

Extensive trials & ongoing research

The PATHS has been trialled in 5 schools for up to 5 years now, and has been used with over 200 students in one school alone. Research has been conducted on the sensitivity and the specificity of the PATHS screener. Data on the outcomes of the PATHS is currently being collected by the School of Health and Rehabilitation Sciences in both metropolitan and regional schools.

Forthcoming

Phonological Awareness Classroom Programme: printed manual plus student activity book on CD-ROM

Classroom-based Spelling Programme: printed manual plus student activity book on CD-ROM

Training

Information sessions and training workshops are available for Education and Health Professionals by our team of Speech Pathologists and Occupational Therapists. These can be tailored to address the needs of your school or district.

Please contact Elizabeth Savina to discuss quotes and dates.

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Reference

Torgesen, J. K. & Mathes, P. G. (2002).
Assessment and Instruction in Phonological Awareness. Second Edition. Florida State Dept. of Education, Tallahassee.

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paths

Phonological Awareness Training for High Schools



Screening Instrument & Remediation Program

12+ YEARS

Phonological Awareness (PA) & Literacy

Phonological awareness (PA) refers to the knowledge or awareness of speech sounds and the way in which sounds can be combined to form words. PA skills include the abilities to:

Break up words into their individual sounds
(shelf = sh-e-l-f: important for spelling)

Blend sounds together
(ch - ir - p = chirp: important for reading)

Nearly 20 percent of school-aged children require specific help developing their phonological awareness skills so as to benefit from normal classroom instruction (Torgesen & Mathes, 2002).

This programme aims to provide the most efficient bridge to normal literacy development for this significant group of students.

The Classroom Identification Instrument

The Classroom Identification Instrument (CII) is designed to be delivered by trained high school teachers. Comprehensive instructions and record sheets are provided for whole class screening. The screening is able to be delivered within 2 normal teaching periods. It includes the following tasks:

1. Written narrative
2. Auditory comprehension of paragraphs
3. Phoneme (sound) counting
4. Non-word spelling
5. Vowel identification and use

The results should be interpreted by Speech Pathologists. It is designed to identify those students who may appear to be developing normally, but are using unsustainable strategies, as well as those who are overtly struggling.

The support programme

Aims

- Improve phonological awareness and its application to reading and spelling
- Improve spelling and reading of single words
- Improve punctuation and grammar
- Improve the planning and structure of written work (e.g. essays, creative writing)

Delivery

How? The support programme is designed to be delivered to small groups of students (maximum three). The sessions are designed to occur on a weekly basis.

Who? The support programme sessions may be run by Speech Pathologists or by Educational staff who have received training/support covering the theory, research and practical implementation of the programme.

How Long? Allow 45 minutes – 1 hour for each group session.