🤝 INTRODUCTION
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The *Phonological Awareness Training Program* (PATP) is a resource for speech-language pathologists (SLPs) and other educational professionals who are interested in providing professional development for teachers in phonological awareness knowledge, skills, and instructional methods to improve children's literacy outcomes.

A robust and consistent finding in the literature is that children must develop good phonological awareness (PA) skills to become successful readers. This research is summarized in the report of the National Early Literacy Panel (National Institute for Literacy, 2008). Often teachers do not have adequate PA skills themselves to effectively teach this critical component of reading (e.g., Cheesman, McGuire, Shankweiler, & Coyne, 2009; Moats & Foorman, 2003; Spencer, Schuele, Guillot, & Lee, 2008). Most adult readers have lost conscious awareness of the phonological structure of language because they read automatically and fluently. In addition, most teacher preparation programs do not include direct teaching of English phonology or PA skills. Educators need strong working knowledge of English phonology to teach initial sound identification, onset-rimes, segmentation and blending of speech sounds, and other PA skills that are critical precursors for later reading success.

Fortunately, we can provide training to teachers that will develop (or refresh) their explicit knowledge of English phonology and PA skills. The *Phonological Awareness Training Program* (PATP) is designed for this purpose. In addition, the PATP includes training on children's development of phonological awareness, evidence-based principles for delivering effective instruction, and examples of classroom activities. Developing teachers' PA skills will allow them to provide students with accurate models, immediate and constructive feedback, and effective instruction that is systematic and appropriately sequenced.

The PATP was developed after working with dozens of early childhood educators and realizing that they could benefit from training focused on developing their own phonological awareness skills. PATP includes lessons that teachers can use in the classroom and is based on instructional methods that were derived from research on training phonological awareness. Our own research has focused on the effects of PATP to improve teachers' phonological awareness skills and the literacy outcomes for children receiving this classroom-based phonological awareness instruction (Jaskolski, 2013).

Speech-language pathologists are ideal candidates for providing PA instruction to teachers. Previous research has shown that SLPs, on average, have more advanced PA skills than other educators (Spencer et al., 2008; Spencer, Schuele, Guillot, & Lee, 2011). SLPs complete courses on phonetics, phonology, and speech sound disorders. They regularly apply this knowledge during clinical activities. In addition, SLPs are experts in scaffolding learning, giving immediate and constructive feedback, and individualizing instruction. All of these teaching approaches are essential for effective PA instruction. In addition, the American Speech-Language-Hearing Association's (2001) position statement on reading and writing states that SLPs "play a critical and direct role in the development of literacy for children and adolescents with communication disorders" and that "SLPs also make a contribution to the literacy efforts of a school district or community" (para .1).

In addition to SLPs, other educational professionals can utilize the PATP curriculum for providing professional development in phonological awareness. In her seminal article on reading acquisition, Louisa Moats (1999) reminded us that "Teaching reading *is* rocket science." We need everyone on the team when it comes to improving children's literacy skills.

Phonological Awareness Training Program: A Speech-Language Pathologist's Tool for Training Teachers