1

00:00:08,920 --> 00:00:13,420

module 6

2

00:00:11,140 --> 00:00:15,390

action to reading assessment assessing

3

00:00:13,420 --> 00:00:18,060

phonological skill

4

00:00:15,390 --> 00:00:21,870

session three phonological awareness and

5

00:00:18,060 --> 00:00:24,390

blending assessment hello this is David

6

00:00:21,870 --> 00:00:27,240

Kilpatrick your presenter for these

7

00:00:24,390 --> 00:00:29,310

thirteen on-demand webinars participants

8

00:00:27,240 --> 00:00:32,480

of these webinars will learn research

9

00:00:29,310 --> 00:00:34,590

that will have impact on assessing

10

00:00:32,480 --> 00:00:38,460

preventing and overcoming reading

11

00:00:34,590 --> 00:00:40,920

difficulties here are the thirteen

12

00:00:38,460 --> 00:00:43,140

modules we are now in module six module

13

00:00:40,920 --> 00:00:45,300

six has three sessions and we are going

14

00:00:43,140 --> 00:00:46,590

to be participating in the third session

15

00:00:45,300 --> 00:00:50,430

which has to do with phonological

16

00:00:46,590 --> 00:00:52,760

awareness and blending assessment as a

17

00:00:50,430 --> 00:00:54,809

result of this particular session

18

00:00:52,760 --> 00:00:57,030

participants will be able to determine

19

00:00:54,809 --> 00:00:59,160

what are useful tests for phonological

20

00:00:57,030 --> 00:01:01,289

awareness and blending how to interpret

21

00:00:59,160 --> 00:01:04,019

results of phonological awareness and

22

00:01:01,289 --> 00:01:05,820

blending sub tests and identify some of

23

00:01:04,019 --> 00:01:07,710

the problems with existing assessments

24

00:01:05,820 --> 00:01:09,630

of these skills phonological awareness

25

00:01:07,710 --> 00:01:11,660

or phonological sensitivity can be

26

00:01:09,630 --> 00:01:15,150

broken down into two broad categories

27

00:01:11,660 --> 00:01:17,790

analysis and the synthesis analysis

28

00:01:15,150 --> 00:01:19,650

means breaking words apart words can be

29

00:01:17,790 --> 00:01:22,850

broken apart into syllables into onsets

30

00:01:19,650 --> 00:01:25,229

into rimes and into phonemes

31

00:01:22,850 --> 00:01:28,250

classic analysis tasks include

32

00:01:25,229 --> 00:01:30,240

alliteration rhyming segmentation

33

00:01:28,250 --> 00:01:31,979

isolation categorization and

34

00:01:30,240 --> 00:01:35,450

manipulation and manipulation has

35

00:01:31,979 --> 00:01:38,369

several forms such as manipulating

36

00:01:35,450 --> 00:01:40,470

sounds to delete a sound to substitute a

37

00:01:38,369 --> 00:01:44,009

sound reverse a sound transpose a sound

38

00:01:40,470 --> 00:01:45,360

Pig Latin spoonerisms and actually many

39

00:01:44,009 --> 00:01:47,670

of the other types of things that you

40

00:01:45,360 --> 00:01:49,770

see their isolation segmentation rhyming

41

00:01:47,670 --> 00:01:54,210

They’re multiple versions of those tasks

42

00:01:49,770 --> 00:01:56,640

as well in my estimation this analysis

43

00:01:54,210 --> 00:01:59,009

is true phonemic awareness the reason I

44

00:01:56,640 --> 00:02:01,380

say that is because blending which we'll

45

00:01:59,009 --> 00:02:03,659

talk about in just a second is more

46

00:02:01,380 --> 00:02:06,420

about activation you hear individual

47

00:02:03,659 --> 00:02:09,060

sounds and that activates a word where

48

00:02:06,420 --> 00:02:14,010

awareness means you're aware of the

49

00:02:09,060 --> 00:02:17,060

sounds within a given word synthesis as

50

