

Connecting Literacy Assessment with Instructional Improvement : **P-O-S-E[®]** Response to Intervention

(*Phonological-Orthographic Substitution Evaluation)

A Plainview-Old Bethpage CSD and Mineola UFSD Project

Literacy challenges for Special Education

- ▶ Students who make poor progress developing reading and written language.
- ▶ Demands for reading programs which consume significant years of intervention.
- ▶ Standardized testing which elicits test outcomes which do not sufficiently reveal progress.
- ▶ Pressure for increased reading intervention services despite poor progress.
- ▶ Differentiating students who are ESL vs. learning disabled or language impaired.

Solving the problems

- ▶ Identifying students in the early stages who are slow to acquire phonemic skills for RTI .
- ▶ Ascertaining students who are struggling with second language problems.
- ▶ Determining the foundational skills where a student is at risk.
- ▶ Specifying targeted goals for literacy development.
- ▶ Forming teams who have common goals despite different approaches to teach the skill.

What is the relationship of reading and spelling ?

- ▶ It requires a bi-directional mapping between orthography and phonology.
- ▶ At the early stage of reading development, short vowels are the core elements of reading and spelling of monosyllabic words
- ▶ The silent /e/ rule provides the boundary between short vowel monosyllabic words and the onset of the long vowel in words

A goal for readers

- ▶ “What I think I can say, what I say I can write”

Virginia Berninger, Ph.D. University of Washington School of Education

- ▶ Skills needed for writing: access to the phonological code, word identification
- ▶ Listening precedes Reading
- ▶ Reading precedes Writing

Phonemes that are critical to early reading development

Short vowels : Core phonemes of speech utterances

- Short vowels are the nucleus of every syllable
- Vowels are produced within the mouth with no visual cues
- Vowel perception is influenced by the presence of noise
- Short vowels are present in all words taught in the early phases of reading development

Why are short vowels important ?

- ▶ Short vowel sounds not pre-existing in native languages will not be heard in the classroom
- ▶ CCSS targets 2nd grade for *instruction* of short vowels.
- ▶ Failure to acquire accurate short vowel knowledge inhibits development and differentiation of long vowels.
- ▶ Short vowels are not present in Spanish and other languages

The Five Spanish Vowels

Spanish/English Short Vowel Conflict					
U.S. English Vowel Phonemes AHD	U.S. English word	Common Alphabet	Reading Spanish Pronunciation (expected)	Spelling Spanish (examples)	Spanish Vowel Phonemes AHD
ă *	pad (ă)	A	pod (ö)	pade	ö
ĕ *	pet (ĕ)	E	payt (ā)	pate	ā **
ĭ *	pip (ĭ)	I	peep (ē)	pep	ē
ō	top (ō)	O	toap (ō)	tap	ō
ŭ	cut	U	coot (ū)	cort	ōō
wĭ	quit (wĭ)		kweet (wē)	quet (?)	wē

*vowel not common in Spanish **| -short duration)

How do we measure the phonological code when applied to reading and spelling?

- ▶ The code which is acquired through native language exposure and educational experience is combined to make a composite source of “phonetic rules”.
- ▶ It is measured when challenged by tasks presented with non-words and low frequency of occurrence words which require the students to tap into their phonetic storage.

Phonological-Orthographic Substitution Evaluation: P-O-S-E©

Test development by Carol A. Sullivan, Roy F. Sullivan, PhD, Rebecca Kooper, AuD

- ▶ The P-O-S-E© is a *criterion-referenced test* designed to assess short vowel substitutions in monosyllabic words.
- ▶ Test items are non-words and low-frequency-of-occurrence real words designed to probe the student's underlying phonology when applied to spelling and reading.
- ▶ Silent /e/ words are administered as a boundary metric between short and long vowels.

P-O-S-E[©] test administration and reports

- ▶ Can be performed both to individuals or groups of children up to 4 classes
- ▶ A spelling test is administered which takes 25 minutes
- ▶ The reading test is given outside the classroom, 4 minutes per child
- ▶ The words on both tests are identical
- ▶ Test results are entered into a computer program
- ▶ Reports are both individual and group by class
- ▶ Remediation is prescriptive based on test results

P-O-S-E_© Grade 3 Spelling Test

Multiple Grade 3 Classes



Individual Grade 3 Student



P-O-S-E©

Raw Data Spelling

non-words

Phonological-Orthographic Substitution Evaluation[®]
Spelling Non-Words

Name: FA - Portuguese Grade: 3 Teacher: _____ School: _____ Date: _____

Directions: Listen and spell the words you hear.

1. <u>vop</u> (vep)	11. <u>shap</u> (shap)	21. <u>nid</u> (nid)
2. <u>ret</u> (ret)	12. <u>grod</u> (grod)	22. <u>gout</u> (gout)
3. <u>suge</u> (suge)	13. <u>glesh</u> (glesh)	23. <u>mouse</u> (mouse)
4. <u>tod</u> (tod)	14. <u>flep</u> (flep)	24. <u>pagkc</u> (pagkc)
5. <u>page</u> (page)	15. <u>plash</u> (plash)	25. <u>vone</u> (vone)
6. <u>zed</u> (zed)	16. <u>trud</u> (trud)	26. <u>sin</u> (sin)
7. <u>fime</u> (fime)	17. <u>thog</u> (thog)	27. <u>fute</u> (fute)
8. <u>but</u> (but)	18. <u>bep</u> (bep)	28. <u>bipe</u> (bipe)
9. <u>lod</u> (lod)	19. <u>slen</u> (slen)	29. <u>beve</u> (beve)
10. <u>wape</u> (wape)	20. <u>brat</u> (brat)	30. <u>wode</u> (wode)

real words

Phonological-Orthographic Substitution Evaluation[®]
Spelling Real Words

Name: FA - Portuguese Grade: 3 Teacher: _____ School: _____ Date: _____

Directions: Listen and spell the words you hear.

