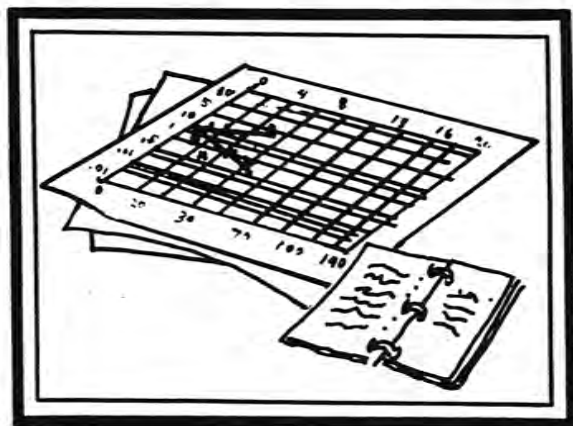




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3166 Jefferson St., Napa, CA
(707)224-8863

Component Composite Analysis

from Tool Skills to Phonemic Awareness



Carl Binder, Ph.D.
Elizabeth Haughton



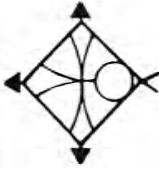
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Predicting Reading Success: Parents Can Help

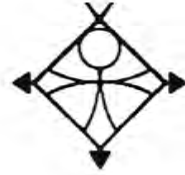
Reading research has identified a number of indicator skills that predict reading success. At the Houghton Learning Center we build fluency in a number of these skills to establish a strong foundation for reading development. As a parent, you're in a position to notice whether or not your child can perform these skills, and bring them to our attention if you believe your child may 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)	<u>Aim Ages 6-8</u>	<u>Fluency</u>
<ul style="list-style-type: none"> • Naming objects in the room • Naming items in categories (e.g. animals, toys, fruits, etc.) • Following spoken directions with 4-5 steps without reminders • Explain events in correct sequence (movies they have seen or stories they have heard) 	40/minute 30/minute Correctly 20/minute	60+/minute 50+/minute 10+/minute 40+/minute
Visual Skills (Examples) <ul style="list-style-type: none"> • Match shapes, pictures, letters, or numbers • Name shapes and colors • Read letter names in random order from left to right • Find objects in a picture; use <i>I Spy</i> books or any picture book 	Correctly 30+/minute 60+/minute Correctly	60-30/minute 60+/minute 160-120/min. 20+/minute
Auditory Skills (Examples) <ul style="list-style-type: none"> • Rhyme real and nonsense words (You say, "bay." She says "say, day, may, tay, lay" etc.) • 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.) • Blend sounds (You say the sounds in a word slowly one at a time. She says them together to form the word.) • Make new words by substituting one sound for another (e.g. change the /h/ in "hot" to /p/) (Auditory Analysis) 	30+/minute 40+/minute 10+/minute 20+/minute	60+/minute 40+/minute 10+/minute 20+/minute

