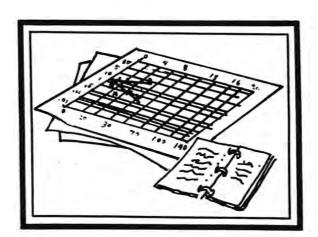
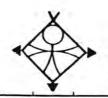


# Component Composite Analysis from Tool Skills to Phonemic Awareness



Carl Binder, Ph.D. Elizabeth Haughton



# HAUGHTON LEARNING CENTER

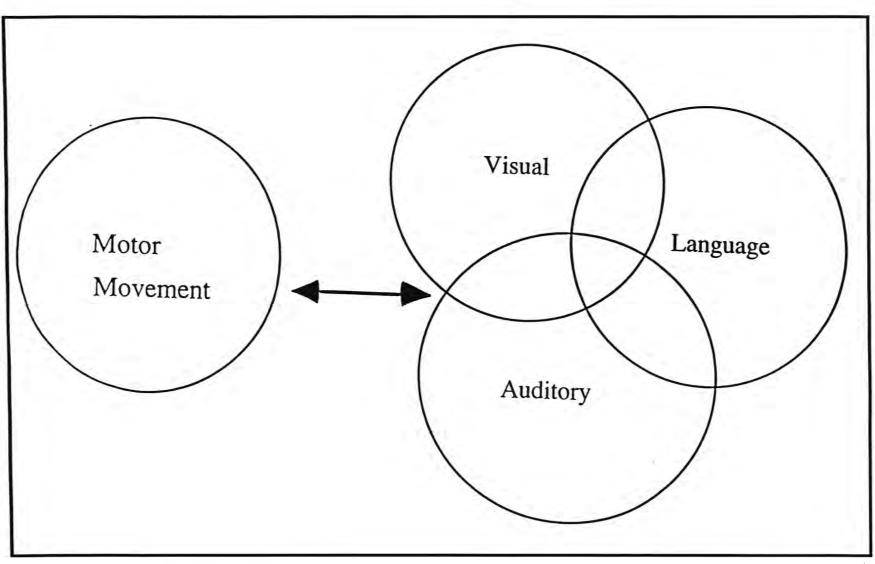
3166 Jefferson St. ♦ Napa, CA 94558 ♦ In The Grape Yard ♦ (707) 224-8863

## **Predicting Reading Success: Parents Can Help**

Reading research has identified a number of indicator skills that predict reading success. At the Haughton Learning Center we build fluency in a number of these skills to establish a strong foundation for reading development. As a parent, you're in a position to notice whether or not your child can perform these skills, and bring them to our attention if you believe your child many have a deficit. This is not a comprehensive list, but if your child can do all of these, we can certainly teach him to read. If your child cannot perform these skills, then we should discuss a program to teach these and other pre-reading skills.

Language Skills (Examples)	Aim Ages 6-8	Fluency
Naming objects in the room	40/minute	60+/minute
• Naming items in categories (e.g. animals, toys, fruits, etc.)	30/minute	50+/minute
<ul> <li>Following spoken directions with 4-5 steps without reminders</li> </ul>	Correctly	10+/minute
<ul> <li>Explain events in correct sequence (movies they have seen or stories they have heard)</li> </ul>	20/minute	40+/minute
Visual Skills (Examples)		
<ul> <li>Match shapes, pictures, letters, or numbers</li> </ul>	Correctly	60-30/minute
Name shapes and colors	30+/minute	60+/minute
<ul> <li>Read letter names in random order from left to right</li> </ul>	60+/minute	160-120/min.
• Find objects in a picture; use I Spy books or any picture book	Correctly	20+/minute
Auditory Skills (Examples)		
<ul> <li>Rhyme real and nonsense words (You say, "bay." She says "say, day, may, tay, lay" etc.)</li> </ul>	30+/minute	60+/minute
<ul> <li>Segment sounds (You say a word. He brings out a block representing each of the sounds in the word. You question him randomly about blocks.)</li> </ul>	40+/minute	40+/minute
<ul> <li>Blend sounds (You say the sounds in a word slowly one at a time. She says them together to form the word.)</li> </ul>	10+/minute	10+/minute
<ul> <li>Make new words by substituting one sound for another (e.g. change the /h/ in "hot" to /p/) (Auditory Analysis)</li> </ul>	20+/minute	20+/minute







