Meaningful intervention for phonological production and literacy skills

A bud with a bug.
A bug on the bud.

Acknowledgements and Alerts

- Website with free literacy lessons and resources – thanks to USOE and BYU
- Systematic and Engaging Early Literacy (SEEL)
  
  Education.byu.edu/seel
- iPad apps
  - Hideout: Early Reading and Flying Kitchen
- Authentic clinical contexts
- Hidden or modified slides

Overview

- Nature and benefit of meaning-based interventions
- Relationship among SSD, phonological awareness, and reading
- Establishing phonological production and literacy goals
- Implementing meaningful Intervention for SSD
- Integrating literacy with phonological interventions
- Implementing intervention within school contexts
- Summary
Children with speech sound disorders are likely to experience reading difficulties (Bishop & Adams, 1990; Catts, Fey, Tomblin, & Zhang, 2002; Catts, Adlof, Hogan, & Weismer, 2004; Nathan, Stackhouse, Goulandris, & Snowling, 2004).

Children with SSDs are at risk for deficits in phonological awareness (Farquharson, 2012; Bird, Bishop, & Freeman, 1995; Presson & Edwards, 2010).

Children with SSD are more likely to have poor phonological representations and deficits in reading (Larrivee & Catts, 1999).

Reading, phonological awareness, and speech sound production require deeply stored phonological representations (Farquharson, 2015; Brady). (e.g., my storage of Spanish words -- escogido vs. escondido; ingeniero)
**Relationship between PA and Reading**

- There is a positive, reciprocal, and predictive relationship between phonological awareness and reading.
- Instruction in the area of phonological awareness enhances reading and vice versa.

**Nature of PA Skills**

- Phonological awareness – umbrella term
  - Sensitivity to sound patterns (copper clapper caper)
  - Early sound play
    - Rhyming, alliteration, sentence segmentation, syllable segmenting and blending, onset + rime blending
- Phonemic awareness
  - Metalinguistic ability to talk about sound patterns
  - Blending and segmenting at the phoneme level
  - Identifying phonemes in words
  - Manipulating and deleting phonemes

**Relationship Between PA and Reading**

- Alliteration ➔ sort and match words ➔ associate letters & sounds ➔ use initial consonant to read word family words ➔ identify initial sounds ➔ manipulate and delete sounds and decode at the phoneme level
- Rhyming ➔ blend and segment onset + rime ➔ read word family words ➔ identify vowel & final consonant ➔ blend, segment, and read at the phoneme level, manipulate and delete sounds, build words
### Related PA and Reading Skills
(Gulatta & Hall, 2006)

<table>
<thead>
<tr>
<th>Alliteration</th>
<th>Rhyming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of same first sound</td>
<td>Awareness of rime ending</td>
</tr>
<tr>
<td>Sort and match words according to same first sound</td>
<td>Sort and match words according to rime ending</td>
</tr>
<tr>
<td>Blend onset + rime for CVC words (b + ee; b + uzz; b + ug)</td>
<td>Blend onset + rime (c + at; b + at; f + at; r + at)</td>
</tr>
<tr>
<td>Name initial letter</td>
<td>Name final letter or medial vowel</td>
</tr>
<tr>
<td>Associate sound with initial letter</td>
<td>Associate sound with medial vowel and/or final letter</td>
</tr>
<tr>
<td>Identify same first sound</td>
<td>Identify medial vowel or final consonant</td>
</tr>
<tr>
<td>Use initial letter to recognize (identify) words</td>
<td>Blend at the phoneme level</td>
</tr>
</tbody>
</table>

Read word family words and read words at the phoneme level.

Analyze and build words.

### Relationship of Alliteration to Reading
Begins with sensitivity to and awareness of the sound pattern – when the pattern is highlighted

### Meaning-Based Approaches to SSD
Phonological Contrast Approaches

Contrast words vary in a phoneme to illustrate differences in meaning (e.g., wag vs. rag; tip vs. sip).

