



The **NEW**
Herman
Method®

DYSLEXIA HANDBOOK ALIGNMENT

Pat Sekel, Ph.D., CALT, QI, TLDT



INTRODUCTION

The New Herman Method[®] (*TNHM*) is a small-group reading intervention that provides instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension skills. Its multisensory Orton-Gillingham-based approach is used in thousands of schools nationwide and has proved successful with inner-city classes, English learners, and students with learning disabilities.

TNHM incorporates all the components of instruction and instructional approaches from *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* (Texas Education Agency, 2014) in the following areas:

DYSLEXIA HANDBOOK

Phonological awareness

“Phonological awareness is the understanding of the internal sound structure of words. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds. An important aspect of phonological awareness is the ability to segment spoken words into their component phonemes” (Birsh, 2011, p. 19).

Sound-symbol association

Sound-symbol association is the knowledge of the various speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds. The mastery of sound-symbol association (alphabetic principle) is the foundation for the ability to read (decode) and spell (encode) (Birsh, 2011, p. 19). “Explicit phonics refers to an organized program in which these sound-symbol correspondences are taught systematically” (Berninger & Wolf, 2009, p. 53).

THE NEW HERMAN METHOD

The sequence of instruction for *TNHM* is taught from the most regularly used sounds, rules, and orthographic patterns of the English language to the least regularly used.

Key words are associated with the introduced phonemes for easier retrieval; short vowels also have hand motions to trigger retrieval of these critical sounds.

Sound boards provide students opportunities to physically “map” the phonemes before assigning graphemes to words.

TNHM provides students with instruction and practice identifying, blending, segmenting, and manipulating sounds auditorily before mapping introduced sounds onto print.



Syllabication

"A syllable is a unit of oral or written language with one vowel sound. The six basic types of syllables in the English language include the following: closed, open, vowel-consonant-e, r-controlled, vowel pair (or vowel team), and consonant-le (or final stable syllable). Rules for dividing syllables must be directly taught in relation to the word structure" (Birsh, 2011, p. 19).

The six syllable types are introduced and practiced in a systematic, sequential, and explicit manner.

On a daily basis students review sight words (both irregular and regular for spelling) through the use of Word Cards.

Students use letter tiles to make words with previously introduced sounds. Practiced words are put into connected text, through phrase, sentence, and One-Page Story readings.

Orthography

Orthography is the written spelling patterns and rules in a given language.

Students must be taught the regularity and irregularity of the orthographic patterns of a language in an explicit and systematic manner. The instruction should be integrated with phonology and sound-symbol knowledge.

TNHM asks students to map a word's spelling through the use of sound boards to increase students' understanding and recognition of targeted words' orthography.

Morphology

"Morphology is the study of how a base word, prefix, root, suffix (morphemes) combine to form words. A morpheme is the smallest unit of meaning in a given language" (Birsh, 2011, p. 19).

- Reading and spelling inflectional morphemes are explicitly presented
- Students use metacognitive tips and multisensory strategies and activities to practice and remember morphemic patterns
- The Teacher's Guide suggests additional or alternative activities for those students who need additional practice
- As *TNHM* curriculum progresses, students are progressively more engaged in reviewing sounds [phonology], examining word parts [orthography], increasing fluency at the sound, word, and connected text levels, creating sentences [syntax], combining morphemes [morphemic awareness], and locating and remembering main points from targeted readings [comprehension].

Syntax

"Syntax is the sequence and function of words in a sentence in order to convey meaning. This includes grammar and sentence variation and affects choices regarding mechanics of a given language" (Birsh, 2011, p. 19).

Students learn how to construct sentences using Word Cards and learn the common rules for capitalization and punctuation.

Unknown words are reviewed with attention to meaning, use in sentences, and spelling.

TNHM includes activities where the students rewrite statements into questions and questions into statements.



Reading comprehension

Reading comprehension is the process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific purpose for reading. The reader's skill in reading comprehension depends upon the development of accurate and fluent word recognition, oral language development (especially vocabulary and listening comprehension), background knowledge, use of appropriate strategies to enhance comprehension and repair it if it breaks down, and the reader's interest in what he or she is reading as well as motivation to comprehend its meaning (Birsh, 2011, pp. 9 and 368; Snow, 2002).

Students read for meaning in connected text and when decoding individual words; the teacher provides students with a brief, explanatory definition of a word after students initially decode.

Comprehension questions are included for both word-level worksheets and connected-text readings.

Vocabulary is strengthened and reinforced through the use and discussion of multiple-meaning words.

Students change and read sentences with different punctuation marks, highlighting how meaning can be altered by changing punctuation.

Reading fluency

"Reading fluency is the ability to read text with sufficient speed and accuracy to support comprehension" (Moats & Dakin, 2008, p. 52). Teachers can help promote fluency with several interventions that have proven successful in helping students with fluency (e.g., repeated readings, word lists, and choral reading of passages) (Henry, 2010, p. 104).

TNHM integrates reading with the spelling and writing of words.

Each unit of *TNHM* introduces and intensely practices a group of words that are used in reading, spelling, and composition activities.

Introduced phoneme/grapheme correspondences are reviewed daily via *TNHM* Letter Cards. Students decode increasingly longer words containing previously introduced phoneme/grapheme correspondences.

REFERENCES

Sources for Critical, Evidence-Based Materials and Delivery of Dyslexia Instruction

- Berninger, V. W., & Wolf, B. (2009). *Teaching students with dyslexia and dysgraphia: Lessons from teaching and science*. Baltimore, MD: Paul H. Brookes Publishing.
- Birsh, J.R. (2011). *Connecting research and practice*. In J. R. Birsh, *Multisensory teaching of basic language skills* (3rd ed., pp. 1–24). Baltimore, MD: Paul H. Brookes Publishing.
- Henry, M. K. (2010). *Unlocking literacy: Effective decoding and spelling instruction* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing.
- Moats, L. C., & Dakin, K. E. (2008). *Basic facts about dyslexia and other reading problems*. Baltimore, MD: The International Dyslexia Association.
- Texas Education Agency. (2014). *The dyslexia handbook: Procedures concerning dyslexia and related disorders*. Austin, TX.
- Snow, C. E. (2002). *Reading for understanding: toward a research and development program in reading comprehension*. Santa Monica, CA: RAND.

