



The Intensive Phonological Awareness (IPA) Program

By C. Schuele Ph.D. CCC-SLP, Naomi Murphy M.S. CCC-SLP

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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 K–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 investment—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.

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Editorial Review

Review

“Group 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)

About the Author

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).

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