

Phonological-Orthographic Substitution Evaluation[®]



Intervention Manual

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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.
- ▶ Focuses on short vowel proficiency using monosyllabic non-words and low frequency of occurrence real words.

Why short vowels ?

- ▶ Common Core State Standards target 2nd grade for mastery of short vowels in monosyllabic words and the silent /e/ rule.
- ▶ Research based through rigorous compilation of reading models and assessment standards.
- ▶ Failure to acquire accurate short vowel knowledge inhibits future acquisition of long vowels.

How does the P-O-S-E[©] measure a student's performance ?

- ▶ The P-O-S-E[©] measures a student's ability to spell and subsequently to read real and non-words selected to probe the automaticity of underlying phonological patterns.
- ▶ Error patterns serve as the prescriptive base for a directed program of vowel training to correct weak and erroneous phonological-orthographic associations.

Classification of P-O-S-E[©] test results

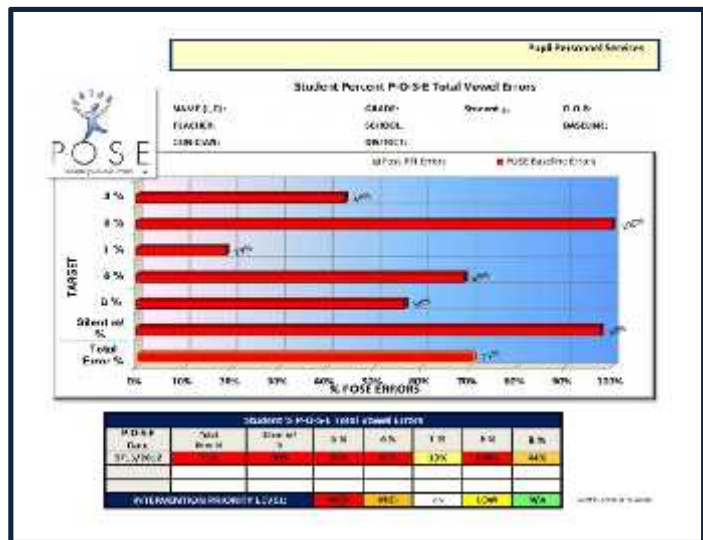
- ▶ The P-O-S-E[©] screening test performance outcomes on the five short vowels and the generalized silent /e/ rule are presented in the form of detailed individual student test data summaries in both tabular and graphic format.

Phonological-Orthographic Substitution Evaluation[©]
 P-O-S-E[©] TEST BY: BASELINE SCORES (AUGUST 2010) / 10/10/12

Grade	Class	1st Name	Details	Task	Score	Percent
1st	1st	John	100%	100%	100%	100%

Short Vowel	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
a	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
e	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
i	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
o	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
u	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Category	Score	Percent
Overall Score	100%	100%
Number of Errors	0	0%
Number of Words	10	100%
Number of Letters	100	100%



Classification of P-O-S-E[©] test results

- ▶ FIVE SHORT VOWELS
- ▶ Indications for short vowel remediation are sorted into four color-coded intervention priority levels:

Short Vowel Intervention Priority Levels	HIGH # Vowel Sub-Totals w/ 5-8 Errors	MID- # Vowel Sub-Totals w/ 3-4 Errors	LOW # Vowel Sub-Totals w/ 2 Errors	N/A # Vowel Sub-Totals w/ 0-1 Error
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Classification of P-O-S-E[©] test results

- ▶ **SILENT /E/ RULE (Generalized)**
- ▶ Indications for generalized silent /e/ rule remediation are sorted into four color-coded intervention priority levels:

<i>Silent /e/ Rule Intervention Priority Levels</i>	<i>Priority Level is based on total # of silent /e/ rule errors.</i>			
	>20=HIGH	10-19=MID	5-9=LOW	< 5=N/A