Minimal contrasts or minimal pairs
The correct target is compared with the child’s incorrect production. The contrasting words differ by 1 or 2 features (e.g., tea/key; top/cop, tan/can). (Weiner, 1981)

Maximal contrasts
Words differ on several features (e.g., can/ran). The targeted sound is contrasted with an entirely different sound within the child’s repertoire (e.g., can/man). (Williams, 2010; Gierut, 1992)

Multiple contrasts
Contrasting words are identified for all or most errors. More than two contrasting pairs (e.g., tip/ship; tip/clip; tip/chip; tip/rip; tip/sip). (Williams, 2000, 2010)

Illustrate how simplification patterns (phonological processes) interfere with signaling meaning
Expand the child’s repertoire of sounds, features, and patterns
- Can address most processes (e.g., backing, fronting, gliding, cluster reduction, stopping, deaffrication, depalatalization, liquid simplification)
- Some processes are addressed in other ways (e.g., weak syllable deletion, assimilation, vowelization)

Address target patterns and phonemes in words rather than in nonsense syllables (but can be single syllable words and expressions such as yuck, ick, uck, or eek)
- Some work may be required to establish sound production before implementing a contrast approach
- Often addressed by labeling paired picture cards
Complexity Approach

- Stress the phonological system to yield greater gains (e.g., tackle blends, later-developing sounds)
- Target phonemes that are never or rarely produced
- Can make use of multiple oppositions and maximal contrasts for all or most of the child's errors simultaneously
  - (e.g., dip, whip, tip could be contrasted with chip, skip, clip, drip, lip, sip, snip, grip, rip, and/or zip – depending on child's simplification process)
  - (Baker & Williams, 2010)

Cycles Approach (Hodson, 2007)
(a phonological contrast approach)

- Focuses on suppression of processes; cycles and recycles through targeted patterns and phonemes; systematically moves from one pattern and phoneme to another
- Establishes cycles of remediation
  - Focuses on a target pattern and sound for a session
  - Moves to next phoneme within the pattern
  - Moves to another pattern for another session
  - Recycles through the patterns and phonemes

Cycles Approach (Hodson, 1989; 2007)
(a phonological contrast approach)

- Addresses blends
- Follows an instructional sequence
  - Make word cards (minimal pairs)
  - Engage in auditory bombardment of minimal pairs
  - Practice production of target words (e.g. games or conversation)
  - Probe stimulability for next set of words
  - Repeat auditory bombardment
Other Meaningful Dimensions . . . in addition to contrasts

- Context – naturalistic, real materials
- Conversational – reciprocal, responsive interactions
- Communicative – varied functions and word types (not just picturable nouns)
- Content – compelling, relevant, and functional target words
- Complexity – authentic demands

Meaning-based Approaches and Dimensions

- Can be combined – are not incompatible
- Can be adapted (e.g., can add cycling to other approaches)
- Can elicit productions in meaningful contexts from the outset
- Can capitalize on minimal, maximal, and multiple contrasts to increase options for signaling meaning

Benefits of Meaning-based Intervention

- Considers movement to generalization from the outset
- Motivates and engages learners; arranges for and connects to children’s experiences
- Permits integration of language and literacy skills
- Uses real speech, materials, and communicative functions
- Capitalizes on verbs, adjectives, adverbs and not just nouns
Demonstration: Ship Trip

- Possible processes: stopping, gliding, depalatization, deaffrication, cluster reduction
- Contrasts:
  - Include minimal contrasts with maximal and/or multiple contrasts
  - tip/ship; whip/rip; dip/ship; tip/skip; tip/trip; tip toe to the ship; skip/ship; dip/drip

ESTABLISHING SPEECH SOUND PRODUCTION GOALS

Will's Speech Sound Production

- 4 years 8 months
- GFTA: SS 63; 4th percentile
- Kahn Lewis Test of Phonological Processes: SS 76; 1st percentile
- Intelligibility: judged to be 50%
- PCC, 50%; moderate to severe