## Research

Research has shown repeatedly that phonemic awareness is a powerful predictor of success in learning to read. Research findings include the following:

- Phonemic awareness is more highly related to learning to read than are tests of general intelligence, reading readiness, and listening comprehension (Stanovich, 1986, 1993).
- The lack of phonemic awareness is the most powerful determinant of the likelihood of failure to learn to read because of its importance in learning the English alphabetic system or in learning how print represents spoken words. If children cannot hear and manipulate the sounds in spoken words, they have an extremely difficult time learning how to map those sounds to letters and letter patterns – the essence of decoding (Adams, 1990).
- Phonemic awareness is the most important core and causal factor separating normal and disabled readers (Share and Stanovich, 1995).
- Phonemic awareness is equally important in learning to spell (Ehri, 1992; Treiman, 1993).

Taken from Teaching Reading, published by California Department of Education, Sacramento, CA 1996.



# Materials for Phonological Coding

Haughton Learning Center

Phonological Coding - 2 Units
 Word & Syllable Awareness Unit

 Phonemic Awareness Unit

# Computer

- Earobics I and II
   Cognitive Concepts
   (888) 328-8199
- Fast Forword I and II
   Away We Go (home program)
   Scientific Learning Corp.
   (510) 665-9700

## **Books**

- Phonemic Awareness in Young Child, by Adams, Foorman, Lundberg, Beeler
- Sounds & Letters for Readers & Spellers, by Jane Green

# **Test**

• Comprehensive Test of Phonological Processing, Wagner, Torgesen, Rashotte, Pro-Ed

#### Component/Composite Analysis from **Tools Skills to Phonemic Awareness**

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#### Problems? Opportunities?

- Students failing when they "have" the prerequisites?
- Working so hard on the mechanics of reading, math, or writing that it's "hard to think" when applying them?
- Self-care, vocational, and academic skills really hard to teach? Chained skills falling apart?
- Mysterious "learning disabilities" in reading? Phonics and DI not working as well as we'd hoped?
- Curriculum getting harder rather than easier over

Are there Non-fluent Behavior Components?

## Agenda

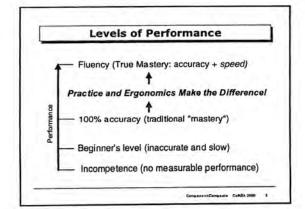
- Behavioral Fluency A Quick Overview
- Fluency Alms and REAPS
- Fluency and Component/Composite Analysis
  - Tool skills and Basic Skills
  - Elements and Compounds
  - Application and Generative Instruction
- Changing Materials and Procedures (Opportunity Multipliers)
- "Phonemic Awareness" and Reading
  - Identifying the components and fluency aims
- Procedures, Examples, Results
- Questions and Discussion

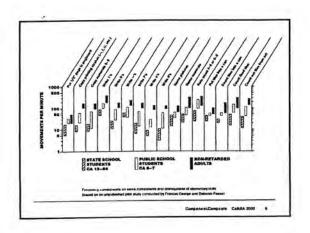
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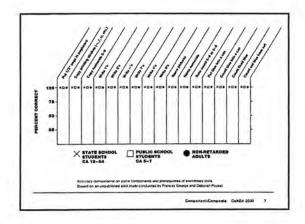
## Fluency: The Definition of Mastery