1. <u>tap</u> (tap)	11. <u>hace</u> (hace)	21. <u>dime</u> (dime)
2. <u>nep</u> (nep)	12. <u>drep</u> (drep)	22. <u>mute</u> (mute)
3. <u>pan</u> (pan)	13. <u>stud</u> (stud)	23. <u>hose</u> (hose)
4. <u>wed</u> (wed)	14. <u>clot</u> (clot)	24. <u>fake</u> (fake)
5. <u>dlog</u> (dlog)	15. <u>pest</u> (pest)	25. <u>cone</u> (cone)
6. <u>sape</u> (sape)	16. <u>rash</u> (rash)	26. <u>vine</u> (vine)
7. <u>beb</u> (beb)	17. <u>bep</u> (bep)	27. <u>bwem</u> (bwem)
8. <u>rat</u> (rat)	18. <u>dlop</u> (dlop)	28. <u>kite</u> (kite)
9. <u>dene</u> (dene)	19. <u>men</u> (men)	29. <u>vade</u> (vade)
10. <u>cup</u> (cup)	20. <u>chom</u> (chom)	30. <u>tote</u> (tote)

P-O-S-E_© Test Form Transcription of non-word / real word Spelling Responses

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Phonological-Orthographic Substitution Evaluation[©]
 WWW.P-O-S-E.COM

#1 Spelling Non-Words (S/n)

Name: Katima Date: 9/11/12 Teacher: ka School: of Jackson

CVC	Responses	SHORT VOWEL ERRORS						Other
		Initial Consonant	ā	ē	ī	ō	ū	
vip	voɪ	v		ē			p	t
ret	+	r					t	
sug	Suge	s				ū	g	+c
tob	Tod	t					b	d
pag	page	p	ā				g	+c
zib	Zed	z			ē		b	d
fem	fime	f		ī			m	+c
dut	but	b	d				t	
lod	+	l					d	
wap	Wape	w	ā				p	+c

CVCC	Responses	SHORT VOWEL ERRORS						Other
		Initial Consonant	ā	ē	ī	ō	ū	
shug	shag	sh					g	
grob	grde	gr				ū	b	d
glesh	+	gl					sh	
bluck	flap	bl		ē			ck	p
plash	+	pl					sh	
trub	trud	tr					b	d
chog	thog	ch					g	
bemp	ber	b					mp	p
slind	skn	sl		ē			nd	
grat	brat	gr					t	

Sum of S/n CVC + CVCC Errors: 2 | 1 | 4 | 0 | 2

CVCe	Responses	SILENT /e/ RULE ERRORS						Other
		Initial Consonant	ā	ī	ō	ū		
nide	nid	n		ī			d	
gute	ypet	g					t	e
maze	mose	m					z	e
hake	poghe	h					k	e
vone	+	v					n	e
slime	sin	s		ī			m	e
fute	+	f					t	e
tipa	+	b					p	e
bave	beve	b	ē				v	e
wode	+	w					d	e

Sum of S/n CVCe Errors: 1 | 2 | 0 | 0

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#2 Spelling Real Words (S/r)

Name: Katima Date: 9/12/12 Teacher: ka School: Jackson

CVC	Responses	SHORT VOWEL ERRORS						Other
		Initial Consonant	ā	ē	ī	ō	ū	
tab	tap	t					b	p
nip	nep	n			ē			p
pun	pān	p				ū	n	
wed	+	w						d
cog	clag	c					g	
sap	Sap	s	ā					p
bib	beb	b		ē				+c
rut	rāt	r				ū	t	
den	dene	d	ā				n	+c
cop	Cup	c			ū		p	

CVCC	Responses	SHORT VOWEL ERRORS						Other
		Initial Consonant	ā	ē	ī	ō	ū	
hack	hace	h	ā					ck
drip	drop	dr		ē				p
stüb	stüd	st				ū		b
clat	+	cl						t
pest	+	p						st
rash	+	r						sh
biip	beip	b			ē			p
flop	flap	fl						p
mand	men	m						nd
chum	chem	ch				ū		m

Sum of S/r CVC + CVCC Errors: 2 | 1 | 4 | 1 | 2

CVCe	Responses	SILENT /e/ RULE ERRORS						Other
		Initial Consonant	ā	ī	ō	ū		
dine	+	d					m	e
mute	+	m					t	e
hose	+	h					s	e
fake	+	f					k	e
cone	+	c					n	e
vine	+	v					n	e
fume	buem	f				ū	m	e
kita	+	k					t	e
jade	vate	j					d	e
tote	+	t					t	e

Sum of S/r CVCe Errors: 0 | 0 | 0 | 0 | 1

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P-O-S-E[©] Individual Grade 3 Student Reading Test



P-O-S-E[®] Test Form Transcription of non-word / real word Reading Responses


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Leads Anticipation

#3 Reading Non-Words (R/n)

Name: Fstms Date: 9-11-12 Teacher: Ka School: Johnson

CVC	Responses	Initial Consonant	SHORT VOWEL ERRORS					Final Consonant	Other
			ā	ē	ī	ō	ū		
vip	zip	v					p		
ret	lit	r		ē			t		
sug	+	s					g		
tob	tub	t				ū	b		
pag	PSE	p	ā				g		
zib	zud	z			ū		b		
fem	+	f					m		
dut	+	d					t		
lod	+	l					d		
wap	whp	w					p		

