Disclosure

Rosalie Martin is the founding speech pathologist of Chatter Matters Tasmania – a charitable organisation building awareness and skill in human communication: language, literacy and positive relatedness.

Rosalie is also the proprietor of Speech Pathology Tasmania – a private speech pathology practice.

Rosalie’s time and expenses in conducting the Just Sentences project on behalf of Chatter Matters Tasmania have been provided pro bono; Speech Pathology Tasmania has sponsored the cost of clerical support and therapy materials.
What happened?
The People

Inmate A

Melissa – Literacy Coordinator

Inmate B
THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

SKILLED READING: Fluent execution and coordination of word recognition and text comprehension.
What did we do?

Deletions
Deletions

Initial consonant: (f)arm – arm
Final consonant: soa(p) – so
Boundary consonant, initial cluster: (b)lack – lack
Internal consonant, initial cluster: b(l)ack – back
Boundary consonant, final cluster: pan(t) – pan
Internal consonant, final cluster: pa(n)t – pat

And with non-words: (b)lin – lin, s(t)ul – sul, dup(t) – dup, fo(s)t - fot
What did we do?

Identification of each separate phoneme
What did we do?

Non-word decoding – and at speed!
### Non-word decoding

<table>
<thead>
<tr>
<th>sot</th>
<th>mot</th>
<th>rit</th>
<th>sut</th>
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<tr>
<td>mot</td>
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<td>mot</td>
<td>mot</td>
<td>rit</td>
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</tbody>
</table>
What did we do?

Letter-swaps
What did we do?

fip
fap
dap
dat
dut
lut
lun
len
Results

Inmate A

- Letter
- Toolbox
- "Worked out..."
- Journal
A's journaling

Just when I start thinking about the family the way
let them down. That when I am not CHLM I start
stupidly up. My writing goes down hill and I cant thi
what to say it all goes haywryan. I cant do this an
get wild but not wild as in wild more upset inside n
I am a happy go lucky and not a lot worry me. It te
all to upset me. But I am one that say what I think and
CDLM down fast. What is good you are a CHLM on
and that good it helps a lot. You never get upset with
what I say or do that good thing. It help me to keep
CHLM. You never put me down that what help a
I knew that you know how I am thinking. Bloody in
that a worry in away you in side my head. That
thing not bad thing. You worked me out where a lot d
know how to just say you can do the work but I
know how to do the work. Thank you Rose's for
having time to help me. You never have put me do
Sunday: Life is to short to worry about this
20-7-14 I can and cannot do? I do what I can
8-25AM what I cant do I try my best to do.
8-45 When I am wild within my self th
when I stuff up. So if I dont let stuff worry
i am good and more calmer. I think that i
beeen doing so work for next thing for art
I think this one will rock the boat but i must say
what is on my mind the truth hurts. That who
doing this one I start it but I dont know how
get it in the right order it all over the place.
I need someone to help me to get it in order.'
The People

Melissa – Literacy Coordinator
The People

Inmate A

Melissa – Literacy Coordinator

Inmate B
Results

Inmate B

- 60 CVCs
- “...more of those.”
- “Yeah... a bit more.”
- “I always knew...”
References


PRISONER  ILLITERACY  LITERATE
POST-RELEASE  UNEMPLOYMENT  SKILLS
RECIDIVISM  HOPE  SOCIAL
ALIENATION  CONNECTED  FREED
Measurement skills for work
Activity

Measure and record the height of a matchbox
Numeracy core skill

Indicator .09  Identifying mathematical information and meaning in activities and texts

Indicator .10  Using and applying mathematical knowledge and problem solving processes

Indicator .11  Communicating and representing mathematics
## Mapping the task

### What numeracy skills are needed to undertake the task?

<table>
<thead>
<tr>
<th>Indicator .09</th>
<th>Indicator .10</th>
<th>Indicator .11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and make sense of the mathematical information in the written and oral instructions</td>
<td>Decide on an appropriate way to solve the problem</td>
<td>Represent the outcome</td>
</tr>
<tr>
<td>Identify and interpret a common 3D shape</td>
<td>Apply knowledge of 3D shapes</td>
<td>Use decimals (metric) and/or fractions (imperial)</td>
</tr>
<tr>
<td>Identify and interpret height measures</td>
<td>Make an estimation</td>
<td>Use measurement conventions (cm, mm)</td>
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<tr>
<td></td>
<td>Use a ruler (find zero, avoid parallax)</td>
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<tr>
<td></td>
<td>Read a scale (metric/imperial, 0.5mm markings)</td>
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<tr>
<td></td>
<td>Check reasonableness of process and outcomes</td>
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Bike fitting
Specification

All measuring data and/or all measuring results and all verbally and/or written amplifications are exclusively meant as an advice. Copyright 1985 - 2007, bikefitting.com b.v.
Shoe fitting

Linear dimensions (length)

Linear dimensions (width)
## Numeracy by Measure

<table>
<thead>
<tr>
<th>Bike fitting</th>
<th>Cabinet fitting</th>
<th>Health monitoring</th>
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<tbody>
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<td><img src="image2" alt="Cabinet fitting image" /></td>
<td><img src="image3" alt="Health monitoring image" /></td>
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<tr>
<td>Shoe fitting</td>
<td>Smallgoods packing</td>
<td>Tyre wall marking</td>
</tr>
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<td><img src="image5" alt="Smallgoods packing image" /></td>
<td><img src="image6" alt="Tyre wall marking image" /></td>
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</tbody>
</table>
Resources

www.oggiconsulting.com/resources

Numeracy in Focus

Numeracy in Practice

Numeracy by Measure

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