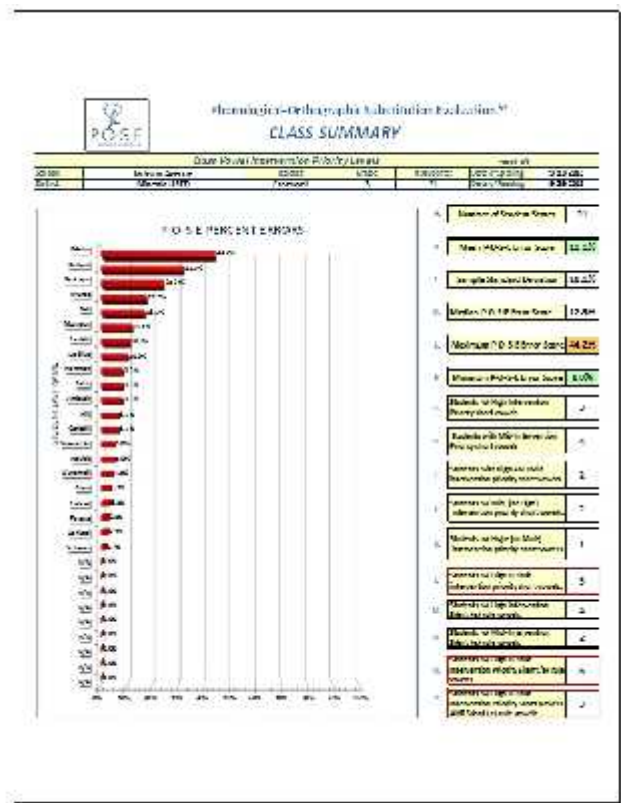
Classification of P-O-S-E[©] test results

- ▶ CLASS SUMMARY DATA
- ▶ When P-O-S-E[©] data are processed as a service, a summary report of entire class outcomes is available in tabular and graphic form.

Phonics-Orthographic Substitution EvaluationSM

CLASS SUMMARY

Class Summary												
Class #	Teacher	Classroom	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students
1	2	3	4	5	6	7	8	9	10	11	12	13
1	16	16	16	16	16	16	16	16	16	16	16	16
2	16	16	16	16	16	16	16	16	16	16	16	16
3	16	16	16	16	16	16	16	16	16	16	16	16
4	16	16	16	16	16	16	16	16	16	16	16	16
5	16	16	16	16	16	16	16	16	16	16	16	16
6	16	16	16	16	16	16	16	16	16	16	16	16
7	16	16	16	16	16	16	16	16	16	16	16	16
8	16	16	16	16	16	16	16	16	16	16	16	16
9	16	16	16	16	16	16	16	16	16	16	16	16
10	16	16	16	16	16	16	16	16	16	16	16	16
11	16	16	16	16	16	16	16	16	16	16	16	16
12	16	16	16	16	16	16	16	16	16	16	16	16
13	16	16	16	16	16	16	16	16	16	16	16	16
14	16	16	16	16	16	16	16	16	16	16	16	16
15	16	16	16	16	16	16	16	16	16	16	16	16
16	16	16	16	16	16	16	16	16	16	16	16	16
17	16	16	16	16	16	16	16	16	16	16	16	16
18	16	16	16	16	16	16	16	16	16	16	16	16
19	16	16	16	16	16	16	16	16	16	16	16	16
20	16	16	16	16	16	16	16	16	16	16	16	16



Assessing and Planning Intervention

- ▶ Assemble a team which may include: speech, reading, special educator, ESL teacher, classroom teacher
- ▶ Review classroom reports for high and mid-intervention priority students
- ▶ Assign students to multiple staff who have student on case load
- ▶ Develop a chart for high and mid intervention students with staff assignments

Remediation in the general education classroom

▶ Where do we begin ?

Review the classroom summary report

- Short vowels are the intervention priority
- Note student error types
- Make a list of students with same errors
- Students with high intervention priority will be receiving intervention with adjunct staff members
- Form groups of students based on errors needing correction

Auditory training of short vowels

- ▶ Detect and describe short vowel errors and substitutions
- ▶ Select short vowels for auditory training remediation
- ▶ Begin with 3 short vowels, one known, two in error

Materials:

- ▶ Use dry-erasable boards, pens and erasers for materials
- ▶ Use short vowel icon cards

Sequence of short vowel teaching process

- ▶ First, review the names of the letters in the alphabet and the sounds of the letters
- ▶ Review the concept of vowels versus consonants
- ▶ Use short vowel template cards to teach letter names and sounds
- ▶ Have students name the letters and produce sounds

Sequence of Auditory Training

Auditory detection of sound

- ▶ Student detects the appropriate short vowel produced by teacher and marks correct vowel
- ▶ Vowels marked in error are restated
- ▶ Target vowel is matched to icon

Continued sequence of auditory training

Auditory discrimination

- Student listens to two short vowel sounds and correctly identifies sounds with letters
- Increase presentation to three short vowel sounds
- Present short vowel + final consonant for correct identification

Auditory identification with speech response

- ▶ Short vowel is presented orally. covering mouth, student repeats sound accurately
- ▶ If in error, orally present short vowel and have student repeat sound

Secondary information regarding consonants

- ▶ Initial or final blends

Initial blends include: dr, st, cl, bl, fl, ch

Final blends include: ck, st, sh, ch, nd, mp

- ▶ Letter orientation

b or d reversals

p and b reversals

d and g confusions

What order do we teach remediation of the error types ?