CCVCC	Responses	Initial Consonants	SHORT VOWEL ERRORS					Final Consonant	Other
			ā	ē	ī	ō	ū		
shag	shp	sh					g		
grob	grbd	gr					b	d	
glesh	glsh	gl		ē			sh	d	
blick	blpsh	bl			ō		sh		
plash	plsh	pl	ō				sh		
truli	trdj	tr				ū	l	dj	
chog	+	ch					g		
bemp	pub	p		ū			mp	b	
sind	sind	sl			ō		nd		
grat	grat	gr	ō				t		

Sum of R/n CVC + CCVCC Errors: 4 3 3 1 2

CVCe	Responses	Initial Consonant	SILENT /n/ RULE ERRORS					Final Consonant	Start /e/	Other
			ā	ī	ō	ū	Final Consonant			
nide	mad	n		ā			d		r	
gute	gut	g				ū	t		r	
moze	MOZ	m			ō		z		r	
fako	+	f					k		e	
vone	+	v					n		e	
sime	See mee	s		ē			m		e	
fute	fut	f				ū	t		e	
bipu	bimp	b		ē			p	mp	r	
bave	brave	br					v		e	
wode	Wood	w				ū	d		e	

Sum of R/n CVCe Errors: 0 3 1 2


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Leads Anticipation

#4 Reading Real Words (R/r)

Name: Fstms Date: 9-11-12 Teacher: Ka School: Johnson

CVC	Responses	Initial Consonant	SHORT VOWEL ERRORS					Final Consonant	Other
			ā	ē	ī	ō	ū		
tab	+	t					b		
nip	neep	n			ē		p		
pun	pon	p				ū	n		
wed	whip	w			ī		d		
cog	codj	c					g	dj	
sap	+	s					p		
bib	did	b					b	d	
rut	+	r					t		
den	+	d					n		
cep	ceb	c					p	d	

CCVCC	Responses	Initial Consonants	SHORT VOWEL ERRORS					Final Consonant	Other
			ā	ē	ī	ō	ū		
hack	hank	h	ū				ck	nk	
drip	drop	dr			ō		p		
stub	stid	st					b	d	
clot	Clowed	cl				ū	t		
post	Pash	p					st	sh	
rash	rush	r	ū				sh		
blip	blod	bl			ō		p	d	
flap	+	f					p		
mind	+	m					nd		
chum	shod	ch					m		

Sum of R/rCVC + CCVCC Errors: 2 2 3 1 1

CVCe	Responses	Initial Consonant	SILENT /e/ RULE ERRORS					Final Consonant	Start /e/	Other
			ē	ī	ō	ū	Final Consonant			
dime	+	d					m		e	
mute	mtē	m				ū	t		e	
hose	hose	h					s	st	e	
fake	fank	f	ū				k	nk	e	
cone	+	c					n		e	
vine	+	v					n		e	
fume	fum	f			ū		m		e	
kite	kit	k		ē			t		e	
jade	+	j					d		e	
tote	foad	t			ū		t	nt	e	

Sum of R/r CVCe Errors: 1 1 1 2

P-O-S-E_© Individual Grade 3 Student RTI Report



Phonological-Orthographic Substitution Evaluation[®]

P-O-S-E[®] STUDENT TEST RTI RESULTS SUMMARY: SPELLING / READING

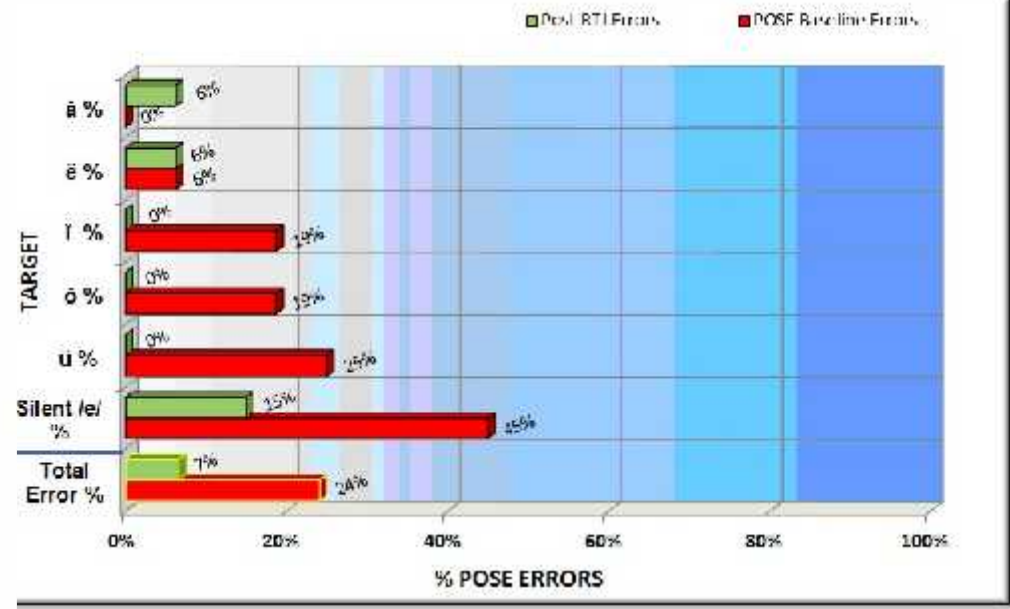
STUDENT INFORMATION

Level Name:	Grade 3	First Name:	Oliver	Grade:	3	Date of Birth:	
Teacher:	KC	Classroom:	0	Room/No.:	5/05/010	Date Spelling:	5/24/2015
School:	Jackson Avenue	Address:	WINDOLA U.S.A.D.	Student ID:	143	Date Reading:	5/28/2015