Will talking to his dad at bedtime
Will's Speech Sound Productions (single words)

- Deletion of final consonants: 11%
- Syllable reduction: 20%
- Stopping: 30%
- Cluster simplification: 90%
- Liquid simplification: 70%
- Velar fronting: 100%
- Palatal fronting: 90%
- Deaffrication: 90%
- Vowelization: 100%
- Distorts /s/ and /z/
- Stimulable on /ʃ/, /ʒ/, /sʃ/ and some blends (e.g., sp, st, sm, sn)
- Not stimulable on /kl, lg/, vocalic r, /r/, most blends
- Collapses /t, k/, /ʃ/, /tʃ/, sp, st, sk, tr

Goals for Speech Production

- Address patterns and phonemes using cycles
- Fronting -- production of /ŋ/
- Depalatalization and deaffrication -- stimulable -- impacts three sounds /ʃ/, /ʒ/, /sʃ/
- Cluster simplification -- stimulable for some clusters; impact intelligibility; stresses the system
- Establish production for /k/ and /g/
- Stimulate awareness of /r/ and /l/; address them in maximal and multiple oppositions

ESTABLISHING LITERACY GOALS
Literacy Skills

- **Preschool level**
  - Print awareness, letter naming, some letter-sound associations, rhyming, alliteration, blending of syllables and onset + rime

- **Kindergarten level**
  - Letter-sound associations; bending and segmenting onset-rime and phoneme levels; reading and writing of words and texts with short vowel patterns; building, spelling, and analyzing short vowel words

- **First grade and beyond**
  - Decode long vowel patterns, diphthongs, r- and l-controlled vowels, and blends; identify multiple spellings for same sounds; attack multi-syllable words; engage in fluent decoding; build and analyze words

Will's Literacy Goals (based on CTOPP-2; PALS)

- **Print awareness**
  - Recognize words that look alike and sound alike
  - “Read” predictable, repetitive texts from left to right
  - Identify meaning and function of print

- **Letter naming and letter sound associations**
  - Name letters and associate sounds with a core of letters

- **Phonological awareness**
  - Engage in rhyming, alliteration
  - Blend and segment at onset + rime and phoneme levels

- **Comprehension** -- Respond to questions about stories, retell, enact, and put in own words

PLANNING A SESSION TO ADDRESS SPEECH PRODUCTION
- Planning Process
  - Identify targeted pattern and phoneme
  - Select target words
    - Facilitative words that highlight the target sound
    - Minimal, maximal, and/or multiple contrasts
  - Identify a context and a theme
  - Determine communicative complexity
  - Identify functional ways to elicit productions

- Planning Example: Fronting
  - Process: fronting; target /ŋ/
  - Targets: tin-ting, pin-ping; din-din--ding; gone-gong; in-ink; spin-spring
  - Theme, Context:
    - Drop pins in a tin to go ping;
      make a tin (can) go ting;
      make a pin go ping; ink in a king
  - Complexity: routine

- Planning Example: Depalatalization
  - Process and phoneme: stopping, depalatalization; /ʃ/
  - Target words
    - Minimal contrast: shake vs. take
    - Maximum and multiple: make, take, cake, shake, bake, break, wake, rake, fake
  - Theme: making a cake
  - Context: routine
    - Take (ingredients for a cake); take and shake, bake cake; shake (sheet); take cake; break cake; and shake cake (crumbs)
  - Model and elicit productions
    - Produce ‘take’ and ‘shake’ in order to shake in little bits of ingredients
Planning Example: Fronting

- **Process**: fronting, t/k in initial position and /k/ in final position
- **Target words**
  - Minimal (e.g., *take* vs. *cake* and *wait* vs. *wake*), maximum and multiple contrasts (take, cake, shake, bake, make, break, wake, rake)
- **Theme**: making a cake
- **Complexity**: Routine
  - Make a cake, take (ingredients) for the cake; take cake (to oven); bake cake; take cake (out of oven); take cake to people; tell people to take cake; break cake; rake cake
- **Model and elicit productions**
  - Take (ingredients) to make cake; take cake to break; take cake to people

