

SOUNDS IN MOTION

PHONEMIC AWARENESS,
EARLY LITERACY, AUDITORY PERCEPTION,
AND ARTICULATION
THROUGH MOVEMENT

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What is SOUNDS IN MOTION?

A supplemental and interventional tool which:

1. develops auditory perception and listening skills
2. teaches early literacy skills
 - ▶ Phonemic awareness
 - ▶ Sound/symbol correspondence
 - ▶ Vocabulary
3. stimulates for correct articulation by pairing body movements with phonemes

Who benefits from SIM?

- ▶ Originally designed for kindergarten and 1st grade students in general education
- ▶ SIM is now also used with:
 - ▶ Children with Special Needs
 - ▶ Students having difficulty learning to read
 - ▶ English Language Learners
 - ▶ Preschool through High School students

“The ear is the organ of education.”

Aristotle

Perception and listening skills
are critical to learning but rarely
taught.

Communication Activities:

- ▶ LISTENING: 1ST LEARNED
- ▶ MOST USED (60 - 70%) LEAST TAUGHT

- ▶ SPEAKING: 2ND LEARNED
- ▶ Next Most Used (30%) Next Least Taught

- ▶ READING: 3RD LEARNED
- ▶ Next Least Used (16%) Next Most Taught

- ▶ WRITING: LAST LEARNED
- ▶ Least Used (9%) Most Taught

Sounds In Motion: It's not all about the motions!

- Listening skills are a big emphasis of the program.
 - Whole Body Listening (Susanne Truesdale)
 - Phonological Awareness Activities

Organization of Each Lesson:

1. Fifteen weekly lessons - 30 to 40 minutes each taught by SLP and classroom teacher
2. In each lesson:
 - ▶ (a) introduce movements and written symbol for 2-3 phonemes; practice blending and segmenting words
 - ▶ (b) do a listening activity
 - ▶ (c) Introduce a rebus story or rhyme for vocabulary and articulation
3. Teacher reinforces activities throughout the day

Prof. Petar Guberina (1913 - 2005)



- Linguist in the early years of Speech-Pathology and Audiology
- Body movements in the **Verbotonal Method** have two functions:
 - 1) to stimulate and develop correct articulation, and,
 - 2) to encourage natural rhythm and intonation of phrases and sentences.

How are SIM movements different from other programs?

▶ Sounds In Motion movements are based on:

1. Pitch
2. Tension
3. Duration
4. Intensity
5. Placement of Articulators

Who are the children that may have difficulties learning to read?

Those who . . .

- ▶ have speech sound disorders
- ▶ have language delays
- ▶ are from the lowest socio-economic level
- ▶ exhibit weaknesses in auditory perception, processing, and memory
- ▶ have slower visual tracking and recall
- ▶ have other family members who also have reading disabilities

The Literacy Achievement Gap:

Wayne Foster and Merideth Miller, LSHSS, 7/07

1. Children from the lowest SES level were as much as 4 years behind middle- and upper-class students
2. Students who enter school without the necessary emergent literacy skills will quickly fall behind their more advantaged peers. (Louisa Moats - vocabulary delay- 5,000 vs 20,000 words)
3. **Third grade reading level is critical:**
 - ▶ High school achievement results can be predicted by 3rd grade. There is about an 88% chance that children who are poor readers at the end of 1st grade will be poor readers at the end of 4th grade. (Connie Juel - Stanford University)

LONG TERM EFFECTS OF THE LITERACY ACHIEVEMENT GAP:

- ▶ The “Matthew effect” - without intervention the gap becomes wider as the children grow older. “The rich get richer, and the poor get poorer.”
- ▶ Students on a poor reading trajectory are at risk for poor academic and behavioral outcomes in school and beyond.
 - ▶ 50% of unemployed youth 16-24 years of age are functionally illiterate; 85% of all juvenile offenders have reading problems. - IDA