SHORT VOWEL ERROR SUMMARY (CV, CVCC)						
Short Vowel Error Count CVC + CVCC	a	e	i	o	u	Short Vowel Errors
Sum Spelling Errors	0	0	2	0	0	2 /10
Sum Reading Errors	0	0	0	0	0	0 /10
Sub-Totals w/o	0	0	2	0	0	2 /10
Other Substitution Phonemes (w/o-r)	i, j, e, s					+
Sum Reading Errors	1	4	0	1	0	6 /10
Sum Spelling Errors	0	1	0	0	0	1 /10
Sub-Totals w/o	1	3	0	1	0	5 /10
Other Substitution Phonemes (w/o-r)	i, j, e, s, o, o, o, o					=
Short Vowel Errors w/o Spelling + Reading	1	5	2	1	0	9 /10

Short Vowel Intervention Priority Levels	Level 1	Level 2	Level 3	Level 4	Number of Vowels for Spelling (S) & Reading (R)
Number of Vowels per Priority Level Spelling & Reading	1	1	1	8	Actual Number: 10, Expected Number: 10

SILENT /e/ RULE ERROR SUMMARY (CVCC)						
Silent /e/ Rule Error Count CVCC	e	i	o	u	Silent /e/ Rule Errors	
Sum Spelling Errors	0	0	0	0	0 /10	
Sum Reading Errors	0	0	0	0	0 /10	
Sub-Totals	0	0	0	0	0 /20	
Other Substitution Phonemes (w/o-r)	i, j, e, s					2 /10
Sum Reading Errors	0	0	0	0	0 /10	
Sum Spelling Errors	0	1	1	0	2 /10	
Other Substitution Phonemes (w/o-r)	i, j, e, s					2 /10
Sum Reading Errors	0	0	0	0	0 /10	
Sum Spelling Errors	0	0	0	2	2 /40	



Response to Intervention (RTI): Student % Total P-O-S-E Vowel Error Reduction							
P O S F Date	Total Error %	Silent /e/ %	a %	e %	i %	o %	u %
Baseline	24%	45%	25%	19%	19%	6%	0%
RTI	7%	15%	0%	0%	0%	6%	6%
RTI %	28%	30%	25%	19%	19%	0%	60%
RTI: FREQUENCY OF ERRORS:				GREATER		NO CHANGE	
				GREATER		REDUCED	

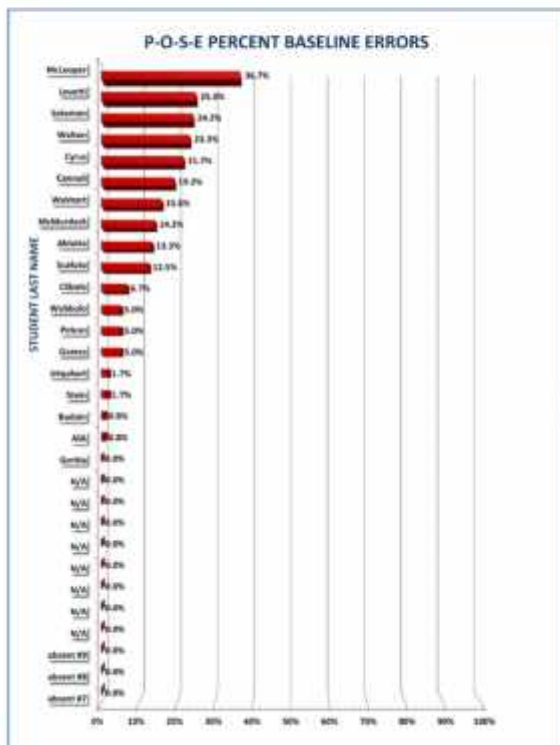
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P-O-S-E[®] Grade 3 Entire Class RTI Report : Bar Chart Format



CLASS SUMMARY: BASELINE

Class Vowel Intervention Priority Levels				Page 8 of 9 - 4/13/12	
School:	Turtle Avenue	Teacher:		Grade:	3
District:	Prairie U.F.S.D.	Teacher:	Billinggate	# Students Tested:	19
				Date of Spelling:	6/13/2012
				Date of Reading:	5/25/2012