- ▶ First...
 - Initial consonants and blends
- ▶ Second...
 - Final consonants and blends
- ▶ Third...
 - Letter orientation
- ▶ Fourth...
 - Short vowel error mastery
 - Short vowels can accurately be reproduced in real and nonsense words
- ▶ Fifth...
 - Introduce the silent e rule words
- ▶ Sixth
 - Practice short vowels and silent e words

What reference materials are available for teaching the rules ?

▶ Initial consonants and blends

Basic Angling Practice Book–Student book

- Initial blends page 20
 - Final blends page 21
 - Teach initial blends first
 - Use both real and nonsense words
 - Demonstrate sound and have student produce the sound
- ▶ Refer to word lists given in handout using Level 1 and Level 2
- ▶ Fountas & Pinnell Word Study book

Specific word ending consonant blends

▶ Final consonant

Basic Angling for Words

- nk words Page 24
- ng words Page 24
- sh words Page 25

▶ Initial and final consonant blends

Basic Angling for Words

ck words Page 23

ch words Page 27

tch words Page 27

th words Page 26

Teaching letter orientation

- ▶ Identify type of letter orientation reversal
- ▶ Techniques
 - Make a bed with your hands (see handout for further description)
 - Watch me carefully “abc my d”
 - For the letter /b/, first “make the bat, then make the ball”
 - For the letter /d/, first draw the doorknob, then the door
- ▶ Have students edit their writing to identify letter reversal errors

Teaching short vowel error mastery

- ▶ Short vowel errors occur most frequently on vowels produced in similar ways
- ▶ Techniques
 - Short /o/ and short vowel /u/ are low back vowels
 - Demonstrate short /o/, use iconic symbol "*octopus*"
 - Demonstrate short /u/, use iconic symbol *up* or *umbrella*
 - Present CVC words with one vowel initially using real and nonsense words having the student mark the vowel heard in the word

Short vowel icons

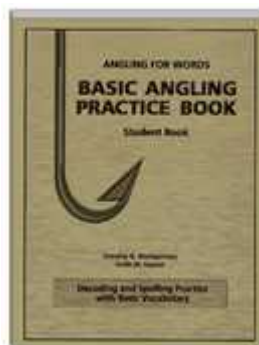
- ▶ Short /a/ *apple*
- ▶ Short /e/ *Ed*
- ▶ Short /i/ *itch*
- ▶ Short /o/ *octopus*
- ▶ Short /u/ *up* OR *umbrella*

Materials used for short vowel error correction

▶ Basic Angling Practice Book– Student Book

Short vowel in one syllable words

- Short /a/ page 1
- Short /i/ page 1
- Short /u/ page 4
- Short /o/ page 10
- Short /e/ page 7



Short vowel in consonant blends

- Short /a/ page 14
- Short /i/ page 15
- Short /u/ page 16
- Short /e/ page 18
- Short /o/ page 19

More materials used for short vowel error correction

- ▶ See handout page 81 for lists of short vowels
- ▶ Fountas & Pinnell Word Study Book

To establish mastery of short vowel errors

- ▶ Have student read short lists of CVC's with real and nonsense words containing the short vowel error
- ▶ Have student write short lists of CVC's with real and nonsense words containing the short vowel error
- ▶ Write sentences containing words from the lists
- ▶ Student can use nonsense words as character names or places

Introduce the silent /e/ rule words

- ▶ Mastery of short vowel words is first completed
- ▶ Introduce silent /e/ rule words found in error on student response sheets
- ▶ Teach vowel-consonant-e
Materials Basic Angling For Words Book
 - Long a-consonant-e Page 50, 51
 - Long i-consonant-e Page 52
 - Long o-consonant-e Page 53
 - Long u-consonant-e Page 55
 - Long e-consonant-e Page 56

Students read words with short vowels and silent /e/ rule

- ▶ Present sentences mixing CVC, CCVCC and silent e rule
- ▶ Student reads words priming the use of decoding rules with CVC and silent e rule words
- ▶ Students read teacher selected text material with single syllable words and silent e rule words
- ▶ Students spell words mixing words with short vowels and silent e rules

Final Stage

- ▶ Measure student acquisition of rules taught using nonsense words mixed with real words
- ▶ Student can perform on a spelling test accurately spelling words taught
- ▶ Student can write sentences using words at mastery level
- ▶ Student can read practice sentences, pages 13, 17, in Angling For Word Study Book
- ▶ V-consonant-e compound words can be spelled and read on page 59 of the word study book