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# Improving Phonological Awareness Skills in Preschool Children

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## INTRODUCTION

Phonological awareness – the ability to identify and manipulate sounds in words – has been shown to predict a child’s later reading ability. But phonological awareness does not always develop naturally and thus requires instruction. However, many preschool teachers lack sufficient knowledge of phonological awareness and how to teach it. This journal self-study explores ways to improve phonological awareness instruction in preschools and provides suggestions on how SLPs can help teachers improve their phonological awareness knowledge. Clinicians will find practical tips for working directly with children with phonological awareness deficits and their families or with children enrolled in early education programs who need additional instruction to improve phonological awareness.

### LEARNING OUTCOMES

*You will be able to:*

- define phonological awareness and describe the components that can be taught to young children
- explain the impact of phonological awareness on a child’s learning
- describe how phonological awareness instruction can be integrated into both classroom activities and home practice with parents
- explain the important role the SLP plays in improving phonological awareness instruction in preschools

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## PROGRAM HISTORY and IMPORTANT INFORMATION

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Articles originally published in ASHA's scholarly journals

**Original start date:** December 27, 2015

**Peer reviewed:** November 13, 2017

**End date:** November 13, 2020

To earn continuing education credit, you must complete the test with a passing score on or before **November 13, 2020**.

To see if this program has been renewed after this date, please search by title in ASHA's online store at [www.asha.org/shop](http://www.asha.org/shop).



**ASHA Professional Development** is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.55 ASHA CEUs (Intermediate level, Professional area).

## STATEMENT ON EVIDENCE-BASED PRACTICE

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It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term *evidence-based practice* refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

*Adopted by the Scientific and Professional Education Board, April 2006*