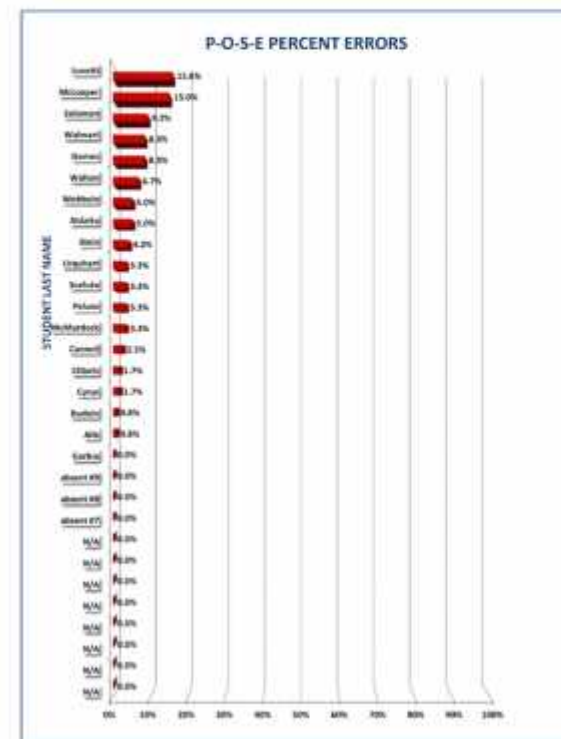


A. Number of Student Scores	19
B. Mean P-O-S-E Error Score	12.2%
C. Median P-O-S-E Error Score	9.6%
D. Semi-interquartile Range	15.0%
E. Maximum P-O-S-E Error Score	36.7%
F. Minimum P-O-S-E Error Score	0.0%
G. Students w/ High Intervention Priority short vowels	1
H. Students with Mid-Intervention Priority short vowels	5
I. Students with High AND Mid-Intervention priority short vowels	0
J. Students w/ Mid- (no High) Intervention priority short vowels	5
K. Students w/ High- (no Mid) Intervention priority short vowels	1
L. Students w/ High OR Mid-Intervention priority short vowels	5
M. Students w/ High Intervention Silent /s/ rule vowels	2
N. Students w/ Mid-Intervention Silent /s/ rule vowels	7
O. Students w/ High OR Mid-Intervention Priority Silent /s/ rule vowels	9
P. Students w/ High OR Mid-Intervention Priority Short Vowels AND Silent /s/ rule vowels	6



CLASS SUMMARY RTI

Class Vowel Intervention Priority Levels				Page 9 of 9 - 4/13/12	
School:	Turtle Avenue	Teacher:		Grade:	3
District:	Prairie U.F.S.D.	Teacher:	Billinggate	# Students Tested:	19
				Date of Spelling:	6/24/2012
				Date of Reading:	6/21/2012



A. Number of Student Scores	19
B. Mean P-O-S-E Error Score	5.2%
C. Median P-O-S-E Error Score	3.3%
D. Semi-interquartile Range	5.0%
E. Maximum P-O-S-E Error Score	15.8%
F. Minimum P-O-S-E Error Score	0.0%
G. Students w/ High Intervention Priority short vowels	0
H. Students with Mid-Intervention Priority short vowels	1
I. Students with High AND Mid-Intervention priority short vowels	0
J. Students w/ Mid- (no High) Intervention priority short vowels	1
K. Students w/ High- (no Mid) Intervention priority short vowels	0
L. Students w/ High OR Mid-Intervention priority short vowels	1
M. Students w/ High Intervention Silent /s/ rule vowels	0
N. Students w/ Mid-Intervention Silent /s/ rule vowels	4
O. Students w/ High OR Mid-Intervention Priority Silent /s/ rule vowels	4
P. Students w/ High OR Mid-Intervention Priority Short Vowels AND Silent /s/ rule vowels	1

P-O-S-E_© Grade 3 Entire Class RTI Report : Table Format



Phonological-Orthographic Substitution Evaluation[©] CLASS SUMMARY BASELINE

Class Vowel Intervention Priority Levels															
Page 1 of 7 - 4/23/15															
School:		Turtle Avenue		Teacher:		Billinggate		Grade:	3	# Students Tested:	19	Date of Spelling:	9/24/2012	Date of Reading:	9/25/2012
STUD #	STUD #	LAST NAME IF NAME IS OMITTED, SHOW US YOUR SCORING BY STUD	FIRST NAME	Word Accuracy (Spelling 10 & Reading 10)	Mean Accuracy (Spelling 10 & Reading 10)	Word Fluency (Spelling 10 & Reading 10)	Mean Fluency (Spelling 10 & Reading 10)	Letter Sound Deletion	Letter Sound Addition	Letter Sound Substitution	Letter Sound Omission	Letter Sound Insertion	Letter Sound Replacement	Letter Sound Deletion	Letter Sound Addition
1	1	Ablatta	Mahfouz	0	1	1	8	10							
7	2	Alik	Mishke	0	0	0	10								
9	3	Budoin	Luke	0	0	0	10								
4	4	Cyrus	Miley	0	2	2	8	13							
1	5	Clibots	Hillary	0	0	0	10								
4	6	Cannoli	Morgan	0	1	3	6	11							
7	7	Donit	Antoin												
8	8	Daly	Thomas												
9	9	Floem	George												
10	10	Gomes	Raynard	0	0	0	10								
11	11	Gorbia	Julia	0	0	0	10								
12	12	McLooper	Condon	0	4	2	4	23							
13	13	McMurdock	Mollie	0	0	2	8								
14	14	Lovetti	Guso	1	0	3	6	18							
15	15	Peluso	Marie	0	0	0	10								



Phonological-Orthographic Substitution Evaluation[©] CLASS SUMMARY RTI

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Class Vowel Intervention Priority Levels															
Page 1 of 7 - 4/23/15															
School:		Turtle Avenue		Teacher:		Billinggate		Grade:	3	# Students Tested:	19	Date of Spelling:	9/24/2012	Date of Reading:	9/25/2012
STUD #	STUD #	LAST NAME IF NAME IS OMITTED, SHOW US YOUR SCORING BY STUD	FIRST NAME	Word Accuracy (Spelling 10 & Reading 10)	Mean Accuracy (Spelling 10 & Reading 10)	Word Fluency (Spelling 10 & Reading 10)	Mean Fluency (Spelling 10 & Reading 10)	Letter Sound Deletion	Letter Sound Addition	Letter Sound Substitution	Letter Sound Omission	Letter Sound Insertion	Letter Sound Replacement	Letter Sound Deletion	Letter Sound Addition
1	1	Ablatta	Mahfouz	0	0	1	9								
7	2	Alik	Mishke	0	0	0	10								
9	3	Budoin	Luke	0	0	0	10								
4	4	Cyrus	Miley	0	0	0	10								
1	5	Clibots	Hillary	0	0	0	10								
4	6	Cannoli	Morgan	0	0	0	10								
7	7	Donit	Antoin												
8	8	Daly	Thomas												
9	9	Floem	George												
10	10	Gomes	Raynard	0	0	0	10								
11	11	Gorbia	Julia	0	0	0	10								
12	12	McLooper	Condon	0	0	0	10								
13	13	McMurdock	Mollie	0	0	0	10								
14	14	Lovetti	Guso	0	1	0	9								
15	15	Peluso	Marie	0	0	0	10								