SOUNDS IN MOTION AND EARLY LITERACY:

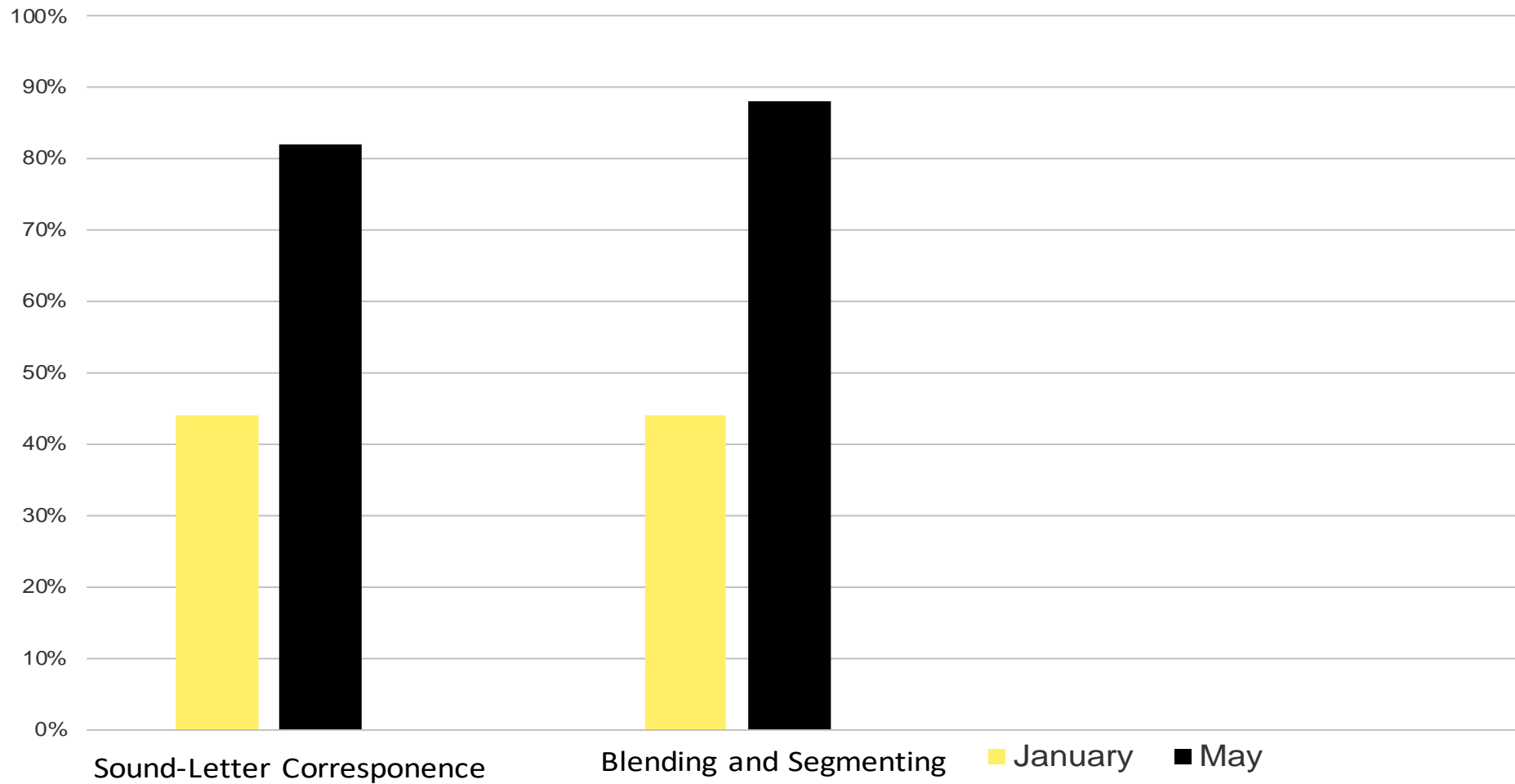
WHAT HAVE WE LEARNED? Feedback from teachers, therapists, and parents:

- ▶ Children love the movements and listening activities - they learn and retain sound/symbol associations more easily.
- ▶ Kindergarten children are more confident: they hear phonemes in words, they feel empowered to write sentences and stories.
- ▶ Children at lower SES, students in Title 1 schools, and ELL students are meeting reading benchmarks in K and 1st grade.
- ▶ Children in special education settings are exceeding expectations.

