<u>Stop and Go Phonemic Awareness Game</u>

Description:

        The Stop and Go Game is a blending and segmenting intervention and is individually implemented by a paraprofessional for an average of approximately 26 minutes per day per student. A multiple-baseline design was used to evaluate the effects of the intervention on phoneme segmentation fluency over the course of the study. All students made gains in phoneme segmentation fluency, with most reaching and exceeding benchmark. The student is taken out of the classroom two different times during the day and the game is played on an individual basis. This intervention was used with 6 kindergarten students who scored low on the phoneme segmentation fluency subtest of DIBLES.

Materials:
- 2-inch by 3-inch letter cards with letters representing two vowels and eight consonants.
- Laminated sheet with two line drawing of a traffic light, with the light circles in color.
- A game board with a simple winding path from one end to the other.
- Several rubber vehicles for game tokens.

Preparation:
- Participate in a 2 hour group training workshop. During this workshop you are taught how to:
  - Pronounce the most common sounds and letters in the Stop and Go Game.
  - To model blending and segmenting of words.
  - To play the game.

Steps in implementing the intervention:

<u>Step 1</u> The student chooses the game piece that they prefer from the available tokens.

<u>Step 2</u> Describe and demonstrate stop sounds as sounds and go sounds.

<u>Step 3</u> Use six letters, representing 1 vowel sound and 5 consonant sounds. Add the remaining letters once the student can consistently name the sounds for the initial 6 letters.

<u>Step 4</u> Shuffle the letter cards and place them in a stack on the game board.

<u>Step 5</u> The student goes first, they draw a card, make the appropriate sound and place the card next to the green or the red traffic signal, signifying the go or stop sound. The player moves the token 2 spaces for a go sound and 1 space for a stop sound.

<u>Step 6</u> Tutor and student take turns until the student has enough letters to make a word.

<u>Step 7</u> Now, the tutor will say, "Look, I see a word we can build here. Help me sound it out." Place the letters that were near the traffic signal on the word board in the correct order for the word.

<u>Step 8</u> Prompt the student to say the sounds slowly, stretching and connecting sounds as appropriate to the word. The student moves 2 spaces for correct responses.

Step 9 Now, draw another letter and continue to play until one player reaches the finish line on the board. If the game ends before the session is over, start the game over.

Tips:
- Stop sounds- /t/, /d/, sounds that cannot be help over time.
- Go sounds- /s/, /m/, continuous sounds that can be held over time.
- Provide immediate corrective feedback.
- Praise the student for correct responses and for repeating correct responses.

Reference:
Allor, J. H., Gansle, K. A., & Denny, R. K. (2006). The Stop and Go Phonemic Awareness Game: Providing modeling, Practice, and Feedback. *Preventing School Failure 50* (4), 23-30.