - l** (bowl)

___ 11. **m - a - n** (man)

___ 27. **t - a - ck** (tack)

___ 12. **n - o - se** (nose)

___ 28. **c - r - y** (cry)

___ 13. **p - e - ck** (peck)

___ 29. **d - e - n** (den)

___ 14. **r - u - n** (run)

___ 30. **b - i - ke** (bike)

___ 15. **s - ee - m** (seem)

___ 16. **t - oa - d** (toad)

Total Points _____