P.S.92:

- Title 1 kindergarten class
 - Each student had to qualify by meeting some of these requirements:
 - No prior preschool experience
 - Welfare
 - Parent incarcerated
 - Shelter
- Completed SIM from January through April

P.S. 92: ECLAS data:



17 11 1 2007 2 1 1 2



My mom holds
a baby.

at the park with
m. I was sliding on the

APR 0
APR 0 2000

I WAS
going

to ~~the~~ my Bed

I TOLD MY DAD

I ~~said~~ said

I WUNT

YOU. He came
and

tukt me in Bed



~~I was go~~

I was at
the park with

my mom

I was sliding

on the ~~slide~~ slide

~~at~~

~~it was~~

~~to~~ it was

time to

home

I was at the park with
my mom. I was sliding on the
slide. It was time to go home.

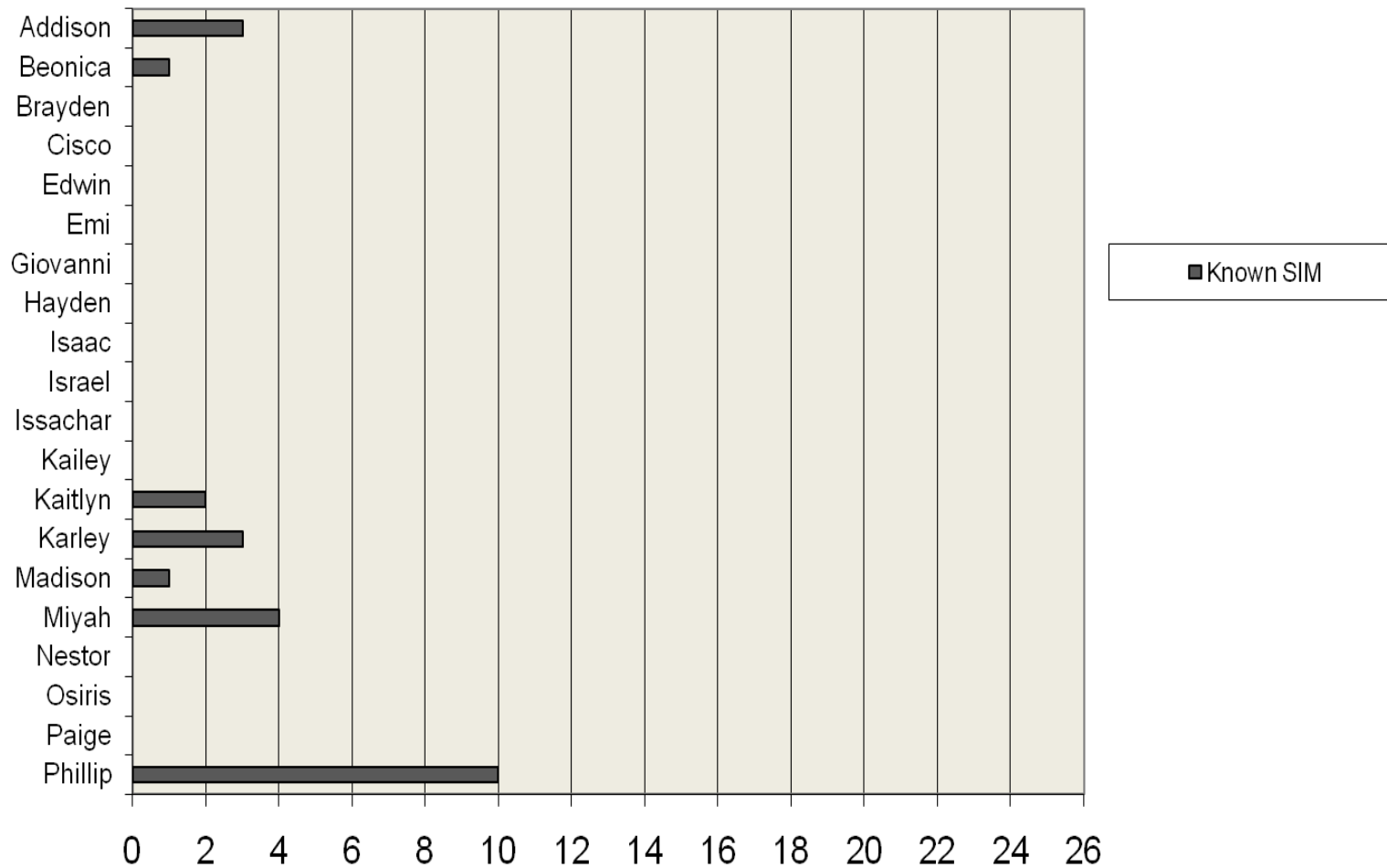
Pre Kindergarten Program

Enrollment Criteria: (North Carolina)

- ▶ All students assessed with DIAL-3 (Developmental Indicators for Assessment of Learning):
 - ▶ Poor social skills
 - ▶ Low scores in language and pre readiness for school
- ▶ In addition to low DIAL-3 scores, students had to meet criteria based on the following:
 - ▶ Low SES; Medicaid
 - ▶ Incarcerated parent; single parent; death of parent
 - ▶ Teacher observation of delays
 - ▶ Homeless or placed in foster care
 - ▶ ESL