Planning Example: Liquid Simplification (based on Lobel, 1976)

- **Process**: liquid simplification (w/r/; w/l)
- **Target words**
  - Minimal (e.g., *wake* vs. *rake*; *wake/lake*), maximum and multiple contrasts (take, shake, make, break, wake, rake)
- **Theme**: make a fake rake; wake to rake; rake into a lake (based on *Frog and Toad Surprise*)
- **Complexity**: Story enactment (Frog and Toad; *Surprise*)
  - Wake up; make a rake; wake up and take a rake; take rake to a rake; wake and rake; rake (leaves) into a lake
- **Model and elicit productions**
  - Request a rake; take turns to rake; direct others to wake and rake


Planning Process: Activity

- Establish goal (e.g., suppress gliding w/r, w/l, j/l)
- Select target words (minimal, maximal, multiple contrasts)
  - Minimal pairs: light/white; write/white; right/white
  - Maximal and multiple contrasts: bite, bright, fight, fright, height, kite, knight, light, might, night, quite, not quite, right, sight, site, slight, sprite, sight, white, write, flash-light, right-light, red light
- Decide how words 'clump' together in a theme
- Identify other words that could fit the theme/context, etc.: race, read, rip, run
- Find actions (e.g., make white light, etc.)
- Arrange for minimal pairs to recur and frequent opportunities to produce target sounds/words

SELECT TARGET WORDS

Select Target Words
(Establish sounds, signal differences in meaning, convey functional and compelling content)

- Target sound at the end (wish for a fish in the dish; swish the fish in the dish)
- Contrasting sounds at beginning (e.g., chop/top, dog/jog) or end (e.g., fit a fin on a fish; put a bug on a bud /d/ for /g/)
- Target sounds at the beginning (alliteration): chomp, chew, chop, Cheersios, Cheetos, cheese, chips, chocolate
- Target sound/s at the beginning and end: bunch of lunch to crunch and munch; crunch, chomp, and chew on lunch; do not chomp, chew, or lunch on a bunch of junk
**Select Target Words: Some Considerations**

- Massed opportunities to produce (from rhyme or alliteration)
- Phonologically facilitative target words
  - inking ink with ink pads
  - Inking K; inking king
- Contrasts
  - In ink (stamp pad in ink or ink ink space or place)
- Compelling content

**Select Targets: Massed Trials**

- Wish for fish in a dish; swish, squish, fish splash and splash
- Fish/fit; splash/splat

**Select Targets: Massed Trials**

- Rhyming words that end in a desired sound (e.g., wish for a fish in a dish, swish and squish the fish – fish cracker)

**Select Targets: Massed Trials**

- Alliteration phrases where all words start with a desired sound (e.g., Chop and chomp and chew chips, cheese, chocolate, bring a ring and spring to a king on a string; string rings and springs on strings; fling things into a ring; fling springs into a ring
Select Targets: Facilitative Phonological Contexts

- Good facilitative phonological contexts: kick, king, ink, cook, kink, honk, gook, goo, gunk, hunk, ink, caulk, crank, creak, croak, caulk the crack
- /k/ or /g/ with high or back vowels: caw, cog (Kinect gears), coco, coo, go, key, cock (nerf gun)

Select Targets: Facilitative Contexts

Caulk a crack (compelling context, word -- facilitative phonological context)

Select Targets: Contrasts

- Identify phonological contrasts within a rhyme family where initial onsets vary (e.g., tip, sip, whip, rip, dip, drip)
- Vary the final consonant within a core of rhyme words (fit fin on fish; splat and splash)
  
  e.g., tip to sip, dip to sip
  rip and whip and drip
  rip strips
  (dip art; rip strip pizza)
CONTROL COMMUNICATIVE COMPLEXITY (ACTIVITY TYPES)

