

## Understanding the Phonology to Dyslexia Connection:

*\*Phonology- the study of sound patterns in a language*



When students and educators study sound patterns (Phonology), then they better understand the implications and benefits of strong **phonological processing\*** skills and they are aware of important questions such as:

- **Phonological Processing\*** – How efficiently are sounds used during spoken and written language tasks?
- **Phonological Awareness** – How efficiently is oral language noticed, identified, and manipulated?
- **Phonemic Awareness** – How well are sounds in words noticed, identified, and manipulated?
- **Phonological Decoding/Encoding**- How efficiently are sounds accessed during reading and spelling tasks?
- **Phonological Recoding**: How efficiently are sounds remaining and being retrieved in working memory?

## Phonology Truths and Considerations:

**Truth:** Phonological (global sound) and phonemic (word level sound) awareness skills have **causal** relationships with literacy achievement; early mastery of these skills is the best predictor of later reading comprehension and written expression abilities.

**Consider** the **effects** on reading comprehension and written expression abilities when fundamental phonological and phonemic awareness deficits are not adequately addressed.

**Truth:** There is not one standard definition for dyslexia. The most commonly accepted definition was adopted by the International Dyslexia Association in 2002 and since then has been validated by more than 30 internationally proclaimed researchers in the field of dyslexia.

*"Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction..."*

**Consider** observing **causal relationships** with **phonological language** when concerns for word recognition, spelling, and decoding skills are noted.

## P/PA\* Observations and Dyslexia in the Classroom:

**Educators are able to spot early indicators of dyslexia in typical classroom activities.**

**Consider phonological proficiency when observing classroom concerns related to:**

- Reciting and the alphabet
- Learning rhyming words and nursery rhyme skills in preschool and kindergarten
- Learning classmates names and matching it to initial letter sounds
- Using invented spelling for words in kindergarten and first grade

P/PA\* Phonological and Phonemic Awareness



## P/PA\* Quick Screener:

P/PA\* Phonological and Phonemic Awareness

### □ Rhymes:

- Does 'dog' rhyme with 'log'?
- Another word that rhymes with dog is \_
- Which word rhymes with 'dog': cut, hog, sit
- Which word does not rhyme with 'dog'? log, dig, fog

### □ Blending:

- /ta/(pause) /ble/= \_\_\_\_
- /j/ (pause) /e/ (pause) /t/= \_\_\_\_

### □ Segmenting and Counting:

- Counts words: "The boy has a blue hat"
- Counts sounds "cat", "it" "go"
- Say "man" one sound at a time

### □ Deletion:

- Say "cowboy" without "boy"
- Say "carpenter" without "car"
- Say "cat" without the "/t/"
- Say "cat" without the "/k/"

### □ Isolation:

- What is the beginning sound in 'dog'?
- What is the ending sound in 'dog'?
- What is the middle sound in 'dog'?

**SLPs\* are often one of the first educators to identify phonological concerns.**

Consider P/PA\* awareness ability when phonological speech struggles errors are noted, so that CAUSAL relationships for reading struggles may be addressed BEFORE reading becomes a concern.

### Check out these trusted resources :

Intervention Central has FREE intervention, screening, and assessment resources to help struggling readers.

<https://www.interventioncentral.org/home>

Reading Rockets is a national multimedia reading initiative that examines why reading struggles exist and how anyone can help. Reading Rockets has a PBS series that teaches how parents and educators can help children become better readers.

<https://www.readingrockets.org/>

## References

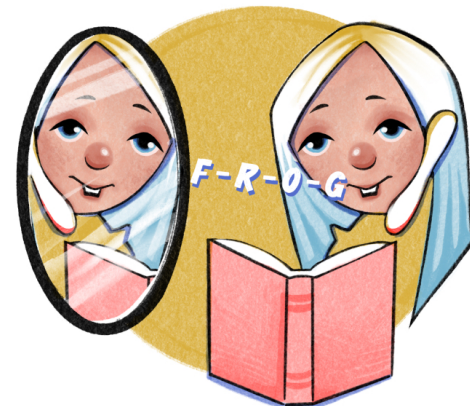
Birsh, J. R. (2011). Multisensory teaching of basic language skills. Baltimore: Paul H. Brookes Pub. Co.

Moats, L. C. (2020). Speech to Print: Language Essentials for Teachers (3rd ed.) Baltimore, MD: Brookes. ISBN# 978-1681253305

Shaywitz, S. (2003). Overcoming Dyslexia: A new and complete science-based program for reading

P/PA\* Phonological and Phonemic Awareness

SLPs\* Speech-Language Pathologists



## Dyslexia & Phonology: Implications for Educational Based Speech-Language Pathologists

Megan Cawfield MS, CCC-SLP/C-SLDI

<https://www.virtualmilestoneacademy.com/>