Data Analysis of P-O-S-E responses

- ▶ An individual student reports and detailed classroom summary reports are produced targeting error patterns for intervention.
- ▶ P-O-S-E_© data becomes a prescriptive remediation template for classroom teachers, speech-language pathologists, reading teachers and ESL teachers
- ▶ Targeted interventions

Integrating P-O-S-E results into remediation processes

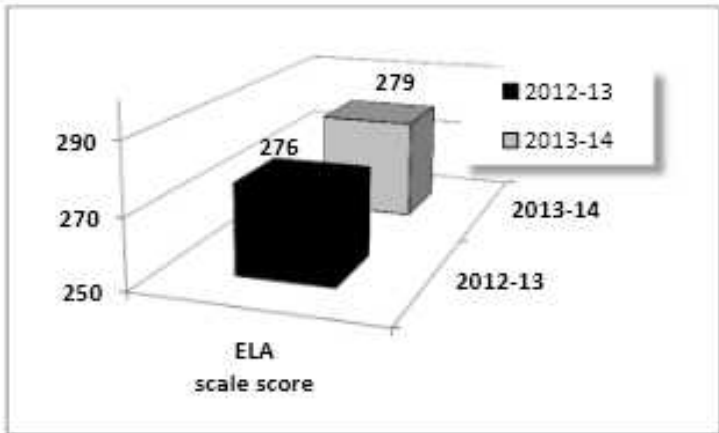
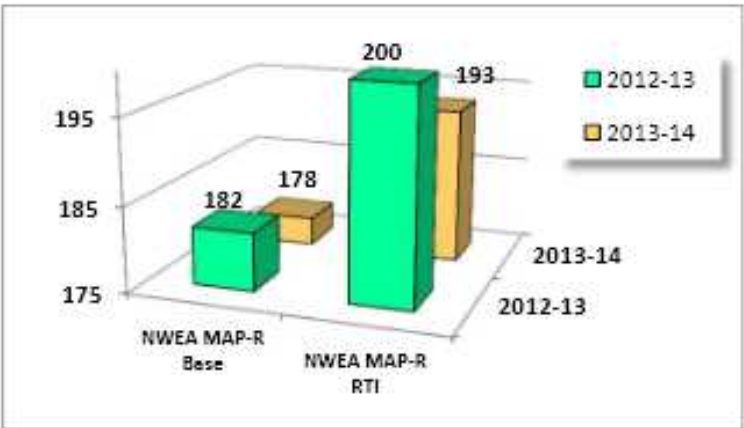
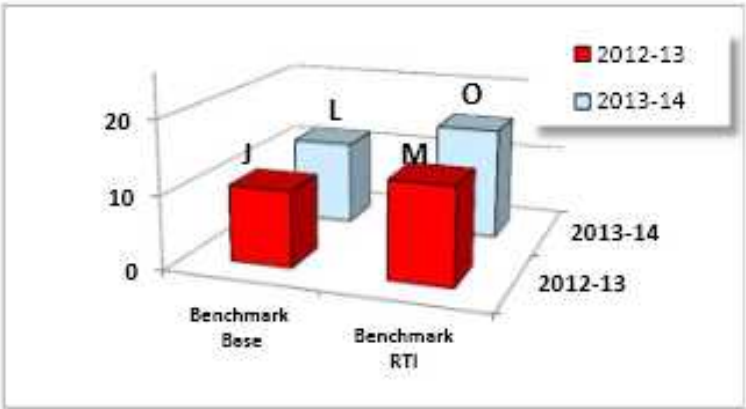
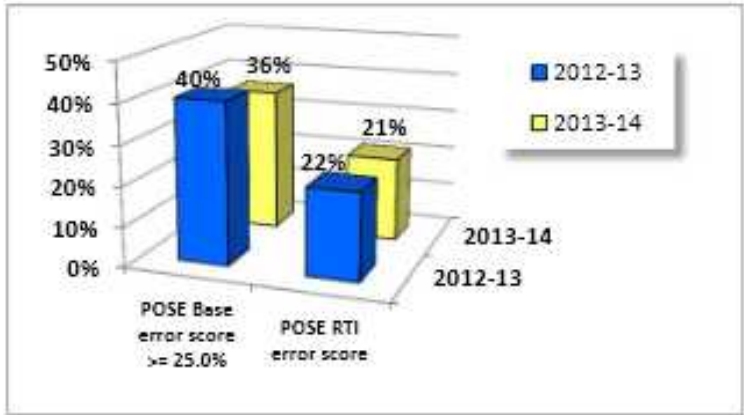
- ▶ Data on errors provides prescriptive information for instruction in the classroom, reading and special education.
- ▶ Students with high levels of errors receive auditory training with a team approach, in areas of phonological knowledge to develop competencies foundational to accessing core curriculum .
- ▶ Focus on phonological/orthographic mapping using auditory and articulatory skills.