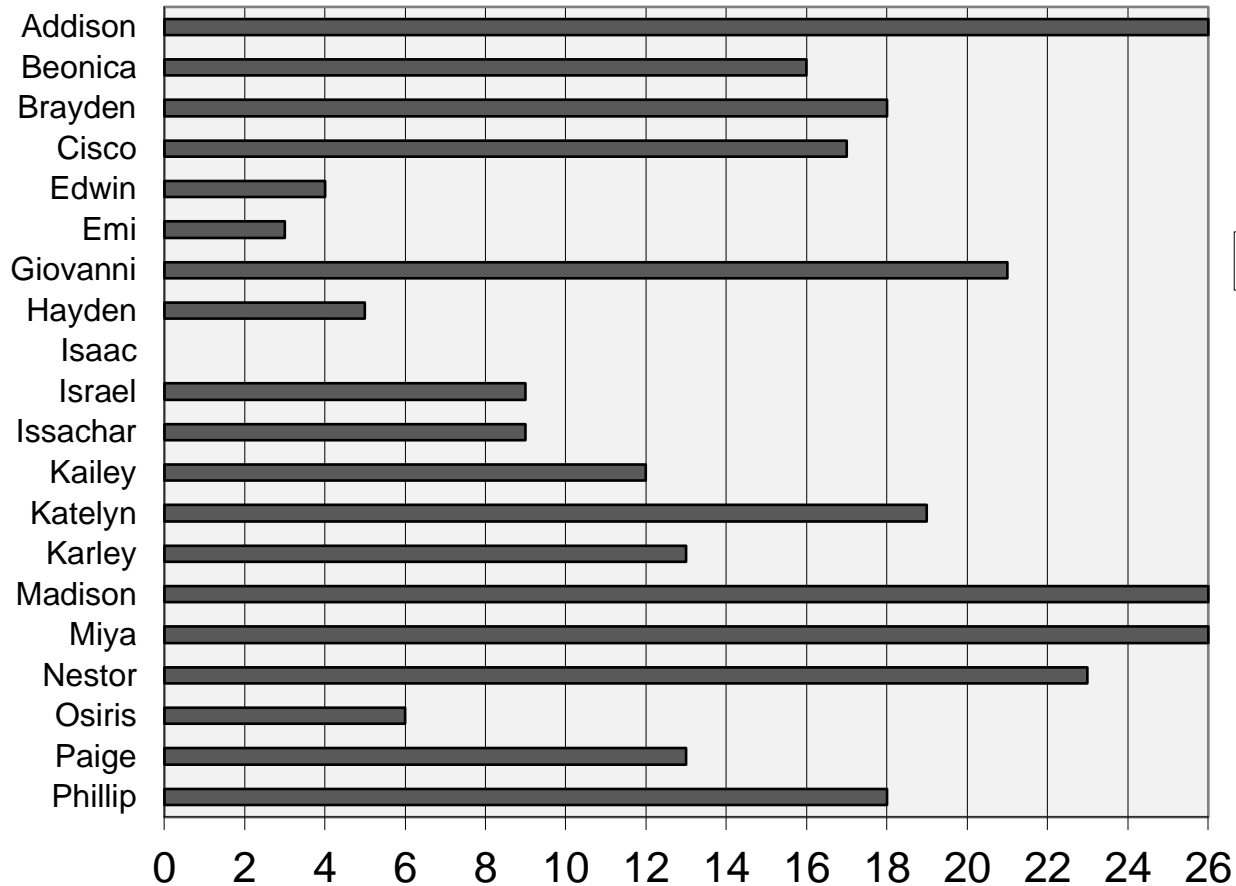
PRE-K DATA

PK/Jones-October 2008



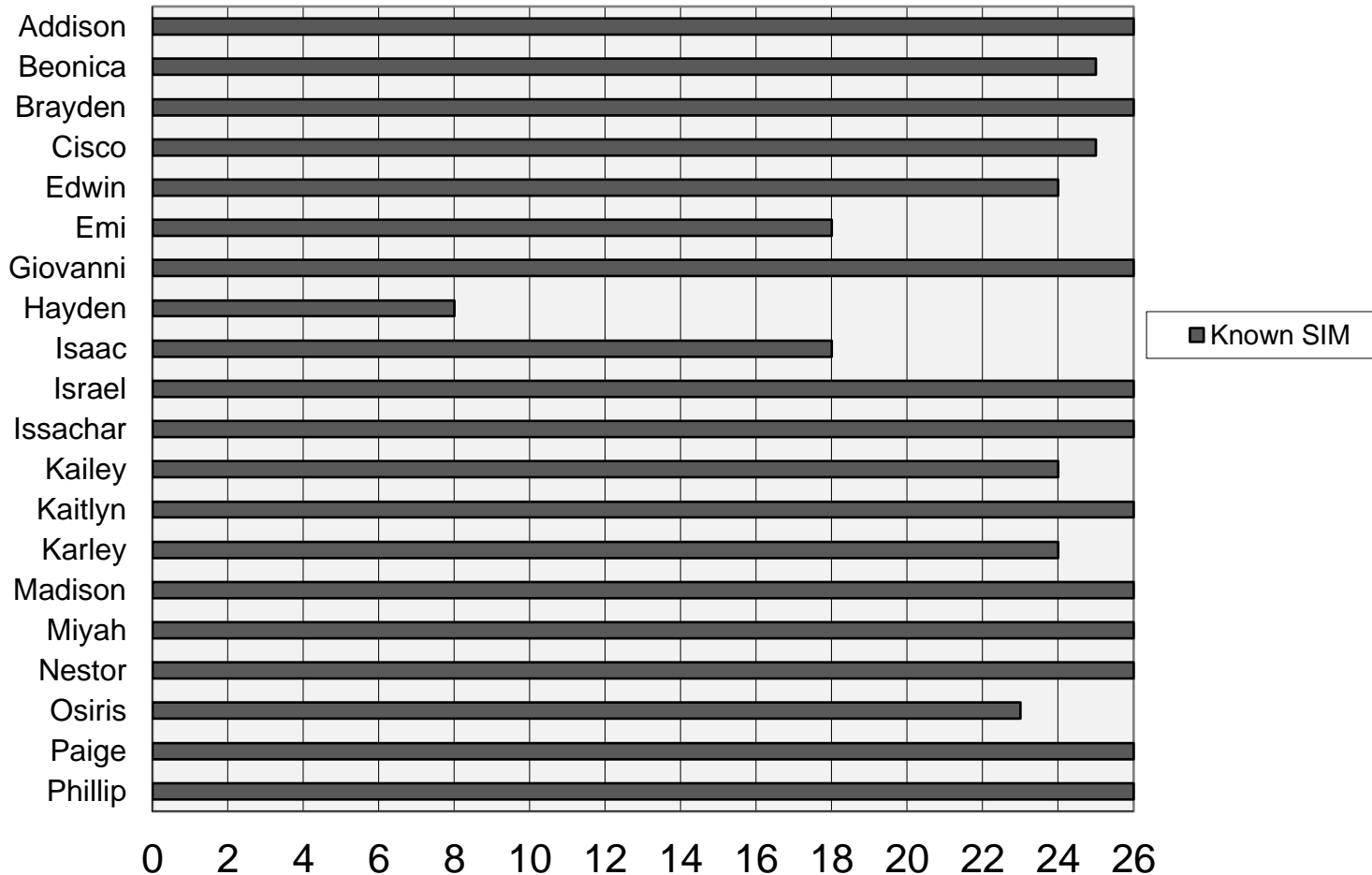
PRE K DATA

PK/Jones-January 2009



PRE K DATA

PK/Jones-March 2009



Modifications for Students With Special Needs:

Modifications are needed because of:

- Decreased Language Comprehension
- Decreased Attention
- Poor Memory
- Poor Motor Planning Skills
- Poor Articulation
- Cognitive Delays

Modifications Made to SIM Program:

- Providing frequent repetition and visuals
- Changing the order of the sounds introduced
- Pulling children in smaller groups
- Allowing for sensory needs
- Using “high affect”

Using SIM with Older Students:

- ▶ Supports discrimination of short vowel sounds (/e/ vs /i/; /a/ vs. /o/)
- ▶ Used as remediation
