The Association of Phonological Awareness as Measured by the CTOPP-2 to Reading Performance

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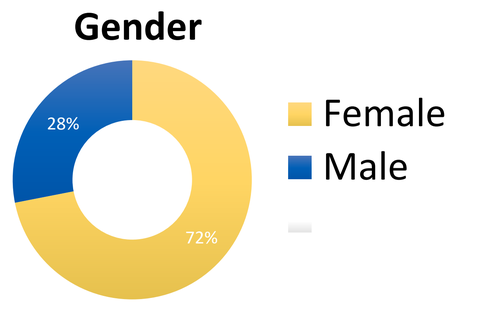
Introduction

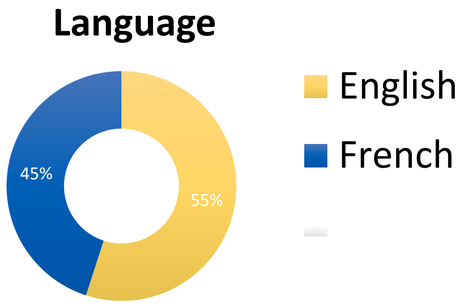
- Phonological awareness is strongly associated with reading development and is commonly used in assessment to support a diagnosis of reading disability in children
- The CTOPP-2 Phonological Awareness Composite (PAC) comprises three subtests: Elision (EL), Blending Words (BW), and Phoneme Isolation (PI)
- Previous studies with the CTOPP suggest that it remains unclear which of the three subtests is a better predictor in identifying weaknesses in phonological awareness and by extension reading performance in children

PURPOSE: To examine the extent to which each PAC subtest predicts reading performance in typically-developing school-aged children

Participants & Methods

- 80 participants (M_{age} = 9.9 years, range = 7-14 years) were recruited from English & French Immersion schools across southwestern Ontario to participate in a larger study
- Participants completed the CTOPP-2 Phonological Awareness (PA) subtests, as well as the Word Reading (WR) and Pseudoword Decoding (PD) subtests of the WIAT-III
- Multiple linear regression was used to examine whether the PAC subtests predicted reading ability as measured by the WR subtest, PD subtest, and the WIAT-III Basic Reading Composite (BRC)
- Because PI did not correlate with outcome variables, it was removed from subsequent analyses





Results

- Multiple regression analyses revealed that EL and BW significantly predicted scores on the BRC, F (2, 77) = 6.54, p < .01, but neither subtest was a significant unique predictor
- Subsequent regression analyses revealed that the two PAC subtests significantly predicted both WR, F (2, 77) = 5.64, p < .01, and PD scores, F (2, 77) = 5.08, p < .01, with BW being the unique predictor for WR and EL being the unique predictor for PD

BRC	*B*	*SE B*	β	*t*	*P*
EL	1.54	.788	.234	1.96	.054
BW	1.04	.597	.209	1.74	.086
WR	***B***	***SE B***	**β**	***t***	***p***
EL	.992	.764	.157	1.30	.198
BW	**1.22**	**.579**	**.255**	**2.10**	**.039**
PD	***B***	***SE B***	**β**	***t***	***p***
EL	**1.74**	**.761**	**.278**	**2.28**	**.025**
BW	.498	.576	.105	.864	.390

Conclusions

- EL and BW subtests predicted different components of reading ability
  - Elision → phonological decoding
  - Blending Words → sight word reading
- Despite contributing to the PAC, PI was not significantly associated with either reading measure
- Although the EL, BW, and PI subtests comprise the PAC, they appear to emphasize different cognitive constructs related to phonological processing
- Studies are needed that examine the relation between PAC subtests and other reading skills, such as reading fluency and reading comprehension

Presented at the 47th Annual Meeting of the International Neuropsychological Society
New York, NY, February 2019