00:02:14,010 --> 00:02:20,160

mentioned occurs when parts of words

51

00:02:17,060 --> 00:02:23,400

activate a whole word and that is a

52

00:02:20,160 --> 00:02:24,810

blending task most commonly it could be

53

00:02:23,400 --> 00:02:27,090

a matter of blending syllables and

54

00:02:24,810 --> 00:02:28,920

blending onsets onto rimes or blending

55

00:02:27,090 --> 00:02:31,930

phonemes to each other

56

00:02:28,920 --> 00:02:33,910

and far and away the most common tasks

57

00:02:31,930 --> 00:02:37,770

is blending there have been some

58

00:02:33,910 --> 00:02:43,870

incomplete word tasks but primarily it's

59

00:02:37,770 --> 00:02:46,300

blending tasks blending is essential for

60

00:02:43,870 --> 00:02:50,470

phonic decoding this was covered in a

61

00:02:46,300 --> 00:02:52,540

great deal of depth in module 4 if you

62

00:02:50,470 --> 00:02:54,520

have letter-sound knowledge and you can

63

00:02:52,540 --> 00:02:57,790

blend those sounds together that is the

64

00:02:54,520 --> 00:03:00,160

basis for phonic decoding analysis is

65

00:02:57,790 --> 00:03:03,070

essential for spelling particularly in

66

00:03:00,160 --> 00:03:05,590

terms of words that are phonically regular

67

00:03:03,070 --> 00:03:07,690

but it's also important for helping us

68

00:03:05,590 --> 00:03:09,700

remember the words we read this was

69

00:03:07,690 --> 00:03:13,390

covered in module 4 in a fair degree of

70

00:03:09,700 --> 00:03:15,760

depth letter sound knowledge and phoneme

71

00:03:13,390 --> 00:03:18,970

analysis allows you to spell phonically

72

00:03:15,760 --> 00:03:22,720

regular words letter sound proficiency

73

00:03:18,970 --> 00:03:26,350

and phonemic proficiency combined allows

74

00:03:22,720 --> 00:03:27,700

you to store words very quickly and

75

00:03:26,350 --> 00:03:32,740

efficiently through the orthographic

76

00:03:27,700 --> 00:03:34,840

mapping process blending should be

77

00:03:32,740 --> 00:03:36,670

assessed separately from the analysis

78

00:03:34,840 --> 00:03:38,350

type tasks especially in kindergarten

79

00:03:36,670 --> 00:03:39,790

through third grade you're going to find

80

00:03:38,350 --> 00:03:42,870

that after third grade it's pretty rare

81

00:03:39,790 --> 00:03:45,490

you would even use a blending task

82

00:03:42,870 --> 00:03:48,450

phoneme blending skills develop earlier

83

00:03:45,490 --> 00:03:50,470

than phoneme level analysis skills

84

00:03:48,450 --> 00:03:51,730

because of this you're gonna find three

85

00:03:50,470 --> 00:03:53,200

different patterns you're gonna find

86

00:03:51,730 --> 00:03:55,420

some students who are skilled in both

87

00:03:53,200 --> 00:03:57,340

phoneme analysis and phoneme blending

88

00:03:55,420 --> 00:03:59,290

and you're gonna find students who are

89

00:03:57,340 --> 00:04:01,360

weak in both phoneme analysis and

90

00:03:59,290 --> 00:04:02,950

phoneme blending and the third pattern

91

00:04:01,360 --> 00:04:04,480

is you're gonna find students who are weak

92

00:04:02,950 --> 00:04:06,070

In phoneme analysis but they're not

93

00:04:04,480 --> 00:04:08,610

weak in blending they may actually be

94

00:04:06,070 --> 00:04:12,070

average or above-average in blending

95

00:04:08,610 --> 00:04:15,460

but what you're not likely to find is a

96

00:04:12,070 --> 00:04:18,730

child who is skilled in phoneme analysis

97

00:04:15,460 --> 00:04:20,530

but very weak in blending I've evaluated

98

