Tutoring With the Lindamood Phonemic Sequencing® (LiPS®) Reading Curriculum

Why Is This Strategy Useful?
Many children and adults have difficulty judging sounds within words. Although they see letters correctly, they cannot detect and correct their errors in reading and spelling. This causes decoding errors such as "steam" for stream, "imagination" for immigration, "claps" for clasps; spelling errors such as "gril" for girl, "cret" for correct, "eqeumt" for equipment; and pronunciation errors such as "death" for deaf, and "flusterated" for frustrated. The Lindamood Phonemic Sequencing® (LiPS®) Program (formerly called the ADD Program, Auditory Discrimination in Depth) stimulates phonemic awareness. Students become aware of the mouth actions that produce speech sounds and this awareness enables individuals to become self-correcting in reading, spelling, and speech. This strategy is used for kindergarten through second-grade students who have poor phonics skills.

Description of Strategy
LiPS is a strategy used for kindergarten through second-grade students with poor phonological processing. LiPS is intense instruction in word-level skills, including building awareness of the sounds within words and letter-sound correspondences that enable students to decode individual words. LiPS improves student's phonemic ability, which enables them to read orally and at higher levels. The LiPS manual for teacher use can be purchased for use at http://www.lindamoodbell.com/programs/lips.html.

Research Evidence
At least one randomized controlled trial supports this strategy. The study examined the effectiveness of three instructional approaches to for the prevention of reading disabilities. One hundred eighty children from 13 schools who obtained the lowest combined scores on a letter-naming pretest were selected for the study. The children were randomly assigned within their schools to one of four conditions: (a) the no-treatment control (NTC) condition, (b) the regular classroom support (RCS) condition, (c) the embedded phonics (EP) condition, or (d) the phonological awareness plus synthetic phonics (PASP) condition. Results indicated the PASP condition was the most effective instructional regimen that produced a reliable effect on the word-level reading skills of this group of highly at-risk children.

Sample Studies Supporting This Strategy

In this randomized control test, the relative effectiveness of three instructional approaches for the prevention of reading disabilities in young children with weak phonological skills was examined. One hundred eighty students from 13 different schools among the bottom 12% in phonological processing skills were chosen for the study. The two experimental approaches varied in their relative emphasis on explicit and intense instruction in phonemic decoding skills. The third condition, the regular class support, was more closely coordinated with regular classroom instruction than either of the other two treatment conditions. The children were provided with 88 hours of one-to-one instruction beginning the second semester of kindergarten and extending through 2nd grade. Results showed the PASP condition was the most effective because it was the only instructional regimen that produced a reliable effect on the word level reading skills of this
group of highly at-risk children. Neither the RCS nor the EP instructional conditions produced growth in word level skills that was reliably different from the no-treatment control group.

Sample Activity


| TITLE: | "THE BLENDING SLIDE" |
| AUTHOR: | Trish Uselman, Eugene Field School, Silverton, Oregon |
| GRADE LEVEL: | Appropriate for grades K - 1 |
| OVERVIEW: | Getting kids to blend sounds to make words is an essential step in learning to read. This activity gives them a concrete and fun way to learn this skill. |
| PURPOSE: | Once a child knows consonant and short vowel sounds, they can learn to blend these sounds together to make words. Once they learn how to do this, a whole world opens up to them. They are reading! |
| OBJECTIVE: | Students will be able to blend sound together to form consonant/vowel/consonant (CVC) words. |
| RESOURCES/MATERIALS: | 1. A large picture of a slide in a park or playground. Make sure it has steps. Put a picket at the bottom of the slide to hold a consonant card.  
2. Red cards, each with a consonant, and yellow cards, each with a vowel.  
3. Copy of the slide for each child to use and small red and yellow letter cards for blending. |
| ACTIVITIES AND PROCEDURES: | 1. Discuss the differences between consonants and vowels.  
2. Make red cards with a consonant on each. Make yellow cards printed with a vowel on each.  
3. Tell the following story. "The alphabet sounds were out at recess. Several of the sounds wanted to go down the slide. (Take out the large cardboard slide). All the consonants loved to play on the slide, but the vowels never went on the slide. One day "c" (use sound, not letter name) said to "a" (use short sound for a), "Come on, let's go play on the slide." "a" said, "No, thank you." You see all the vowels were really afraid to slide down. But "c" said, "It's really fun. I'll go down with you, so you won't be afraid." "a" thought about it, but said he was afraid he might fall off when he got to the bottom, so he still didn't want to go. Well, "t" heard them talking and said he would be glad to wait at the bottom to catch "a", so he wouldn't fall. After a little coaxing, "a" decided to try. So "c" and "a" went up the steps together."  
4. Hold the "c" card and the "a" card together as you move them up the steps of the slide saying "ca, ca, ca, ca." (Have the class say the sounds with you).  
5. Have the "t" card waiting in a pocket at the bottom of the slide. When "ca" reaches the top, they slide down saying "ca a a a a" until they bump into "t", forming the word "cat."  
6. Continue the story. "a" thought that was really fun, and they made a word. Did you hear what they said? They made "cat." "a" wanted to do that again. This time "p" (always use letter sound, not letter name) waited at the bottom of the slide and "c" and "a" went up the slide again. "ca, ca, ca, ca" (up the slide steps), "ca a a a a a" (on the way down), "p" (as they bump into p at the bottom). "Hurray!", shouted "a", "we made another word... cap!" Soon, the other vowels saw how much fun "a" was having, and they wanted to try, too."  
7. Continue the process of sliding down with different consonant and vowel sounds. Have the kids try on the large slide picture and give them a copy of the slide for their own desk.  
8. Have kids experiment and practice on their own, blending CVC words. Remind them to always have a consonant (red card) go down with a vowel (yellow card) and always have a consonant (red card) waiting at the bottom to catch them coming down.  
9. An alternate activity is to have each child wear a sound and go out to the real slide on the playground and act out the story and make CVC words by going down the slide themselves.  
10. Hang your large slide up in your room and have the letter cards available so kids can use it to practice "sliding" into words. |
| TYING IT ALL TOGETHER: | Use this lesson as an introduction to sounding-out words. Repeat the essence of the story several times over one to two weeks until the kids get the idea of "sliding" the sounds together to make words. Once kids get the idea, have them blend words without the aid of the slide. |
Additional Resources

Social Programs That Work: Tutoring with the Lindamood Phonemic Sequencing reading curriculum (an intervention for at-risk readers in grades K-2).
