Phoneme Segmentation Intervention Strategy - Sound (Elkonin) Boxes

For: Kindergarten and 1st grade students who have not reached the benchmark/target score on the AIMSweb Phoneme Segmentation Fluency assessment, or older students who have not mastered phoneme segmentation

Materials: laminated sound box mats (see attached—cut apart on the dotted line), tokens (chips, blocks, paper clips, etc.), word lists (see attached), recording sheet (see attached)

Recommended Duration and Frequency: This intervention should be conducted at least 3 times per week for 10 – 15 minutes per session. Students should advance to the next word list when they demonstrate proficiency [when the student can tell you the number of phonemes (sounds) in a word correctly without help and can move a token into a box for every sound] with 95% accuracy overall for at least 3 consecutive days. Monitor the student's progress once a week or twice monthly using the AIMSweb Phoneme Segmentation assessment. When the child's score is at the benchmark/target for 3 consecutive monitors and teacher observation confirms that the skill has been transferred to classroom work, the intervention may be discontinued.

Steps for Intervention:
1. Select an appropriate word list to use with the student. The lists get progressively harder, so choose one based on the student's beginning skill level for this task. (See attached for word lists.)
2. Give each student a laminated Sound Box Mat (attached) that is appropriate for the list being used and a few tokens (chips, blocks, paper clips, etc.). If you are starting with 2-phoneme words, use the 2-box mat, etc.
3. Pronounce a word from your list slowly. Each sound should be stretched so the student hears the individual sounds (i.e. sssssssss-ooooooo).
4. Have the student repeat the word, counting on his/her fingers the number of sounds s/he hears in the word. Remember, count the number of <u>sounds</u>, not the number of letters ("toe" has 3 letters, but only 2 sounds: /t/ and /oh/). Assist the student in discovering how many sounds in the word, if s/he has difficulty, by repeating the word with the sounds stretched out, and using your fingers to count the sounds.
5. Have the student repeat the word again, phoneme by phoneme, and move a token into a box for every sound heard. Make sure the student is moving tokens into the boxes from left to right. (You may demonstrate the moving of the tokens for a couple words, if the child doesn't understand.)
6. Record student's progress on the attached sheet by listing a percentage of words boxed correctly. A word is boxed correctly when the student can tell you the number of phonemes (sounds) in a word correctly without help and can move a token into a box for every sound.
7. When a student has achieved at least 95% accuracy for at least 3 consecutive days on a list, begin working on the next word list.

Example with tokens: "duck" - /d/, /u/, /k/

/d/   /u/   /k/
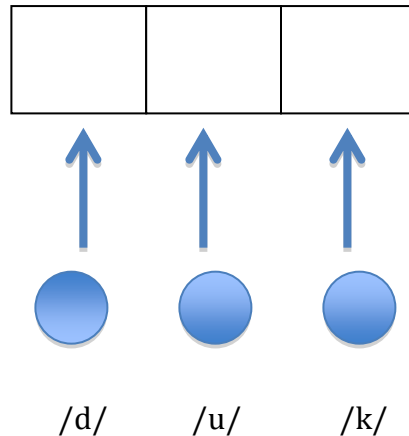
Word Lists:

List A: 2-Phoneme Words - eat, off, am, us, up, egg, why, on, toe, go, is, see, key, to, hi, rye, sigh, bee, fee, he, she, knee, tea, we, do, moo, zoo, boo, you, all, if, ill, me, so, in, an, tie, pie, my, die, new, toy, boy, joy, coy, soy, gee, at, ate, it, oat, use, ease, eyes,

List B: 3-Phoneme Words (initial continuous consonant; may have silent e and digraphs, but no blends) - mat, sam, ram, ran, fin, red, less, rob, rip, line, roll, sock, race, sat, fit, rat, run, fog, mill, fill, Meg, rib, seem, log, lock, rug, sun, move, and, nose, sit, fat, rid, rot, mom, man, fig, fell, map, feet, love, van, mitt, mad, rim, mid, lot, fib, leg, note, lip, lake, read, ship, sack, lead, lock, mate, same, rain, fine, lease, robe, ripe, soak, rack, fight, sight, might, light, mile, rate, file, lake, soon, wrote, feel, meal, seal, sake, rake