00:04:18,730 --> 00:04:23,230

children on these types of tasks since

99

00:04:20,530 --> 00:04:26,410

the year 2000 and I've evaluated

100

00:04:23,230 --> 00:04:28,210

hundreds of children that have reading

101

00:04:26,410 --> 00:04:30,670

problems and I've evaluated hundreds of

102

00:04:28,210 --> 00:04:33,370

children that have typical reading

103

00:04:30,670 --> 00:04:35,320

development but they are part of

104

00:04:33,370 --> 00:04:38,110

research studies and I have not found

105

00:04:35,320 --> 00:04:40,390

that child yet the comprehensive test of

106

00:04:38,110 --> 00:04:42,279

phonological awareness and the

107

00:04:40,390 --> 00:04:45,059

phonological awareness task battery

108

00:04:42,279 --> 00:04:47,740

they both have blending subtests in them

109

00:04:45,059 --> 00:04:49,599

but be very cautious when you include a

110

00:04:47,740 --> 00:04:52,149

blending and analysis sub test in the

111

00:04:49,599 --> 00:04:53,889

same global composite because what

112

00:04:52,149 --> 00:04:56,169

happens is the blending score might kind

113

00:04:53,889 --> 00:04:57,819

of neutralize the analysis score so you

114

00:04:56,169 --> 00:05:01,089

may have an average or above-average

115

00:04:57,819 --> 00:05:04,479

blending score being combined as part of

116

00:05:01,089 --> 00:05:07,270

a composite score with a low average or

117

00:05:04,479 --> 00:05:09,520

below average analysis score I've often

118

00:05:07,270 --> 00:05:12,879

had children who on the CTOPP

119

00:05:09,520 --> 00:05:15,249

blending words test would get a 1012 and

120

00:05:12,879 --> 00:05:17,229

it's pretty solid score but yet

121

00:05:15,249 --> 00:05:20,110

they'd get seven or six on the Elision

122

00:05:17,229 --> 00:05:23,050

which is the analysis task and when you

123

00:05:20,110 --> 00:05:24,849

combine that now there's a third test in

124

00:05:23,050 --> 00:05:27,120

that composite but when you combine them

125

00:05:24,849 --> 00:05:31,539

what is happening is you're not allowing

126

00:05:27,120 --> 00:05:32,860

each of these skills to tell you where

127

00:05:31,539 --> 00:05:35,409

the child is at in terms of their

128

00:05:32,860 --> 00:05:38,229

phonological development and it may mask

129

00:05:35,409 --> 00:05:39,699

a significant problem that you're

130

00:05:38,229 --> 00:05:44,499

overlooking because you're only looking

131

00:05:39,699 --> 00:05:45,939

at the composite most weak readers can

132

00:05:44,499 --> 00:05:48,849

blend phonemes by the end of second

133

00:05:45,939 --> 00:05:50,939

grade as I mentioned earlier past third

134

00:05:48,849 --> 00:05:53,830

grade it's pretty rare you ever do a

135

00:05:50,939 --> 00:05:56,289

blending type task because even very

136

00:05:53,830 --> 00:05:58,719

weak only the most extreme severe

137

00:05:56,289 --> 00:06:01,059

phonological core deficit cases are

138

00:05:58,719 --> 00:06:04,839

gonna really struggle with blending past

139

00:06:01,059 --> 00:06:06,789

second or third grade typically

140

00:06:04,839 --> 00:06:08,649

developing readers can do phoneme

141

00:06:06,789 --> 00:06:10,749

blending by the end of first grade so

142

00:06:08,649 --> 00:06:12,849

there is a lag for the phonological core

143

00:06:10,749 --> 00:06:15,669

deficit kids who pick up on it about a

144

00:06:12,849 --> 00:06:18,009

year late so it's important to realize

145

00:06:15,669 --> 00:06:19,959

that if a child has average blending