Understanding underlying concepts of vowel training

- ▶ Goal is to change **auditory** storage of error vowel to the intended correct vowel
- ▶ Vowels are produced within the mouth- no visual cues however they have close phonological relationships
- ▶ Important to complete the auditory-articulatory loop
- ▶ Classroom conditions with noise can create difficult listening to discern differences

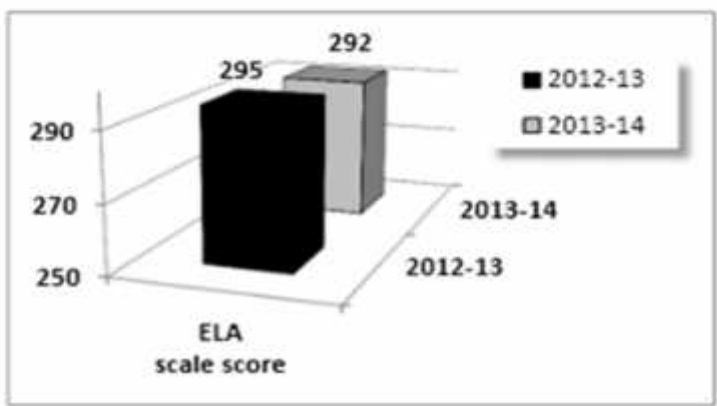
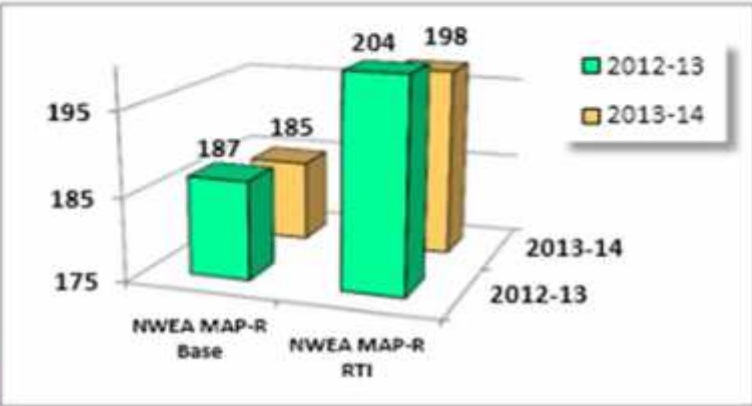
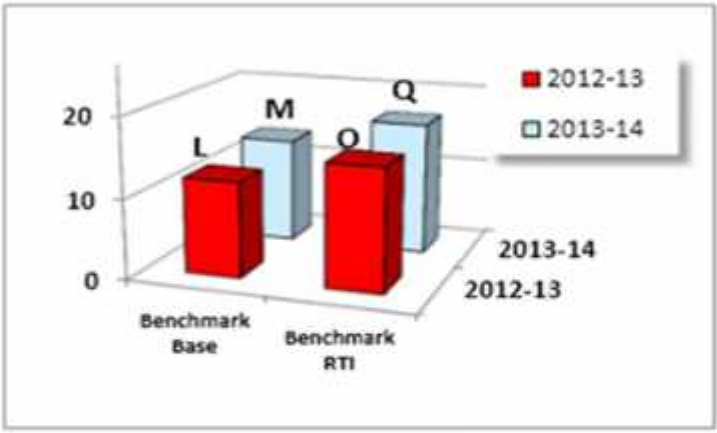
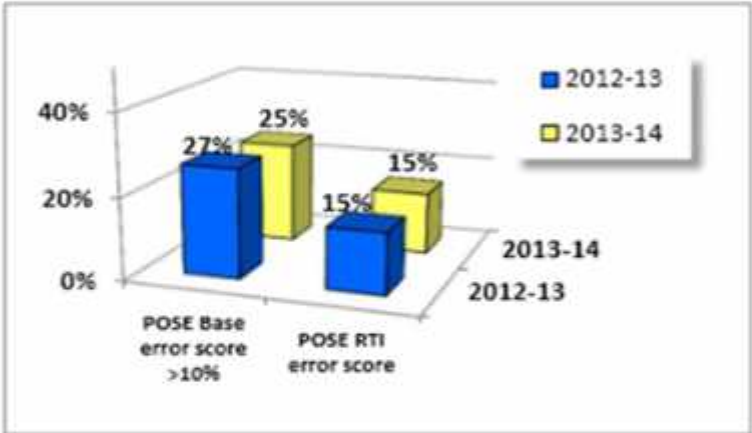
Mineola U.F.S.D. Grade 3 Literacy Baseline v. RTI Scores 2012-13 v. 2013-14
P-O-S-E®; F & P Benchmarks; NWEA MAP; NYS ELA
Matched student sets (Baseline P-O-S-E® error score $\geq 25.0\%$)

Year	n	POSE Base error score	POSE RTI error score	Benchmark Base	Benchmark RTI	NWEA MAP-R Base	NWEA MAP-R RTI	ELA scale score
2012-13	38	40.4%	21.7%	10.4 J	13.2 M	181.8	199.7	275.6
2013-14	39	36.1%	21.2%	11.6 L	15.3 O	178.3	193.2	279.1