List C: 3-Phoneme Words (initial stop consonant; may have silent e and digraphs, but no blends) -   hot, ham, dim, dog, bog, beg, pass, pet, cool, wave, coat, tap, cop, pen, tool, hid, hug, wait, time, had, wet, chip, joke, jam, what, wig, pin, ten, well, pan, dad, hill, bell, tin, pill, tub, hush, bet, bob, beg, top, bat, dot, gum, head, wipe, bed, yell, bite, hat, got, gas, get, pull, kit, tune, cob, cap, pop, bib, peek, bet, bake, bike, book, bug, bus, cake, cage, can, cave, chick, comb, cot, cub, cup, cut, deer, duck, game, gate, goat, hose, jack, jeep, jet, juice, kick, pig, path, peak, pot, team, tape, tire, tub, tube, wash, wave, web, wipe

List D: 3-Phoneme Words (begins with blends) - blow, blue, brie, bray, brew, clay, clue, crow, crew, cry, drew, dry, flee, flow, flew, fly, fry, free, fray, fro, glue, glee, glow, grew, gray, grow, play, ply, plow, plea, pry, pray, prow, ploy, sleigh, sly, slow, stay, stow, stew, tree, tray, try, true

List E: 4-Phoneme Words (begins or ends with blends) - crab, flat, sand, band, drab, crack, clack, black, stack, stab, flab, plate, state, slate, hand, land, bend, tend, send, lend, mend, bent, rent, sent, tent, steed, freed, bleed, greed, steed, clean, dream, steam, blood, fried, tried, slide, glide, bride, slight, bright, fright, slime, grime, crime, sting, swing, bring, fling, stock, block, crock, clock, lost, cost, host, most, post, roast, toast, broom, bloom, flown, blown, frown, clown, troll, stole, broil, spoil, truck, stuck, pluck, bump, lump, dump, jump, pump, hunt, runt, punt, want, can't, pant, rant

Sound (Elkonin) Box Mats

Sound (Elkonin) Boxes – Recording Sheet

Student Name:_____ **Date:**_____

List Used (circle one):   List A   List B   List C   List D   List E

A word is counted as correct if the student performs BOTH of these skills accurately: (1) Student counts the number of phonemes in the word, and (2) Student says each sound in the word and moves a token into a box for each sound.

Word	Student Counts the Number of Phonemes (Circle One)		Student Moves Tokens for Each Phoneme (left to right) (Circle One)		Score (Circle "1" only if both "yeses" are circled in the row)	
1.	YES	NO	YES	NO	0	1
2.	YES	NO	YES	NO	0	1
3	YES	NO	YES	NO	0	1
4.	YES	NO	YES	NO	0	1
5.	YES	NO	YES	NO	0	1
6.	YES	NO	YES	NO	0	1
7.	YES	NO	YES	NO	0	1
8.	YES	NO	YES	NO	0	1
9.	YES	NO	YES	NO	0	1
10.	YES	NO	YES	NO	0	1
11.	YES	NO	YES	NO	0	1
12.	YES	NO	YES	NO	0	1
13.	YES	NO	YES	NO	0	1
14.	YES	NO	YES	NO	0	1
15.	YES	NO	YES	NO	0	1

TOTAL SCORE (add 1's) = _____

PERCENTAGE OF ACCURACY (TOTAL SCORE/TOTAL # OF WORDS X 100) = _____

Sound (Elkonin) Boxes – Integrity Check

Interventionist:_____ **Date:_____ Grade Level:_____ Tier_____**
Integrity Monitor:_____

Descriptor - Student	Yes	No	N/A
Student has scored below benchmark on the AIMSweb PSF universal screening.			
Student is in Grade K or 1, or is older and has been assessed using a PSF screener.			

Descriptor - Materials	Yes	No	N/A
Student has been given the appropriate sound box mat for the list selected.			
Student has been given the tokens needed to perform the task.			
Interventionist has a word list.			
Interventionist has a recording sheet.			

Descriptor - Interventionist	Yes	No	N/A
Interventionist maintains an environment conducive to task completion (quiet, manages behavior issues, engages student, etc.)			
Interventionist follows the 7 steps for implementing the strategy.			
The word list selected seems appropriate for the student's skill level.			
Interventionist scores the student responses accurately on the recording sheet.			
Interventionist assists the student if s/he has difficulty.			
The intervention is conducted at least 3 times per week for 10-15 minutes.			
Student is advanced to the next word list when reaching 95% accuracy 3 times.			
Student's progress is monitored using AIMSweb PSF at least twice monthly.			

Sound (Elkonin) Boxes Integrity Check Summary:_____ of _____ applicable components are observed.

Notes:

(Ideas for this intervention borrowed from the RtI Center: scred.k12.mn.us; Elkonin Boxes Integrity Checklist)