146

00:06:18,009 --> 00:06:22,029

skills that doesn't rule out that they

147

00:06:19,959 --> 00:06:24,459

have phonological awareness issues we

148

00:06:22,029 --> 00:06:26,199

need to distinguish between tasks and

149

00:06:24,459 --> 00:06:29,459

the skills that underlie those tasks

150

00:06:26,199 --> 00:06:32,529

many batteries use multiple tasks

151

00:06:29,459 --> 00:06:35,709

different analysis tasks whether it's

152

00:06:32,529 --> 00:06:37,389

segmenting isolating manipulating etc

153

00:06:35,709 --> 00:06:39,939

they're not really telling us different

154

00:06:37,389 --> 00:06:42,279

things they're all trying to get at the

155

00:06:39,939 --> 00:06:44,499

same underlying phonemic skills for

156

00:06:42,279 --> 00:06:46,659

reading some do a better job of that than

157

00:06:44,499 --> 00:06:49,779

others I covered this to a fair degree

158

00:06:46,659 --> 00:06:51,969

in the last session it would not ever

159

00:06:49,779 --> 00:06:53,769

make sense to look at various analysis

160

00:06:51,969 --> 00:06:54,910

tasks and try to do some sort of sub

161

00:06:53,769 --> 00:06:56,560

test scatter

162

00:06:54,910 --> 00:06:58,420

that type of thing there really is no

163

00:06:56,560 --> 00:06:59,710

theoretical basis for that I realize

164

00:06:58,420 --> 00:07:02,140

that kind of thing goes on in the

165

00:06:59,710 --> 00:07:03,940

cognitive assessment literature but in

166

00:07:02,140 --> 00:07:05,920

terms of the theoretical understanding

167

00:07:03,940 --> 00:07:08,350

of what phonological skills do for

168

00:07:05,920 --> 00:07:11,620

reading there's no there's no basis for

169

00:07:08,350 --> 00:07:13,480

doing that kind of analysis and when a

170

00:07:11,620 --> 00:07:16,660

child is given multiple phonological

171

00:07:13,480 --> 00:07:18,280

tasks I would say based on the idea of

172

00:07:16,660 --> 00:07:22,210

intervention oriented assessment I would

173

00:07:18,280 --> 00:07:24,160

default to the lowest because there are

174

00:07:22,210 --> 00:07:26,730

some tasks that children become good at

175

00:07:24,160 --> 00:07:29,170

for example a very large portion of

176

00:07:26,730 --> 00:07:31,960

phonological core deficit kids will

177

00:07:29,170 --> 00:07:33,940

become okay at phoneme segmentation and

178

00:07:31,960 --> 00:07:36,190

phoneme blending by second or third

179

00:07:33,940 --> 00:07:38,620

grade but that's an ending first-grade

180

00:07:36,190 --> 00:07:39,970

skill they're still behind they do not

181

00:07:38,620 --> 00:07:42,640

have the same level of phonological

182

00:07:39,970 --> 00:07:45,550

awareness that their peers do it can be

183

00:07:42,640 --> 00:07:48,100

misleading for us to get average scores

184

00:07:45,550 --> 00:07:49,540

on segmentation tasks or blending tasks

185

00:07:48,100 --> 00:07:52,180

and assume the child does not have a

186

00:07:49,540 --> 00:07:54,580

problem they do a task that segmentation

187

00:07:52,180 --> 00:07:56,680

or isolation and yet they do a

188

00:07:54,580 --> 00:08:00,340

manipulation task that's much more much

189

00:07:56,680 --> 00:08:01,510

poorer I would default to that as

190

00:08:00,340 --> 00:08:04,180

mentioned in the previous session

191

00:08:01,510 --> 00:08:07,090

phonemic manipulation is the best it

192

00:08:04,180 --> 00:08:10,060

has the highest correlation with reading

193

00:08:07,090 --> 00:08:12,070

I'm not going to go back over all those