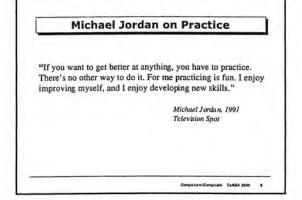
Fluency = Accuracy + Speed

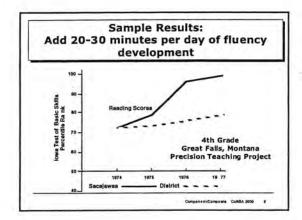
- = Quality + Pace
- = Doing the Right Thing without Hesitation
- = Automatic or "Second Nature" Response
- = True Mastery

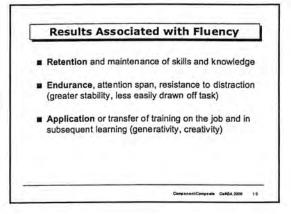


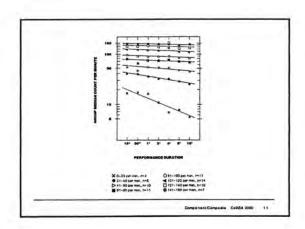


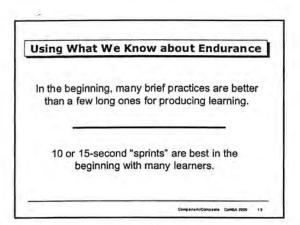




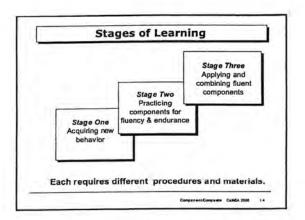








# **Defining Fluency Standards:** REAPS - An Empirical Challenge Retention - Endurance - Application Performance Standards We must identify Performance Standards frequency ranges that optimally support these valuable learning outcomes.



## A Sequence of Discovery Removing Ceilings from Learning and Performance

- Measurement-defined ceilings
- Procedure and Materials-imposed ceilings
- Deficit-imposed ceilings (Non-fluent Behavior Components)

#### **How Do The Masters Practice?**

"I practiced as much as anyone.... For years I hit 500 balls a day. There is no such thing as natural talent, there is natural ability, but talent comes only after relentless practice and fine-tuning."

> Sam Snead 3-time PGA Champion

> > Component Compones Califf 2000 18

### **Ray Charles on Practice**

ROBERT SIEGEL: You practice a lot?

RAY CHARLES: Whenever I can. I don't -- I don't practice as much as I would like to, because I'm not around a big plano all the time. But I try to, you know, I try to practice a little bit every day for the most part.

ROBERT SIECEL: And when you do practice, I mean, do you practice the tunes that you'll be playing at the next concerts......?

ROBERT SIEGEL: Pigues the aimset is not you resaying?

RAY CHARLES: No. No. 1 practice things like scales and chords and movement of hands and things like that, because, I mean, I — what I'm going to play on stage, I know. What I'm practicing for is to yo improve what migh play, you know. You got a practice. I mean you gota keep your fingers loose you gota keep your mind active, you know, because what your mind think of — the question is: what your mind think of, can your fingers play it?

ROBERT SIEGEL: Right.

Interview on National Public Radio Celebrating Ray Charles 50 years in recording September 23, 1997

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#### **Behavior Components and Composites**

- Links and Chains
- Discriminations and skilled movements
- Coordinated movements
- Elements of associations or "stimulus equivalence"
- Terminology
  - Part / Whol
  - Tool Skill / Basic Skill
  - Element / Compound
  - Component / Composite

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## **Examples and Some History**

- Tool Skills: components of reading, writing, math
  - Write marks, digits, letters
  - Say sounds, numbers
- Elements: the most basic components we can isolate
  - Big 6, etc. reach, point, touch, grasp, place, release, squeeze, tap, push/pull, etc.
  - Body Control head, trunk, hip, leg movements
  - Oral motor: tongue and mouth movements
- Components of vocational and self-care skills
- Components of math "story problems"
- Components of telephone customer service jobs
- Foundations of language and reading..... Elizabeth....

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