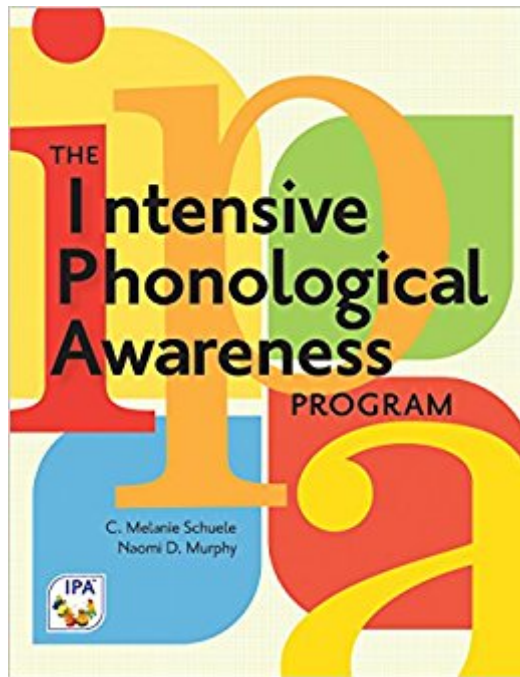




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The Intensive Phonological Awareness (IPA) Program



Synopsis

Transform struggling readers into successful readers with this field-tested, evidence-based phonological awareness program. This supplemental Tier 2 curriculum is the ideal way to deliver systematic, intensive phonological awareness instruction to students in Grades Kâ “2, whether they have language impairments or just need extra help with literacy skills. Developed by SLPs, this proven program helps you sharpen struggling students’ phonological awareness skills through focused, small-group lessons that take just 30 minutes each. And the IPA Program walks you through every step, with explicit guidance, suggested scripts, teaching strategies, and tips on what to do when a student is still struggling with a skill. A must-have for SLPs and reading specialists! USE THE IPA PROGRAM TO align instruction with the goals of the Common Core State Standards Initiative deliver high-quality RTI Tier 2 instruction improve four critical phonological awareness skills: rhyming, initial sounds, final sounds, and complete segmentation scaffold lessons and adapt the pace of instruction get results without significant time investmentâ ”just 30 minutes, three times a week enhance any existing curriculum PRACTICAL MATERIALS: 100+ pages of downloadable classroom content! Game boards, word lists, implementation checklists, and more than 20 sets of colorful picture cards help students learn and retain phonological awareness skills in fun and engaging ways.

Book Information

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Customer Reviews

â œGroup intervention, individual sessions, classroom collaboration, even RTI—this program

has a place in today's standards-based literacy curriculum. This is a gem! • (Judy K. Montgomery, Ph.D., CCC-SLP)

C. Melanie Schuele, Ph.D., CCC-SLP, received her doctoral degree from the University of Kansas and is an associate professor at Vanderbilt University in the Department of Hearing and Speech Sciences. Dr. Schuele is a fellow of the American Speech-Language-Hearing Association. She teaches courses in child language acquisition and disorders. Her research and clinical interests include the nature of language and reading acquisition in children with language impairments. Dr. Schuele has many years of pediatric clinical experience in a variety of settings, including public schools, a pediatric hospital, and university clinical and research facilities.

Naomi D. Murphy, M.S., CCC-SLP, is a speech language pathologist working in public school early intervention and in private practice in Walnut Creek, California. She provides speech-language services to children with communication impairments in clinical and public school settings. Ms. Murphy conducted a pilot study with The Intensive Phonological Awareness (IPA) Program as her master's thesis. She received her master's degree from the University of Nevada, Reno.