Control Complexity
- **Routines**: ritualized interaction patterns
- **Scripted play, story enactments**: flexible representations of events, familiar action sequence
- **Activities designed to teach another skill**: monitor and elicit previously introduced targets
- **Authentic conversations** – reasons to communicate about things that happen spontaneously and about natural occurring events (setting up, cleaning up, transitions)

1. Provide frequent, recurring reasons to produce key word/s in interactive routines with high levels of modelling and support
2. Present opportunities to use target word/s in scripts, permit ‘non-target’ events and utterances to occur
3. Provide reasons to use target words in an activity designed to address another skill or target (interweave one target sound/process with another)
4. Monitor and support production of target words and sounds in authentic contexts
Routines

Chop and top (the cracker) with cheese (pretend or real)

Arrange for the minimal pairs to recur

Bat (call for bat) bash bat (depalitalization)

Bat goes in or on bag (fronting)

Scripted Play

Dip tip of chip (real or paper) Rip (sauce or chip pack) and dip, drip, or whip dip and make drip, sip dip from chip, put to lip
Routine or Scripted Play
(depending on how tight the actions are)
Dip and Drip Art

Possible target words:
Rip, whip, dip, drip, clip, snip, strip, tip, zip, grip

Possible process: liquid simplification (w/r), cluster simplification

Actions: Rip strip, snip strip, clip strip; grip and dip; drip – ‘drip’ art; rip and whip strip (in paint); whip and drip on paper (to swirl)

Scripted Play
(gliding, stopping, cluster simplification)
Rip Strip Pizza
Get dough and flip:
rip and whip (sauce); tip, snip, and drip; grip and rip or snip strips of cheese and pepper; snip or rip (pizza) into strips; dip strips in sauce and drip; grip strip and hold strip to lip (pretend)

Scripted Play
(add items to spill when the ship tips)

What does the ship do? The ____ (ship) tips.
Scripted Play

Possible target words: sell, well, tell, yell, smell, sell, bell, shell

Theme: Sell bells and shells and things that smell

- Decide what to sell and what to tell customers
- Set up shop.
- Tell customers to come.
- Tell about shells and things that smell.

Story Enactments

Identify and highlight sounds or patterns and engage in extension activities

- Clickety Clack (fronting, cluster reduction)
- Sheep in a Jeep (depalatalization, deaffrication)
- Take care of the bear (vocalic r)
- Benny Bakes a Cake; Jake Bakes a Cake; Ice Cream Soup (fronting)
- Caps for Sale (make caps; tap and say, ‘cap’; yell and tell, ‘I sell caps’; monkeys tap and clap and flap caps too (fronting, stopping, cluster simplification)

Story Enactment

Bring, share, ring, rang, wish (for cookies), wash, kids, sure, I’ll share, gosh!

Focus on two target sounds or processes

The Doorbell Rang by Pat Hutchins
Activity

Create an activity that focuses on . . . .:

- **Str**: Strut, stroll, stream, step, stride, straight, streamer, stripe, strip, strong, string, street
- **Rip (packet) and whip up (drink); snip and clip (straws); dip; tip and sip; drip; rip (cup) and drip**
- **Snack shack**: crack snacks, follow tracks, put snacks in a snack pack
- **Sp**: Spill, spoon (noun and/or verb), splat, splatter, spot, space, sprinkle, spool

Elicit and Support Productions

Routines: Elicit Productions in Routines (minimal pairs)

Requests for actions and objects

Comments (bash!)

