

## TRC - Fact Sheet



THE READING CLINIC

### **Auditory Discrimination, Memory and Phoneme Production Weakness + Dyslexia**

**Phonemes are the unique sounds** of our language. A phoneme is the smallest unit of speech that distinguishes one word from another. The English language has 44 phoneme sounds.

**A primary cause of decoding and spelling problems** is a difficulty judging the sounds within words. This is called weak phonemic awareness. Weak phonemic awareness causes individuals to add, omit, substitute, and reverse sounds and letters within words.

**Many of the phonemes are paired;** they are tricky to “hear” the differences in their letter sound production. /t/ and /d/, /k/ and /g/, /p/ and /b/, /f/ and /v/, /s/ and /z/, /m/ and /n/, /i/ and /e/ are a few pairs that kids will struggle to “hear” the differences in their sounds.

**Auditory phoneme discrimination** is the ability to tell the difference between different phonemes, when listening to sounds being produced. This is particularly important with the phonemes that are paired. Phoneme discrimination is a base level necessary skill before starting an OG tutoring program.

**Auditory phoneme sequencing** is the ability to listen to a string or sequence of phoneme sounds and then replicate them with picture cues or colored tiles and then repeat them back exactly in the correct sequence. Auditory phoneme sequencing is a base level skill required before starting an OG intervention.

**Auditory phoneme memory** is the ability to listen to a string of phonemes, and then repeat them back in the exact order and with the correct phoneme sound production. It may also involve, placing colored tiles to represent the string of phonemes.

**To summarize** – children who struggle to recognize and produce the same/differences in individual phonemes, who struggle to discriminate the identity, number and order of phonemes are not yet ready to begin an OG dyslexia intervention. They will have not passed Section C of the Barton Student Screening.

**These students must** begin in a program that addresses their weak auditory memory, discrimination and sequencing skills.

**Two of the established programs** are: Foundations in Sounds and LIPS

**Tests** – Barton Student Screening (Section C), CTOPP–2 (Comp. Test of Phonological Processing), LAC – Lindamood Bell - FAR – Feifer Assessment for Reading.

Information compiled from:

Barton Reading

Linda Mood Bell

Foundations in Sounds