Louisa Cook Moats, Ed.D., has published many book chapters, journal articles, and policy papers on reading instruction. Formerly Project Director at the District of Columbia Public Schools site of the National Institute of Child Health and Human Development (NICHD) Early Interventions Project, Dr. Moats is now an independent consultant and writer who specializes in the professional development of teachers of reading and writing. Dr. Moats spent the 1996-1997 school year as a visiting scholar at the Sacramento County Office of Education, where she authored and presented leadership training materials on early reading for the California State Board of Education. These materials are now required content in all of the professional development programs conducted under Assembly Bill 1086 in California. Dr. Moats received her Bachelor of Arts degree from Wellesley College, her Master of Arts degree from Peabody College of Vanderbilt University, and her doctorate of education in reading and human development from the Harvard Graduate School of Education. She worked as a teacher, neuropsychology technician, and specialist in learning disorders prior to her doctoral training. She was a licensed psychologist in private practice for 15 years in Vermont and a graduate instructor both at Harvard and at St. Michael's College in Winooski, Vermont, where she developed innovative courses for teachers linking the disciplines of linguistics and reading education. Specializing in reading development, reading disorders, spelling, and written language, she has written and lectured widely throughout the United States and abroad. She has taught courses in teacher education at the Greenwood Institute in Putney, Vermont, and at Simmons

College in Boston. Her publications include this text's companion workbook, *Speech to Print Workbook: Language Exercises for Teachers* (Paul H. Brookes Publishing Co., 2003); journal articles; book chapters; a classroom basal spelling program; a book titled *Spelling: Development, Disability, and Instruction* (York Press, 1995); and a book for parents, co-authored with Susan L. Hall, *Straight Talk About Reading: How Parents Can Make a Difference in the Early Years* (Contemporary Books, 1999).

I bought this to use for homeschooling. Pros- everything needed (except a few easily found items) can be printed from cd. The instructions are well laid out. Cons- using as suggested there is a lot of material to get through in a week (we have split it up) I also wish there was work with syllables, the games are better in a group. In conclusion I had wanted something to work better as a homeschool tool. I wouldn't recommend this for homeschooling purposes.

Great book! Love the CD that has everything you need. I've used this with my Kindergarten students who are struggling with learning how to read. They like the activities and have responded well. It takes a little time to print and prep everything but once you have it, it's done and ready to be used over and over for different groups. There's even a master print off sheet which makes it easy to track what you've printed already.

IPA contains easy-to-use lessons . The recommended scripts and prompts are an asset. This is the first book I have come across that offers such detailed information throughout. A must buy! I have been looking for materials/books in phonological awareness, and this is by far exceptionally top-notch! I am so glad I snatched this.

Dr. Schuele has a great program. Looking forward to the Intensive Syntax Production program (wink, wink)

Great book with cd that provides the matching games and activities

Have not read yet but looks good.

I am an ASHA certified speech-language pathologist and a certified Wilson reading teacher. I have used Dr. Schuele's phonological awareness program to successfully teach children who have

language based learning disabilities. Many published reading programs skim over phonological awareness; they do not directly teach it in such great detail. This program includes lesson plans, games, and flash cards that provide visual cues. Ideally, this program should be used in a regular education program for preschool, kindergarten or first grade prior to teaching formal reading. Don't wait for children to fail. Additionally, this program is suited for children who have difficulty learning to read, especially those children with working memory difficulties, language impairments, and reading disorders including dyslexia. Dr. Schuele's IPA program is easy to use, and it could be used in a classroom or on an individual or small group basis. Importantly, this program makes learning fun!

This is an excellent program for current and future practitioners! The Intensive Phonological Awareness program appropriately and adequately addresses the importance of developing the foundational skill of phonological awareness for young children at-risk for reading failure. By drawing upon current research and the realities of school-based professionals, the Intensive Phonological Awareness program is a model of evidence-based practice for implementation in both academic and educational settings. The lessons are clearly stated with support by current research and the printable supports promotes push-in group interventions in an efficient and effective manner. Importantly, the program clearly aligns with current public policy by including a connection between IDEA, the Common Core State Standards, and RTI instruction and best practice. I highly recommend this program to any practitioner serving at-risk populations for early literacy and to academic clinics in order to train future practitioners.

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