***Phoneme Segmentation Fluency***

**What is Phoneme Segmentation Fluency?**

The DIBELS Phoneme Segmentation Fluency (PSF) measure is a standardized, individually administered test of phonological awareness. The PSF measure assesses a student's ability to segment three- and four-phoneme words into their individual phonemes fluently. The PSF measure has been found to be a good predictor of later reading achievement. The PSF task is administered by the examiner orally presenting words of three to four phonemes. It requires the student to produce verbally the individual phonemes for each word. For example, the examiner says "sat," and the student says "/s/ /a/ /t/" to receive three possible points for the word. After the student responds, the examiner presents the next word, and the number of correct phonemes produced in one minute determines the final score. The PSF measure takes about 2 minutes to administer and has over 20 alternate forms for monitoring progress.

**What can we do to improve performance on the PSF measure?**

* **Letterland Resource Notebook:** Sammy Snakes Slide and Say pp. A10- A12, Bouncy Ben’s Arm Blending pp. A6–A7, Walter Walrus’s Word Stretching pp. A8–A9
* **Skill Specific Reading Assessment and Intervention Packet: 2007-2008:** Say it and move it p. 3, Word Stretching p. 3, Arm Blending p. 3
* **FCRR Activities: Phonological Awareness Part 3(K-1 book):** Sound Quest, Segment Those Words, Phoneme Phones, Name That Sound, Phoneme Hopscotch, Phoneme Fued, Phoneme Closed Sort, Say and Slide Phonemes, The Sound Game, Sound Spin, Treasure Box, Picture Slide, Making Words
* **Marilyn Adams’ Phonemic Awareness in Young Children:** Two Sound Words p. 73, Three Sound Words p. 76, Consonant Blends p. 80, Consonant Blends p. 83, Four Sound Words p. 86, Guess A Word p. 88, Troll Talk II p. 89
* **Road To The Code**(Blachman, Ball, Black, Tangel): This book has step-by-step lessons that introduce each letter and letter sound. Each lesson has three parts specific to **phoneme segmentation**, letter name and sound instruction, and phonological awareness practice. In addition to specific lessons, reproducible materials are located in the back of the manual.
* **Interventions For Reading Problems: Designing and Evaluation Effective Strategies:**(Daly, Chafouleas, Skinner): Phonological Awareness: Whole-Word Segmentation pp. 54-56
* **Interventions For Reading Success:** (Haager, Dimino, Windmueller): Segmenting and Blending Two-Sound Words p. 85, Stretchy Sounds p. 86, Segmenting and Blending Three-Sound Words p. 87, Stretchy Sounds: Segmenting and Blending Three-Sound Words p. 89, Segmenting and Blending Four-Sound Words p. 90**,** Stretchy Sounds: Segmenting and Blending Two-, Three-, and Four-Sound Words p. 93, Show Me! Counting Phonemes in Two-, Three-, and Four-Sound Words p. 95, Jump to It! Counting Phonemes in Two-, Three-, and Four-Sound Words p. 97, Sound Noise: Counting Phonemes in Two-, Three-, and Four-Sound Words p. 99, Clapping Sounds p. 101, Concentration p. 103, Go Fish p.104, Adding an Additional Consonant Sound p. 105, Adding a Sound to Form an Initial Consonant Blend p. 107, Adding a Second Sound to Form an Initial Consonant Blend p. 109, Making Words Grow p. 111, Deleting an Initial Consonant Sound p. 113, Deleting the First Sound p. 116, Deleting The Second Sound p. 118, Substituting an Initial Consonant Sound p.120, Substituting a Final Consonant Sound p. 122, Substituting a Medial Vowel Sound p. 124