194

00:08:10,060 --> 00:08:15,010

items I said about manipulation but when

195

00:08:12,070 --> 00:08:17,020

you think about it manipulation gathers

196

00:08:15,010 --> 00:08:18,460

up all the statistical variance of those

197

00:08:17,020 --> 00:08:22,450

other ones because it incorporates

198

00:08:18,460 --> 00:08:24,490

others phoneme manipulation often includes it

199

00:08:22,450 --> 00:08:26,320

always has at least three but it may

200

00:08:24,490 --> 00:08:29,290

include as many as four different tasks

201

00:08:26,320 --> 00:08:31,630

built within it and as mentioned before

202

00:08:29,290 --> 00:08:33,070

if you're looking for an instant

203

00:08:31,630 --> 00:08:35,590

response if you look if you're paying

204

00:08:33,070 --> 00:08:37,930

attention to the speed with which kids

205

00:08:35,590 --> 00:08:42,070

respond it's the only way to determine

206

00:08:37,930 --> 00:08:43,120

phoneme proficiency many test

207

00:08:42,070 --> 00:08:45,640

batteries now have phonological

208

00:08:43,120 --> 00:08:47,650

awareness subtest which is great the

209

00:08:45,640 --> 00:08:49,840

CTOPP-2 the comprehensive test of

210

00:08:47,650 --> 00:08:51,970

phonological processing to me seems like

211

00:08:49,840 --> 00:08:54,370

it's the best source here goes another

212

00:08:51,970 --> 00:08:55,750

one of those disclaimers I get nothing

213

00:08:54,370 --> 00:08:57,520

for recommending it I've been

214

00:08:55,750 --> 00:08:59,530

recommending the CTOPP ever since I

215

00:08:57,520 --> 00:09:02,800

started using it the original version

216

00:08:59,530 --> 00:09:04,839

came out in 1999 I got my copy in 2000

217

00:09:02,800 --> 00:09:08,830

I've used it with hundreds and hundreds

218

00:09:04,839 --> 00:09:10,390

of children one of the advantages of

219

00:09:08,830 --> 00:09:12,370

the CTOPP is in addition to phonological

220

00:09:10,390 --> 00:09:14,260

awareness it has tests of working memory

221

00:09:12,370 --> 00:09:16,480

and rapid automatized naming and they're

222

00:09:14,260 --> 00:09:18,460

all normed on the same children but at

223

00:09:16,480 --> 00:09:20,950

the same time we want to pay attention

224

00:09:18,460 --> 00:09:22,240

to sub tests most importantly we want to

225

00:09:20,950 --> 00:09:25,050

look at the individual sub tests

226

00:09:22,240 --> 00:09:28,480

blending if it's a problem or not

227

00:09:25,050 --> 00:09:30,820

oftentimes it's not but we want to look

228

00:09:28,480 --> 00:09:33,970

at the Elision sub test analysis test

229

00:09:30,820 --> 00:09:35,590

now it also has a an isolation test

230

00:09:33,970 --> 00:09:37,900

where you have to identify where you're

231

00:09:35,590 --> 00:09:39,250

hearing the sound within the word you

232

00:09:37,900 --> 00:09:41,170

want to look at those individual sub

233

00:09:39,250 --> 00:09:43,690

tests and you want to come up with other

234

00:09:41,170 --> 00:09:47,560

sub tests that are parallel for this

235

00:09:43,690 --> 00:09:49,240

issue of sub test reliability the

236

00:09:47,560 --> 00:09:50,680

phonological awareness test and its

237

00:09:49,240 --> 00:09:53,230

second edition put out by linguist

238

00:09:50,680 --> 00:09:56,650

systems and maybe it may be a useful

239

00:09:53,230 --> 00:09:58,540

supplement to the CTOPP-2 problem is

240

00:09:56,650 --> 00:10:01,090

it only goes to age 9 the CTOPP goes

241

00:09:58,540 --> 00:10:03,430