Bash bat

push
Use Communicative Functions to Elicit Rs

- Convey information to another person (or animal) or ask another person a question
- Ask information questions and give choices
- Request actions and objects (recurring forced choices, recurring options)
- Comment and produce expressive utterances (e.g., ‘yuck!’, ‘ick’, or ‘gooey’)
- Give commands, directions
- Fill in incomplete comment (cloze or sentence completion response)
  (demonstrate with spinning pins to get in a tin)

Elicit Productions in Scripts (Structured Conversations)

Be in control without appearing to be controlling (don’t turn over the materials);
permit more self-selected responses,
increase complexity of the context
In a restaurant theme, the customer and waiter encounter the need to ask questions, make requests, give explanations, respond to and clarify requests, and make comments and statements about the food, drinks, or service.

Support Productions

- Immediate and direct imitation
- Cloze prompt (sentence completion) task – permits eliciting a simple response in an authentic context
- Initial sound prompt or assume articulatory posture
- Delayed imitation
- Modeling without direct request
INTEGRATING LITERACY WITH SPEECH SOUND PRODUCTION

Integrating Literacy and SSD

- Many speech sound production approaches draw upon perceptual training
- Perceptual training can be the same as raising sensitivity to sound patterns to develop phonological awareness
- Can work to develop explicit ability to talk about and manipulate the sound pattern

Addressing Literacy Goals in Sound Production Activities

- Incorporate print props
- Read repetitive and predictable texts
- Attach print to sound patterns
- Raise awareness of rhyming, alliteration
- Blend, segment, and build words
- Teach letter-sound associations and sound identification
- Read and write decodable texts about experiences
- Teach metalinguistic tasks
- Support story comprehension in enactments and extension activities
Incorporate and Act on Print

Use and make print props
- Nametags
- Directions
- Sentence strips
Potential words to contrast: sheep, jeep, keep, sleep, beep, deep, creep, steep, weep, leap, sweep, heap

Teach Rhyming

Raise awareness and teach metalinguistic tasks (recognition, generation) -- move into sound identification (initial consonant, medial vowel, final consonant)

Associate Print with Sound Pattern

Add tacks in sack

Words that look alike sound alike
Focus Attention to Rime Ending

Pack sack, pack tack in sack; pack snack in sack; pack sack in back pack

“Read” Predictable and Repetitive Texts

Can be adapted for cluster reduction, fronting, stopping

Tap, tap, tap a cap
Tap, tap, tap a cap
Tap, tap, tap a cap

And then we stop.
Clap, clap, clap a cap
Clap, clap, clap a cap
Clap, clap, clap a cap

And then we stop.
(could also be flap, snap, wrap, slap)

Note: See the SEEL website (education.byu.edu/seel) for more predictable and repetitive texts

Engage in Shared and Interactive Writing

Bottle caps
I can tap a cap.
I can snap a cap.
I can clap a cap.
I can flap a cap.

Caps to wear
I snap a flap to make a cap.
I snap a flap on the cap.
I snap a strap on the cap.
I snap on a snap on the cap.
I make a cap.
Fit fins on fish
- You made it ___ (fit) – fit on the fish (minimal pair)
- Write Fs on fins
- Fit fins with F on fish
- Fis Fs on fish

(stopping, depalatalization and deaffrication)

Sh! The sheep is asleep

Sh -- s and h go sh
**Associate Letters and Sounds**

Use initial letters to read word family words

- Ting
- Ping
- Ding
- Ring
- Sing
- Sing to a king

**Highlight Phonological Contrasts with Print**

Engage in extension literacy activities
Blend and Segment Target Words

Yell, tell, swell, well, bell, shell, smell, sell, fell

- At onset + rime level
- At phoneme level
- Build words (manipulate and delete sounds to make new words)

Blend and Segment (after playing with the rhyme pattern)

- Use word slides and flip books
- Follow up with blending tasks: ‘What sounds do you hear in ‘cat’?; ‘What am I saying, c - a – t?’

Play and Talk about Same First Sound

- Move from awareness to sound identification and letter-sound association
- Sort and match words based on same first sound

("Our shirt has lots of things that make the /sh/ sound. The sh shirt has sheep, shelves, shoes, sh, shells, ship. We hear /sh/ in sheep, shirt, short, ship.")
Read Decodable Texts

A cap with a straps, flaps, and snaps!
Make a flap.
Snap the flap to make a cap.

