Say It and Move It
For Increasing Phonological Awareness

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<u>Summary</u>: This intervention uses modeling and prompting to increase the accuracy and fluency of phonological awareness. It is conducted in five minute sessions on a daily basis. The instructor models the phonetic segmentation of a word by slowly articulating the sounds in the word while placing one manipulative per sound in the respective box. The student is then required to complete the same task. Lastly the student is required to blend the individual sounds of the word repeatedly, until the word can be pronounced quickly and effortlessly. Verbal reinforcement is given for correct responses, while incorrect responses are prompted by the instructor.

<u>Target/ Goal</u>: This intervention is intended to aid in the improvement of phonological awareness.

<u>Materials needed</u>: Say-It-and-Move-It worksheets (for two, three, and four phoneme words), word selection grid, four manipulatives (ex, poker chips), alphabet letters, DIBELS Phoneme Segmentation Fluency Progress Monitoring Scoring Booklet and DIBELS Administration and Scoring Guide (which can be found online at http://dibels.uoregon.edu/index.php), stopwatch, graph paper to make two graphs

<u>Set up for the materials</u>: Set up a graph (to be used for accuracy baseline and probe data) with percent correct on the y-axis and week on the x-axis. Set up a second graph (to be used for fluency baseline and probe data) with number correct per minute on the y-axis and week on the x-axis.

<u>Collection of baseline data</u>: Baseline data is collected using the DIBELS progress monitoring booklet for phoneme segmentation fluency. The instructor administers one probe sheet on five consecutive days, following the directions for scoring as laid out in the DIBELS Administration and Scoring Guide. The accuracy (number of correct sounds per minute) and fluency (percent correct, or: number correct/ number administered X 100) are scored and recorded on the respective graphs.

<u>Steps: Introduction/ Training</u>:
- *Collection of baseline and weekly probes*: Introduce the measures as indicated in the DIBELS booklet.
- *Intervention Sessions*: No specific introduction is needed. Simply inform the student that you will be practicing sounding out words, or will be doing an activity called Say-It-and-Move-It.

<u>Steps: Implementation</u>: (see attached TI form)

<u>Progress Monitoring</u>: Progress is monitored by conducting weekly probes that are similar to those used for the collection of baseline data. These probes are taken from the DIBELS progress monitoring booklet for Phoneme Segmentation Fluency (PSF). The accuracy (number of correct sounds per minute) and fluency (number of correct sounds/ number of administered sounds X 100) are scored and recorded on the respective graphs.

<u>Social Validity/ Caveats</u>: This Say-It-and-Move-It intervention can be used with students in second grade or lower, with mild disabilities. It can be modified so that manipulatives, letters, or both can be used. In the case where both are used, one letter is added at a time so that the student must think about where the sound that goes with that letter is heard in the word. It can also be modified so that it is timed, and the student must segment as

many words as possible in a given time period. It can also be modified to be used in group settings. Any trained teacher, aid, or parent can implement this intervention.

Reliability: The reliability of the baseline and progress monitoring measures can be calculated by having two examiners conduct and separately score a progress monitoring probe. The number of agreements and disagreements in scoring are tallied, and the percent of agreement is calculated in the following manner:

$$\_(\# \ agreements)\_ \ / \ \_(\# \ of \ agreements + disagreements)\_ \ X \ 100 = \_\_\_\_\%$$

OR

$$\_(\# \ of \ agreements)\_ \ / \ \_(total \ \# \ of \ possible \ agreements)\_ \ X \ 100 = \_\_\_\_\%$$

It is highly recommended that the reliability be at 90% or above. If it is lower, the two examiners should review the rules in the DIBELS Administration and Scoring Guide and discuss the disagreements they have in scoring.

Based On:

Daly, E.J., Chafouleas, S., & Skinner, C.H. (2005). Selecting and monitoring early literacy interventions. In *Interventions for Reading Problems: Designing and Evaluating Effective Interventions.* (pp.24-72). New York, NY: The Guilford Press.

Supported By:

Elkonin, D. B. (1963). The psychology of mastering the elements of reading. In B. Simon & J. Simon (Eds.), *Educational psychology in the U.S.S.R.* (pp. 165-179). Stanford, CA: Stanford University Press.

Joseph, L.M. (2008). Best practices on interventions for students with reading problems. In A. Thomas & J. Grimes (Ed.), *Best practices in school psychology V: Vol. 4.* (pp. 1163-1180). Bethesda, MD: National Association of School Psychologists.

Say-It-and-Move-It
Implementation and Treatment Integrity Form

Student Name: _____ Teacher: _____

Correctly Implemented?	Step	Say-It-and-Move-It
Y N	1	Give the student a Say-It-and-Move-It worksheet. Randomly select a word from the word selection grid (begin with a two phoneme word and gradually move to the three and four phoneme words), and place the appropriate number of manipulatives on the picture of the treasure chest.
Y N	2	Say: "Watch me and listen. I'm going to say a word. *Insert word here*."
Y N	3	Say: "Now I'm going to say it and move it."
Y N	4	Place your fingers on one manipulative and hold the first sound while you move the manipulative from the treasure chest to the first box (furthest to the left). Repeat this step with the remaining manipulatives until all the sounds in the word have been pronounced.
Y N	5	Say: "*Insert word here*."
Y N	6	Repeat the word while moving your finger from left to right under the manipulatives.
Y N	7	Say: "Now it's your turn. Say *insert word here*." Wait for the child to repeat the word.
Y N	8	Say: "Now say it and move it."
Y N	9	Correct responses by the student are given verbal praise such as, "Good" or, "Very good!" If the student gives an incorrect response, the instructor models the correct response, repeats the direction, and waits for the student to respond again.
Y N	10	Once the student has completed all these steps correctly with the first word, move onto another randomly selected word from the word bank. Continue this intervention for five minute sessions once a day until the student's goal has been reached.

_____ correct x 10 = _____% treatment adherence