 - ▶ Students coming from other settings
 - ▶ Boosts phonological awareness skills

What is the role of the speech-language pathologist in reading instruction?

- ▶ We can assess and address delays in receptive and expressive language development.
- ▶ We can assess and teach phonological awareness, listening, and vocabulary skills.
- ▶ We can remain in the classroom during the year for weekly listening and language stimulation (semantics, pragmatics, syntax, morphology, oral and written story telling).
- ▶ We can help K and 1st grade children achieve reading benchmarks so they can actively work on appropriate grade level comprehension skills.
- ▶ We can collaborate with classroom teachers, learning, and reading specialists on various forms of intervention such as curriculum vocabulary for children beyond 1st grade.

Why does SIM work?

- ▶ It is FUN
 - ▶ It engages children and using multiple modalities
- ▶ It is easy to learn
- ▶ It helps develop early literacy skills for reading and writing success
- ▶ It is effective in improving skills in:
 - ▶ Listening
 - ▶ Phonological and Phonemic awareness
 - ▶ Articulation
 - ▶ Discrimination of Speech Sounds
 - ▶ Vocabulary Development
- ▶ It can be used with a variety of populations
 - ▶ general education, special education, ELL, hearing impaired, cognitively delayed, etc.
- ▶ It helps Teachers and SLPs work together for common goals

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www.soundsinmotionprogram.com

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