

References

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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 or Heather Allison for more information.

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Remediation Program

MIDDLE SCHOOL

8 – 12 YEARS

Background to the PAL

Dr Gail Gillon conducted several experiments based on the Lindamood Auditory Discrimination in Depth program (Lindamood and Lindamood, 1975) as part of her doctoral studies in the Division of Speech Pathology at The University of Queensland. The results of the studies are presented below.

Between 1995 and 2000 Speech Pathologists at the University continued to deliver the therapy, refining the tasks and developing a greater number of group activities. The clinic was written into a program that could be conducted by Speech Pathology students and trained Learning Support Teachers and was first published as the UQPAL in 2000.

Gillon and Dodd (1995) conducted a 12 hour program for students aged 10 to 13 with moderate reading difficulties (reading age 2 years behind chronological). The results indicated that the students attending the 12 hour programme improved on average by 13 months for reading accuracy, and 17 months for comprehension on the Neale Analysis of Reading Ability.

A 20 hour program which added multi-syllabic instruction was also trialled. At the completion of the 10 week program, students were post- tested on the Neale Analysis of Reading Ability. The 20 hour group had made an average improvement of 24 months for reading accuracy and 44 months for reading comprehension.

Since 2000, the successful collaboration with occupational therapists in developing the Early Literacy Foundations (ELF) Program, and the growing recognition of co-morbidity in children with poor literacy, provided the impetus for writing the 2nd edition of the PAL. This second edition incorporates instructions to address the sensory-motor issues that exist in many students with phonological awareness difficulties.

Objectives of the PAL

- Improve phonological awareness and its application to reading and spelling
- Ensure automatic sound-letter links for consonants (including digraphs such as “th”), short vowels (e.g. a, i) and long vowels (e.g. ie, oi, au)
- Improve spelling and reading of single words
- Maximise the ability of students to:
 - maintain their arousal and attention in sessions.
 - maintain upright sitting postures,
 - write easily and quickly by addressing sensory—motor issues.
- Have students develop links with other students and to acknowledge their feelings about their learning and literacy

Delivery of the program

How? Each of the 18 sections of the PAL has materials and activities for a group session and an individual or paired session, with both being crucial to the success of the program.

Who? The 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 program. One facilitator should be able to run a group of up to four children.

How Long? 45mins— 1 hour group sessions
30mins— 1 hour for individual sessions

Therefore it would take approximately five hours per week for one facilitator to run the programme for four students.

The new edition!

- Includes complete instructions for all group and individual activities, as well as worksheets and record/monitor sheets
- Suggested scripts are provided for group activities
- Incorporates instructions to address sensory-motor issues
- Nonsense words and real words are provided for practitioners to apply the program flexibly according to the students’ real word reading ability
- Establishes full alphabetic reading at the single syllable stage and teaches meta-cognitive strategies to deal with irregular and multi-syllabic words. This allows students to move onto orthographic reading (Ehri ,2005) at which stage they are better able to direct attention towards text comprehension and planning

Ongoing research

Research into the outcomes of PAL is currently being conducted at the School of Health and Rehabilitation Sciences at The University of Queensland.