right up into adulthood another issue

242

00:10:01,090 --> 00:10:06,700

with the phonological awareness test is

243

00:10:03,430 --> 00:10:08,650

that there's not consistency between the

244

00:10:06,700 --> 00:10:10,030

standard scores and the percentile

245

00:10:08,650 --> 00:10:11,320

rankings and those of you who are

246

00:10:10,030 --> 00:10:12,460

familiar with standard scores and

247

00:10:11,320 --> 00:10:14,290

percentile rankings are going to be

248

00:10:12,460 --> 00:10:17,230

puzzled by that and it's understandable

249

00:10:14,290 --> 00:10:18,700

what I would recommend based on

250

00:10:17,230 --> 00:10:21,790

intervention oriented assessment we're

251

00:10:18,700 --> 00:10:25,780

not talking about determining a learning

252

00:10:21,790 --> 00:10:28,420

disability is to default to the lower of

253

00:10:25,780 --> 00:10:30,160

the two it's better to have a false

254

00:10:28,420 --> 00:10:31,750

positive than a false negative so if you

255

00:10:30,160 --> 00:10:34,000

have a false positive you start working

256

00:10:31,750 --> 00:10:36,220

with children on phoneme tasks and they

257

00:10:34,000 --> 00:10:39,430

take right off yeah maybe the test

258

00:10:36,220 --> 00:10:41,680

wasn't accurate but a false negative is

259

00:10:39,430 --> 00:10:45,150

a problem because it's going to have a

260

00:10:41,680 --> 00:10:47,080

negative impact on the child in terms of

261

00:10:45,150 --> 00:10:49,990

acquiring the reading skills that they

262

00:10:47,080 --> 00:10:52,360

need the phonological awareness

263

00:10:49,990 --> 00:10:54,100

screening tests the PAST not to be

264

00:10:52,360 --> 00:10:55,720

confused with another phonological test

265

00:10:54,100 --> 00:10:57,610

with the same acronym that's called the

266

00:10:55,720 --> 00:10:59,020

phonological awareness skills test if

267

00:10:57,610 --> 00:11:00,910

you do an internet search that's going

268

00:10:59,020 --> 00:11:02,940

to come up both of these are free and

269

00:11:00,910 --> 00:11:05,410

that's what partly makes it confusing

270

00:11:02,940 --> 00:11:07,360

the phonological awareness skills test

271

00:11:05,410 --> 00:11:09,490

does the conventional task oriented

272

00:11:07,360 --> 00:11:12,670

approach it's got some blending and some

273

00:11:09,490 --> 00:11:14,980

segmenting and some deletion etc etc it

274

00:11:12,670 --> 00:11:18,550

can't determine phoneme proficiency

275

00:11:14,980 --> 00:11:20,470

there is no timing element the PAST is

276

00:11:18,550 --> 00:11:21,310

standardized the PAST phonological awareness

277

00:11:20,470 --> 00:11:22,019

screening test that I'm recommending

278

00:11:21,310 --> 00:11:23,999

here

279

00:11:22,019 --> 00:11:27,779

is standardized it's not normed by the way

280

00:11:23,999 --> 00:11:29,489

my name is on the past it's it's a

281

00:11:27,779 --> 00:11:32,220

totally free test so I'm not making any

282

00:11:29,489 --> 00:11:35,670

money off of it it originally started

283

00:11:32,220 --> 00:11:37,949

life as the Rosner and Simon auditory

284

00:11:35,670 --> 00:11:40,139

analysis task and a guy by the name of

285

00:11:37,949 --> 00:11:42,059

Guinness updated it and McGinnis and I

286

00:11:40,139 --> 00:11:44,189

were in the process of updating this

287

00:11:42,059 --> 00:11:46,049

when he passed away and so I made some

288

00:11:44,189 --> 00:11:48,269

modifications to it the major

289

00:11:46,049 --> 00:11:49,920

