

Evidence Based Practices: Strategies based on Empirical Evidence

<p>Strategy: (definition)</p> <p>Phonological awareness</p>	<p>An oral language skill that involves the ability to notice, reflect upon and manipulate the individual sounds in words.</p> <p>Involves two aspects:</p> <ol style="list-style-type: none"> 1) The awareness that speech is made up of sounds 2) The ability to break down these sounds and manipulate them
<p>Underlying premise (theoretical basis):</p>	<p>The reading process calls upon learners' ability to segment words into sounds and syllables, to recognize and produce rhyming words, to identify where a specific sound occurs in a word and to blend sounds (phonemes) into words.</p> <p>Weaknesses in phonological awareness account for a significant portion of beginning reading problems and related difficulties in reading comprehension, memory and vocabulary. In order to prevent these reading-related problems from occurring, phonological awareness strategies need to be implemented.</p>
<p>Practice (outline of the strategy):</p>	<p>Four types of phonological awareness strategies:</p> <ol style="list-style-type: none"> 1) Listening strategies – The goal is to help learners to develop active, attentive, and analytical listening skills. Here are some activities that could be employed: <ol style="list-style-type: none"> a) Bring in recordings of everyday sounds familiar to the learners and ask them to identify them. b) Ask learners to listen to familiar poems and songs and occasionally replace certain words with nonsense words. See if they can identify what did not make sense. 2) Word-level strategies – These activities have the aim of helping learners become aware that words can stand alone. They include: <ol style="list-style-type: none"> a) Have learners count the number of words in a particular sentence. b) Read a sentence to the learners, then read the sentence a second time but omit a word and ask them to identify the missing word. 3) Syllable strategies – <ol style="list-style-type: none"> a) Have learners count and

	<p>distinguish syllables in a word.</p> <p>b) Have learners add and delete syllables from a word.</p> <p>4) Phonemic/rhyming strategies –</p> <p>a) Help learners become familiar with beginning sounds of words by asking them to find words that begin with particular sounds.</p> <p>b) Have learners say what is left when a given sound or syllable is dropped from a word.</p>
The Evidence (pros and cons of the strategy):	<p>Positive results associated with phonological awareness:</p> <p>1) There is a substantial body of research showing that instruction in phonological awareness and phonetic awareness has positive effects on both phonological skill and word-reading skills for learners with specific learning disabilities and complex communication needs.</p>
Associated Risks (potential problems in implementation):	<p>Three risks:</p> <p>1) Not carefully choosing phonological processing activities to meet the needs and interests of all learners in the class. It is important to present alternative activities, or to modify a given activity by making it more challenging for higher-level learners.</p> <p>2) Not monitoring and using well-thought out activities.</p> <p>3) Over-emphasizing the use of phonological processing. Educators should realize that phonological processing plays a part in an effective overall reading curriculum, and should not be the main focus.</p>
Setting (student and environment strategy is best suited):	<p>General education setting</p> <p>Mild/Moderate</p> <p>Learners at risk for reading failure</p> <p>K-12</p>
Conclusion (value of the method):	<p>Phonological processing strategies constitute a valuable component in a balanced reading curriculum. The strategies are most effective when the instruction is presented at an early age and in a direct, explicit and systematic manner.</p>

Further Reading (additional resources to learn more about the strategy):

Swain, K., Friehe, M., & Harrington, J. (2004). Teaching listening strategies in the inclusive classroom. *Intervention in School & Clinic, 40*(1), 48-54. Retrieved from Education Research Complete database.

Thatcher, K. (2010). The development of phonological awareness with specific language-impaired and typical children. *Psychology in the Schools, 47*(5), 467-480. Retrieved from Education Research Complete database.

van Bysterveldt, A., Gillon, G., & Moran, C. (2006). Enhancing phonological awareness and letter knowledge in preschool children with Down's syndrome. *International Journal of Disability, Development & Education, 53*(3), 301-329.

Wise, J., Sevcik, R., Morris, R., Lovett, M., & Wolf, M. (2007). The growth of phonological awareness by children with reading disabilities: A result of semantic knowledge or knowledge of grapheme phoneme correspondences?. *Scientific Studies of Reading, 11*(2), 151-164.

Yeh, S., & Connell, D. (2008). Effects of rhyming, vocabulary and phonemic awareness instruction on phoneme awareness. *Journal of Research in Reading, 31*(2), 243-256.