PHONOLOGICAL-ORTHOGRAPHIC SUBSTITUTION EVALUATION

P-O-S-E©

Prospectus for District Curriculum Directors

PPS Directors

WHAT IS THE P-O-S-E© DESIGNED TO MEASURE ?

▶ A *criterion-referenced screening test*, the Phonological Orthographic Substitution Evaluation (P-O-S-E©) is designed to extract underlying phonological codes operating in the student's reading and spelling processes.

▶ The P-O-S-E© elicits the sound/symbol system utilized by students in the automaticity of spelling & reading.

▶ P-O-S-E© focuses on short vowel proficiency using monosyllabic non-words and low frequency of occurrence real words.

▶ P-O-S-E© target level is Grade 3 with option to survey Grade 2.

HOW DOES THE P-O-S-E© CORRELATE WITH COMMON MEASURES OF READING ?

The P-O-S-E© Grade 3 validation study (n=275) demonstrated the following correlations:

- ▶ **• Correlation spelling with reading: r= .79, P <.0001**.

- ▶ **• Correlation total score w/ F&P Benchmark (*N=78): r= .60, P<.0001**.

- ▶ **• Correlation total score w/ contemporary NYS ELA: r=.41; P=.0001.**

- ▶ **• Correlation total w/ forward ELA scores +1 year r=.39; +2 years r=.19; +3 years r=.28; + 4years r=.26.**

- ▶ **• Correlation total w/ Otis IQ: r=.29; P < .0001**

COMMON CORE STATE STANDARDS

▶ Criterion referenced testing of monosyllabic short vowels and the silent /e/ rule, in closed syllables, measures a body of knowledge determined by the State Common Core Standards to be *mastered* by the beginning of 3rd grade.

WHY SHORT VOWELS ?

▶ Common Core State Standards target 2nd grade for *instruction* of short vowels in monosyllabic words and the silent /e/ rule

▶ "In the English language, the vowel forms the nucleus of every syllable" (S.Nolan, 2007)

▶ Failure to acquire accurate short vowel knowledge inhibits future acquisition of long vowels.

LEARNING TO READ VS. READING TO LEARN

▶ Students from K through 3rd grade are developing the skills for proficient reading

▶ Students from 4th grade and higher are using reading to learn.

HOW IS THE P-O-S-E ADMINISTERED ?

- Spelling test
  - Group administration
  - Time: 30 minutes
  - Two tests
  - non-words –"vip"
  - Low frequency of occurrence real words- "mute"

- Reading test
- Individual administration
- Time: 5 minutes per student
- Two tests
- Words are identical to spelling words

DATA ANALYSIS OF P-O-S-E RESPONSES
INDIVIDUAL STUDENT SCORING

▶ Individual student responses are entered into the included computer application that analyzes the results.

▶ An individual report is produced that identifies error patterns in short vowels and the silent /e/ rule.

▶ The analyzed data becomes a prescriptive template for targeted intervention by classroom teachers, speech-language pathologists, reading teachers and ESL teachers.

DATA ANALYSIS OF P-O-S-E RESPONSES
CLASS AND GRADE LEVEL STUDENT SCORING

▶ School districts may avail themselves of the time-saving P-O-S-E© forms-with-processing service.

▶ The service produces individual reports as well as a full class performance report that identifies and prioritizes error patterns in short vowels and the silent /e/ rule for every student.

▶ The baseline analyzed data becomes a prescriptive template for targeted intervention by classroom teachers, speech-language pathologists, reading teachers and ESL teachers.

▶ P-O-S-E© RTI data, when collected at year end, will be compared and reported with baseline data to validate the responses to intervention.

SAMPLE OF STUDENT SPELLING RESPONSES

INTEGRATING P-O-S-E© FINDINGS INTO THE INTERVENTION PROGRAM

▶ Data on errors provides prescriptive information for targeted intervention in classroom, SLP, reading and special education instructional contexts

▶ Students with high levels of errors receive targeted intervention by the speech-language pathologist, in areas of phonological knowledge to develop competencies foundational to accessing core curriculum .

P-O-S-E© OUTCOME EFFECTIVENESS

▶ P-O-S-E© Baseline and RTI Reports

  ▶ All teachers receive a copy of the summary class results

  ▶ Teachers have a copy of the classroom summary and bar graph indicating students short vowel performance arrayed from the highest number of errors to the least

  ▶ In-service training meetings are set up using the P-O-S-E data for their students as a basis for planning targeted intervention

  ▶ Remediation manuals are distributed with referenced books including word lists to be used for targeted intervention

  ▶ A P-O-S-E© team is established incorporating ESL, Reading, SLP, Special Education and Speech and Classroom teachers for students with mid- and high intervention priority levels of numbers of errors.

FACTORS CONTRIBUTING TO MID- AND HIGH INTERVENTIONN PRIORITY LEVELS FOR P-O-S-E© VOWEL ERROR PATTERNS

- Bilingual speaking students
  - Portugese Language uses long vowels only
  - Spanish language has different pronunciations for short vowels
- Learning Disabilities
- Speech and Language Disorders
- Hearing Loss
- Developmental issues requiring protracted teaching of basic phonics
- Teaching methodology

P-O-S-E© INFORMATIONAL WEBSITE

▶ For additional information including validation studies, sample reports, online-instructional videos demonstrating group and individual P-O-S-E© testing and intervention, visit:

 ▶ *WWW.P-O-S-E .COM*