modification for our purposes as I added

290

00:11:48,269 --> 00:11:54,089

the timing element to get a phoneme

291

00:11:49,920 --> 00:11:56,160

proficiency the PAST can be used to

292

00:11:54,089 --> 00:11:59,399

supplement the CTOPP-2 or the

293

00:11:56,160 --> 00:12:02,220

phonological awareness tests 2 or or another

294

00:11:59,399 --> 00:12:06,029

norm test for years I used both the PAST

295

00:12:02,220 --> 00:12:08,069

and the CTOPP and nine times out of ten

296

00:12:06,029 --> 00:12:09,689

they were consistent with one another it

297

00:12:08,069 --> 00:12:11,790

was very rare that I saw a discrepancy

298

00:12:09,689 --> 00:12:15,299

where a child did fine and did poorly

299

00:12:11,790 --> 00:12:17,730

on the other and as mentioned the PAST

300

00:12:15,299 --> 00:12:20,360

is the only test that can get at phoneme

301

00:12:17,730 --> 00:12:22,379

proficiency there's some rumors that

302

00:12:20,360 --> 00:12:24,209

hopefully coming out on the market

303

00:12:22,379 --> 00:12:26,129

they'll be one of the major test

304

00:12:24,209 --> 00:12:28,619

batteries will have something that will

305

00:12:26,129 --> 00:12:31,259

have something like this but at the time

306

00:12:28,619 --> 00:12:33,179

that I'm creating these webinars the

307

00:12:31,259 --> 00:12:35,429

only thing available that I know of is

308

00:12:33,179 --> 00:12:39,240

the PAST now don't be confused with the

309

00:12:35,429 --> 00:12:40,860

timed phonological awareness that you

310

00:12:39,240 --> 00:12:46,470

see in the universal batteries you have

311

00:12:40,860 --> 00:12:48,959

timed segmentation tasks on some of the

312

00:12:46,470 --> 00:12:52,740

batteries well times segmentation that's

313

00:12:48,959 --> 00:12:54,299

a conscious task so and it only takes

314

00:12:52,740 --> 00:12:57,540

you out to the ending of the first grade

315

00:12:54,299 --> 00:12:59,309

level but the PAST will take you to you

316

00:12:57,540 --> 00:13:01,259

know second third fourth grade level and

317

00:12:59,309 --> 00:13:02,790

basically an adult level I've used the

318

00:13:01,259 --> 00:13:05,429

PAST on hundreds of kids from

319

00:13:02,790 --> 00:13:07,009

kindergarten through college and once

320

00:13:05,429 --> 00:13:08,879

you get to about third fourth grade

321

00:13:07,009 --> 00:13:10,110

third and fourth graders are no

322

00:13:08,879 --> 00:13:11,279

different from fifth graders who are

323

00:13:10,110 --> 00:13:12,660

virtually no different from high

324

00:13:11,279 --> 00:13:14,279

schoolers which are no different from

325

00:13:12,660 --> 00:13:16,589

college students so what happens is that

326

00:13:14,279 --> 00:13:18,419

there's a steep growth in this skill

327

00:13:16,589 --> 00:13:20,669

from kindergarten right up through about

328

00:13:18,419 --> 00:13:22,499

third grade and then it levels off and

329

00:13:20,669 --> 00:13:24,449

there was a very large study that did

330

00:13:22,499 --> 00:13:26,100

the same kind of manipulation task you

331

00:13:24,449 --> 00:13:28,829

find in the PAST and also had a similar

332

00:13:26,100 --> 00:13:32,440

timing element they did it with fourteen

333

00:13:28,829 --> 00:13:35,070

hundred kids from first grade up to

334

00:13:32,440 --> 00:13:37,600

sixth grade and they saw the same steep

335

00:13:35,070 --> 00:13:39,220

increase in raw scores and leveling off

336

00:13:37,600 --> 00:13:41,230

there's leveled off just a little bit a