Snap on a flap.
Snap on a strap.
Snap on a snap.
Wrap the cap.
Put the cap in your lap. Take a nap!

Read and Write Decodable Texts about Experiences

Dash, dash around to pick up trash.
Stash the trash in a trash can.
Smash the trash.
Crash and bash the trash.
Smash, bash, and splash!

Read Decodable (or Predictable) Texts

Theme: clean up trash
(Associate with books that deal with crashing, smashing, and bashing and taking care of trash)
Read (decode) Blends

A Pest wants to Rest in a Nest.
A pest wants to rest in another bird’s nest.
The pest wants to rest in the best nest.
He is on a quest to find the best nest.
The pest tests out a nest.
He tests out the rest of the nests.
He finds the best nest.
But, he is not a guest.
He is a pest.

Read at Phoneme Level

Stopping
Tip a top.
Spin the top.
Stop the top!
Tap the top to stop the top.
Slap the top to stop the top.
Spin a pin.
Spin a pin on a spot.
Spin a pin in a tin.

Engage in Interactive, Shared Writing

go, horse, go!
go
go
go, horse, go!
go, go, go!
going, going going
gone!
gong!
**Build Words; Manipulate and Delete Phonemes**

<table>
<thead>
<tr>
<th>Word</th>
<th>Original</th>
<th>Change 1</th>
<th>Change 2</th>
<th>Change 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pop</td>
<td>top</td>
<td>Trade the p for a t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pot</td>
<td>lot</td>
<td>Change the p to an l</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pat</td>
<td>pan</td>
<td>Change the t to an n</td>
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**Implementing in School Settings**

- Collaborate and share goals, curricular scope and sequence, materials, lesson ideas
- Select target words that fit with literacy goals
- Engage in some push in intervention
- Operate within mixed and flexible groupings
- Extend and elaborate texts, curricular content
- Teach metalinguistic tasks, skills
- Offer materials, resources
- Demonstrate lessons
- Illustrate modeling and corrective feedback
Collaborate with Members of the Educational Team

Offer professional development opportunities

Coordinate with Curricular Scope and Sequence

Kindergarten level
- Street, Wheat, treat, seat, feet, put down a sheet, get out a treat, take a seat, neat, greet, meet, (two spellings for long e)
- Pail, snail, trail, whale, sale, tail, mail, put tail on mail and sail the mail (like a kite)

First grade level
- Think of a word that rhymes with sip. How about dip?
- Do tip and sip rhyme? (head shake yes)
- Do dip and table rhyme? (head shake ‘no’)

Teach Metalinguistic Tasks
Select Targets that Fit a Literacy Goal

Wheat, beat, seat, treat, greet, meet, cheat, sheet, sweet, neat (different spellings)

Trace, base, race, face, space, place, place (mat), case, lace (/s/ sound for c and s)

Slot, dot, trot, tot, got, cot, spot, pot

Can orally use words that aren’t included in writing (bought, brought, caught)

Extend and Elaborate Texts
Extend and Elaborate Books

Sheep in a ship; Ship Trip

Engage in Book-related Extension Activities

Show Off Products (e.g., Skits)
Demonstrate Activities

Demonstrate in Class

Dip chips; tip and sip (to take a drink)

\( /l/ \) controlled vowel and blend (hold, cold, sold, told, bold, scold, fold)
Activity
- Go toe-to-toe holding dough, go slow, go low
- Scrub cub in the tub
- Pick up sticks

Summary
- Work to select target words that have social significance
- Make decisions about what speech sound production and literacy goals to highlight
- Place a heavy emphasis on phonological awareness (fits well with perceptual training)
- Keep intervention naturalistic and meaningful to enhance motivation and generalization from the outset
- Remember that context is everything
References

- SEEL: Systematic and Engaging Early Literacy. Education.byu.edu/seel.