Agenda

- What is FONEMZ?
- Tier 3 Video Down’s, DHoH, HS PreK
- How it works & research surrounding it
- Best Teaching Practices – CTP
- RTI Tier 1 Video
- Tier 2, FONZABET & FONEMZ Plus
- RTI Tier 1, 2, 3 & older students
- Hierarchy of Phonological Awareness Upended

What is FONEMZ?

- FONEMZ is an interactive multimodal approach that is used to teach articulation, phonological awareness, literacy skills, ... The primary components consist of symbols of a different color and a distinct shape for each of the 40 main phonemes in General American English.

FONEMZ is for Visual Learners

- The 2 neural systems for language and images are reinforcing and interrelated. (Gardener, 1979; Menard, Kosslyn, Thompson, Alpert, & Rauch, 1996)
- Reaction times to instructions are faster with image association. (Paivio, 1986)
- Children rely on imagery for long term memory retrieval. (Kosslyn, 1976)

FONEMZ is a “Bottom Up” Approach

- This means that no other information or knowledge is needed before beginning instruction.
- The clinician only needs to recall 3 to 6 shapes and the sounds associated with them.

Color & Memory

- Color is an important feature for children and aids in memory retention
- Automaticity of color: an individual encodes color without any deliberate intent
- Can help sort out similarities and differences with phonemes.

Types of FONEMZ®

- FCELT FONEMZ®
- FUN FONEMZ®
- Magnet FONEMZ®
- FONEMZ® Plus
- FONZABET
Articulation, Language and Literacy: FONEMZ and RTI

California State University, Sacramento
NSSLHA Conference
February 4, 2012

Sandy Kaul

Consonants

Magnet FONEMZ

Vowels

RTI: Response to Intervention

Tier I:
- Provide access to, and progress in, the general education curriculum
- Differentiate instruction
- Apply Universal Design for Learning (UDL) to traditional strategies

Tier II:
- Increase scaffolds to provide the right level of support
- Connect to the curriculum to improve specific skills
- Collect valuable formative data to monitor student progress

Tier III:
- Maximize resources to allow student-driven practice with skill-building assignments
- Provide accommodations that give students the intense, individualized literacy supports for use throughout

Phonology: A Critical Link

- Phonological Processing:
  “using phonological information to process oral & written language”

- Phonological Awareness:
  “breaking speech into smaller units: words, syllables, sounds”
  - Phonemic Awareness: sounds

Early Oral Language Problems & Later Reading Problems: Missing Links to Literacy

- Children can make the best improvement in phonological awareness when they receive the training prior to first grade (NRP, 2000).
- Instruction in phonemic awareness is beneficial to all types of children, whether typically developing or disabled (NRP, 2000)
Early Oral Language Problems & Later Reading Problems: Missing Links to Literacy

- It is harder for disabled readers than for normal readers to acquire phonological awareness skills, but even they can improve their phonemic awareness with training [National Reading Panel (NRP), 2000]

- Children with phonological disorders have better outcomes than children with phonological disorders AND an additional language problem (Lewis et al., 2000)

Phonemic Awareness

- Phonemic awareness has the distinction of being the best predictor of early reading skill (Hulme et al., 2002).

- Phonological awareness abilities relate directly to future reading and writing achievement (Torgesen, Wagner & Rashotte, as cited in Gillon, 2005).

- The development of Phonemic Awareness and Language happen concomitantly.

California Standards of the Teaching Profession

- an engaging environment
- autonomy, interaction and choice
- self-directed, reflective learning
- make the subject matter meaningful
- social development
- standards for behavior
- routines for learning
- using instructional time effectively

RtI Tier I - Video

- This video demonstrates the use of FONEMZ with an entire class of DHoH students
- Tier 1
- The same method was used in a federal research project with Head Start Preschoolers 24 students. Ages 2, 3 & 4 years.

Introducing letter recognition with the FONZABET & FONEMEZ Plus
FONEMZ Plus

FONEMZ Hierarchy of Phonological Development

- **Preparatory Activities**
  - Develop Listening Habits
  - Individual Sound Recognition

- **Blending Activities**
  - Blend Sounds Into Syllables
  - Blend Syllables Into Words

- **Segmenting Activities**
  - Segment Sounds Into Syllables
  - Segment Syllables Into Words

- **Phoneme Awareness Activities**
  - Identify Beginning Sounds
  - Identify Middle Sound
  - Identify Ending Sounds

- **Rhyme Awareness Activities**
  - Produce Words That Rhyme
  - Identify Words That Rhyme

- **Manipulation Activities**
  - Substitute Sounds in Words
  - Substitute Syllables in Words

Testimonial of Research on website
www.fonemz.com

References


References (cont’d.)