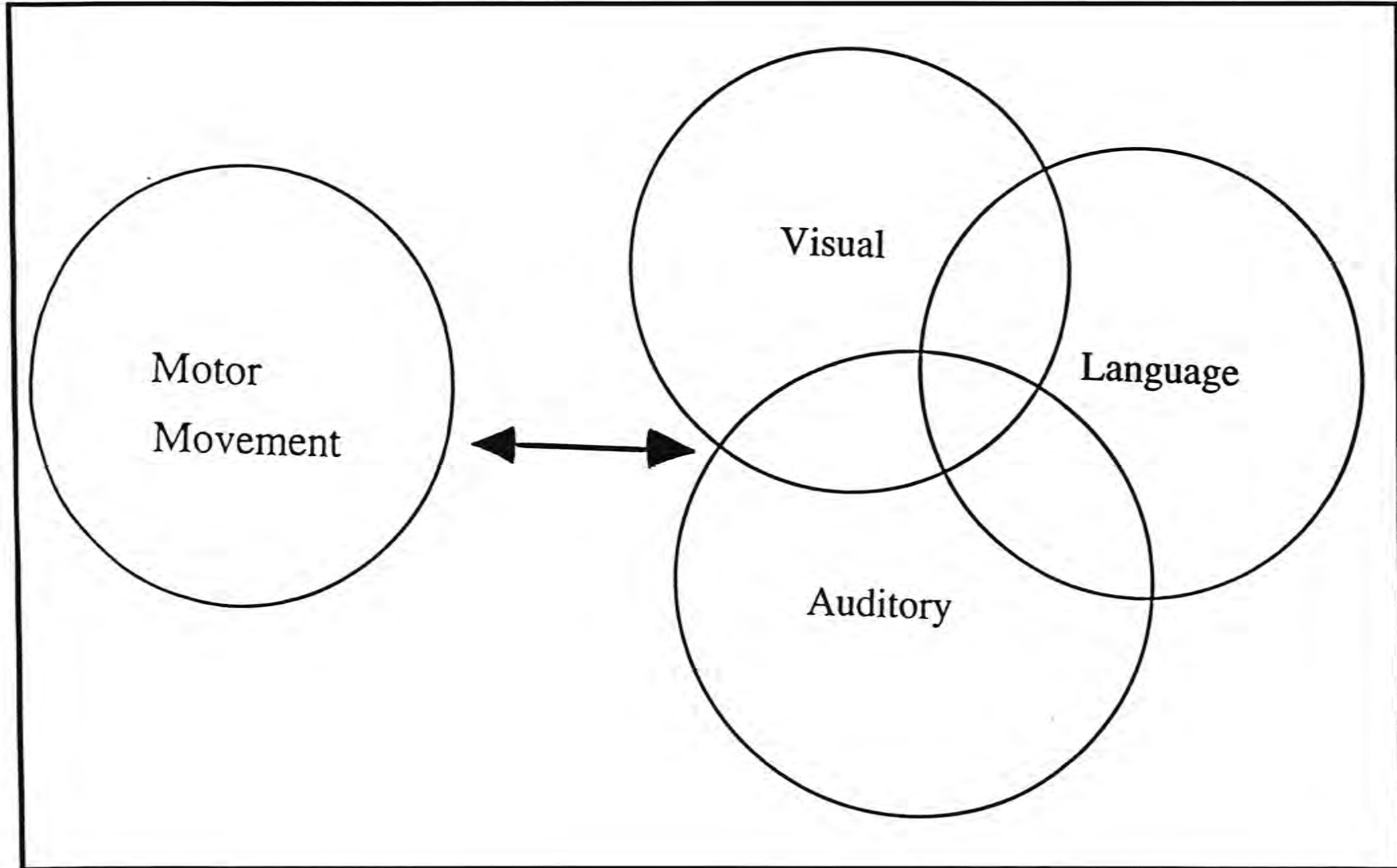


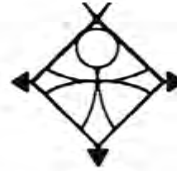
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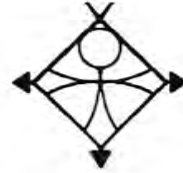
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Research

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.



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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 Forward 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

CalABA 2000 - San Francisco, CA

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 time?

Are there Non-fluent Behavior Components?

Component/Composite CalABA 2000 2

Agenda

- Behavioral Fluency - A Quick Overview
- Fluency Aims 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

Component/Composite CalABA 2000 4

Levels of Performance

Fluency (True Mastery: accuracy + speed)

↑

Practice and Ergonomics Make the Difference!

↑

100% accuracy (traditional "mastery")

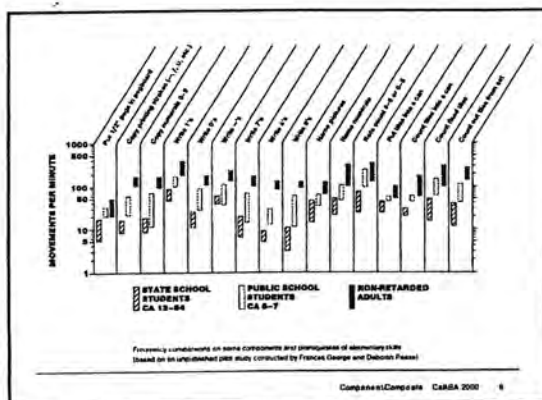
↑

Beginner's level (inaccurate and slow)

↑

Incompetence (no measurable performance)

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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*.....

ComponentConcise CalABA 2000 19