337

00:13:39,220 --> 00:13:42,580

little bit higher up than I have found

338

00:13:41,230 --> 00:13:46,900

they used a different task but very

339

00:13:42,580 --> 00:13:48,820

similar as mentioned it's free to use

340

00:13:46,900 --> 00:13:50,740

but it requires a careful reading of the

341

00:13:48,820 --> 00:13:52,810

instructions my concern with a test

342

00:13:50,740 --> 00:13:55,180

that's now out there and available for

343

00:13:52,810 --> 00:13:56,440

anybody is that people don't use it

344

00:13:55,180 --> 00:13:59,680

properly and if you don't use it

345

00:13:56,440 --> 00:14:01,210

properly What's it telling you in a

346

00:13:59,680 --> 00:14:03,520

number of pilot studies there's at least

347

00:14:01,210 --> 00:14:06,100

five studies I've done where I use the

348

00:14:03,520 --> 00:14:08,770

PAST and the CTOPP Elision sub tests in

349

00:14:06,100 --> 00:14:10,840

the same test and in every single case

350

00:14:08,770 --> 00:14:13,510

the PAST correlated with reading as high

351

00:14:10,840 --> 00:14:17,260

but in many cases higher than the CTOPP

352

00:14:13,510 --> 00:14:19,510

Elision they historically are close

353

00:14:17,260 --> 00:14:22,390

cousins both the Elision and the PAST

354

00:14:19,510 --> 00:14:26,020

are derived from the Rosner and Simon tasks

355

00:14:22,390 --> 00:14:27,160

that i mentioned earlier in summary

356

00:14:26,020 --> 00:14:28,870

there's several different tests

357

00:14:27,160 --> 00:14:32,500

available for phonemic blending and

358

00:14:28,870 --> 00:14:33,880

phonemic awareness blending and analysis

359

00:14:32,500 --> 00:14:36,580

tests should not be combined and

360

00:14:33,880 --> 00:14:38,320

confused and many struggling readers

361

00:14:36,580 --> 00:14:40,150

they're going to be able to blend but

362

00:14:38,320 --> 00:14:42,580

they're not necessarily going to be good

363

00:14:40,150 --> 00:14:44,260

at pulling words apart so if they can

364

00:14:42,580 --> 00:14:46,600

blend that means they are now candidates

365

00:14:44,260 --> 00:14:48,490

for doing phonic decoding but that

366

00:14:46,600 --> 00:14:51,100

doesn't mean they're far enough along to

367

00:14:48,490 --> 00:14:52,420

be good at orthographic mapping and

368

00:14:51,100 --> 00:14:55,750

remembering the words they learn think

369

00:14:52,420 --> 00:14:57,520

back to module four where we looked at

370

00:14:55,750 --> 00:15:00,430

the development of phonological skills

371

00:14:57,520 --> 00:15:02,590

and you see that the ability to do

372

00:15:00,430 --> 00:15:04,420

phonic decoding precedes the ability to

373

00:15:02,590 --> 00:15:08,620

efficiently add words to the site

374

00:15:04,420 --> 00:15:10,450

vocabulary and phony manipulation tasks

375

00:15:08,620 --> 00:15:12,540

are really the best in terms of

376

00:15:10,450 --> 00:15:18,190

evaluating phoneme proficiency that

377

00:15:12,540 --> 00:15:20,740

underlies skilled reading how have you

378

00:15:18,190 --> 00:15:23,170

been evaluating phonemic awareness and

379

00:15:20,740 --> 00:15:27,060

if you haven't been evaluating phonemic

380

00:15:23,170 --> 00:15:27,060

awareness what might you do differently

381

00:15:29,670 --> 00:15:34,690

next up is module seven and we're going

382

00:15:32,530 --> 00:15:37,740

to be looking at assessing letter-sound

383

00:15:34,690 --> 00:15:37,740

skills and phonics skills

384

00:15:38,720 --> 00:15:40,779