

## **Research-Based Practice: Phonological Awareness Training**

### **Reference:**

Torgesen, J. K., & Bryant, B. R. (1994). *Phonological awareness training for reading*. Austin, TX: PRO-ED.

Lane, K. L., O'shaughnessy, T. E., Lambros, K. M., Gresham, F. M., & Beebe-Frankenberger, M. E. (2001). The efficacy of phonological awareness training with first-grade students who have behavior problems and reading difficulties. *Journal of Emotional & Behavioral Disorders*, 9(4), 219.

**Description:** Phonological awareness training is a general practice that uses various instructional strategies to teach students how to detect and manipulate the sounds in words. Examples of skills targeted during phonological awareness training include, but are not limited to:

- Rhyming
- Syllabication
- Letter sounds
- Blending of letter sounds
- Segmentation of sounds in words
- Substituting, deleting, or adding sounds to form new words
- Decoding words
- Spelling words

To teach skills such as the above, teachers may use:

- Explicit instruction
- Multi-sensory learning strategies (finger tapping, using mirrors to see how sounds are formed in the mouth, tracing letters in the air, in shaving cream, on sand paper, using symbols, pictures, or objects to teach sound associations, singing songs or saying rhymes)
- Play interactive games