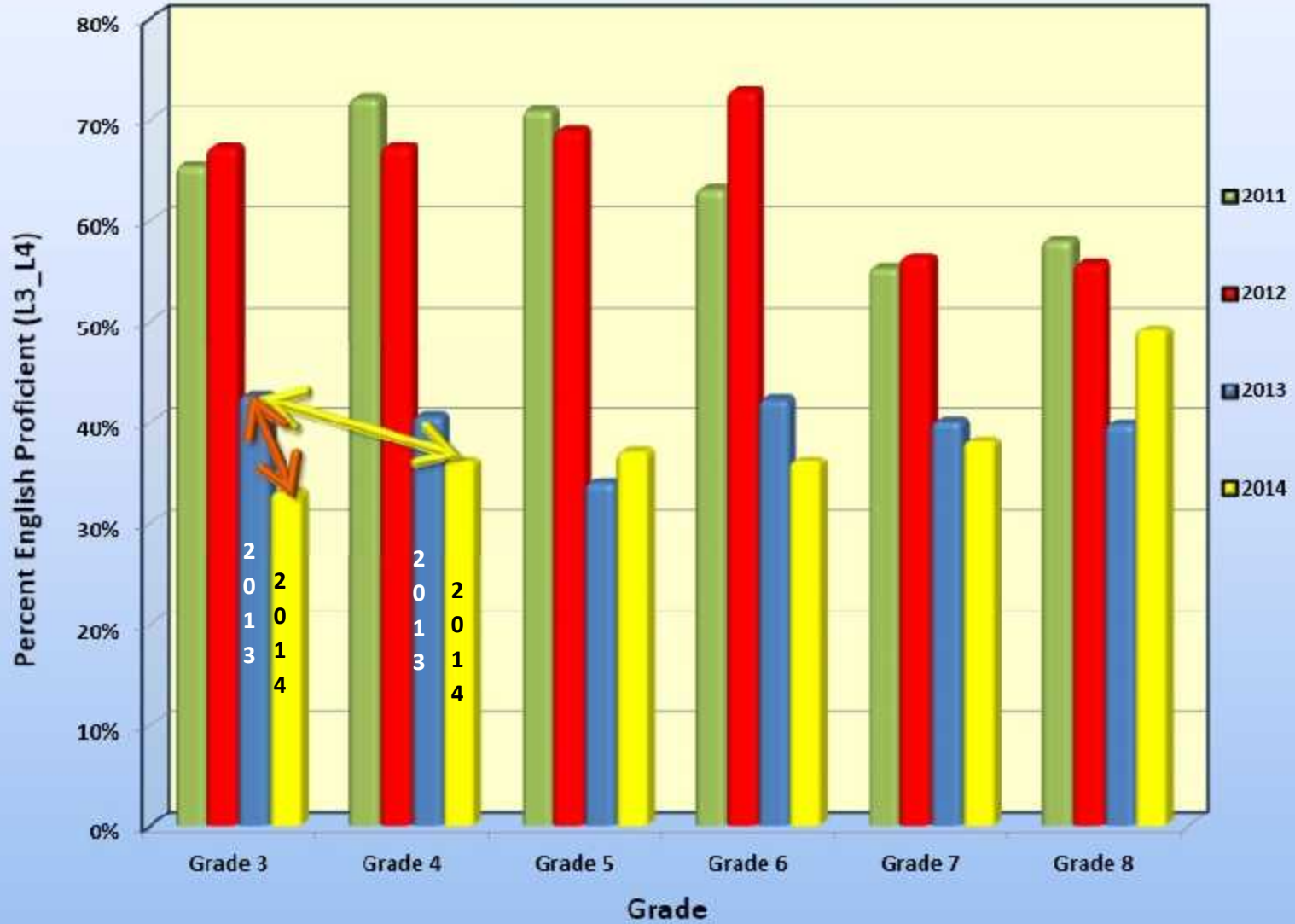


Mineola U.F.S.D. Grade 3 Literacy Baseline v. RTI Scores 2012-13 v. 2013-14
P-O-S-E©; F & P Benchmarks; NWEA MAP; NYS ELA
Matched student sets (Baseline P-O-S-E© error score >10%)

Year	n	POSE Base error score	POSE RTI error score	Benchmark Base	Benchmark RTI	NWEA MAP-R Base	NWEA MAP-R RTI	ELA scale score
2012-13	96	26.6%	14.8%	11.9 L	15.2 O	186.8	204.3	294.5
2013-14	96	24.8%	15.1%	13.3 M	16.7 Q	184.8	197.5	292.0



Total % Meeting NYS ELA English Proficiency Standards (P3+P4)
 Mineola U.F.S.D 2011-2014



Grade levels for intervention

- ▶ Designed for the 3rd grade
- ▶ Significant benefit when used in the 2nd grade
- ▶ Application of test and intervention to grades above 3rd grade for students making poor progress

CASE STUDIES

- John S.
 - 11 years of age
 - 6th grade
 - Referred for an auditory processing evaluation due to poor reading scores and written language scores
 - An analysis of overall pattern of results indicate normal auditory processing skills except in the area of phonemic synthesis (17/25 correct- norm 21 correct on the Phonemic Synthesis tests)
 - IQ- 117 overall

John S

- Reading scores
 - Woodcock Test of Reading Mastery- 2.3 grade
 - WIAT 12th percentile
 - Spelling 12th percentile
 - Pseudo word decoding 12th percentile
 - Listening comprehension 99th percentile
- Classification- learning disabled
- Placed in self contained class in 7th grade

John S.

- 14 months of phoneme remediation
- Results
 - Reading
 - Woodcock Reading Mastery-
 - Pre treatment grade 2.3
 - Post treatment grade 6.5
- Placed in collaborative class
- Following year, placed in regular class without support
- Declassified

Outcome of the P-O-S-E© Project in Mineola U.F.S.D. 2012-13, 2013-14

- ▶ P-O-S-E© Grade 3 error scores were reduced to grade-appropriate values.
- ▶ F & P Benchmarks across Grade 3 rose a full letter at the beginning and end of the school year.
- ▶ NWEA MAP-Reading scores achieved grade-appropriate levels.
- ▶ Intervention Teams were established including the classroom teacher, special education teacher, speech, reading and aids.
- ▶ Targeted Specific areas of academic need were targeted of individual students with a focus for the entire team
- ▶ Students were identified for Response-to-Intervention training as individuals and in categorical groups.

Thank you !

- ▶ Plainview-Old Page Central School District
Ellie Becker, PPS Director
- ▶ Mineola Free Union School District
Catherine Maiman Fishman, PPS Director
- ▶ To the staff members of both districts who have worked tirelessly to teach students.
- ▶ To the students who have taught us through development.
- ▶ Patricia Schwetz, CCC-SLP Nassau BOCES

For additional information about the P-O-S-E_©

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