

**Daffodil** 

Dynamic Assessment of Functioning and Oriented at Development and Inclusive Learning  
A Comenius multilateral project - 142084-2008-LLP-BE-COMENIUS-CMP

   
Lifelong Learning Programme

**DAFFODIL Summer Course**  
Innovative Assessment of Functioning Oriented at Development and Inclusive Learning



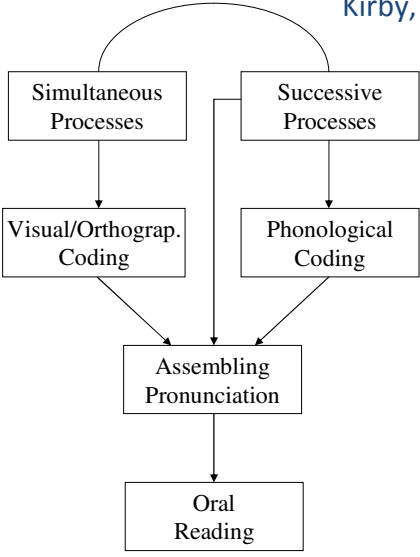
**PASS Reading Enhancement Program (PREP)**

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**Processes Underlying Word Recognition** (Das, Naglieri, & Kirby, 1994)

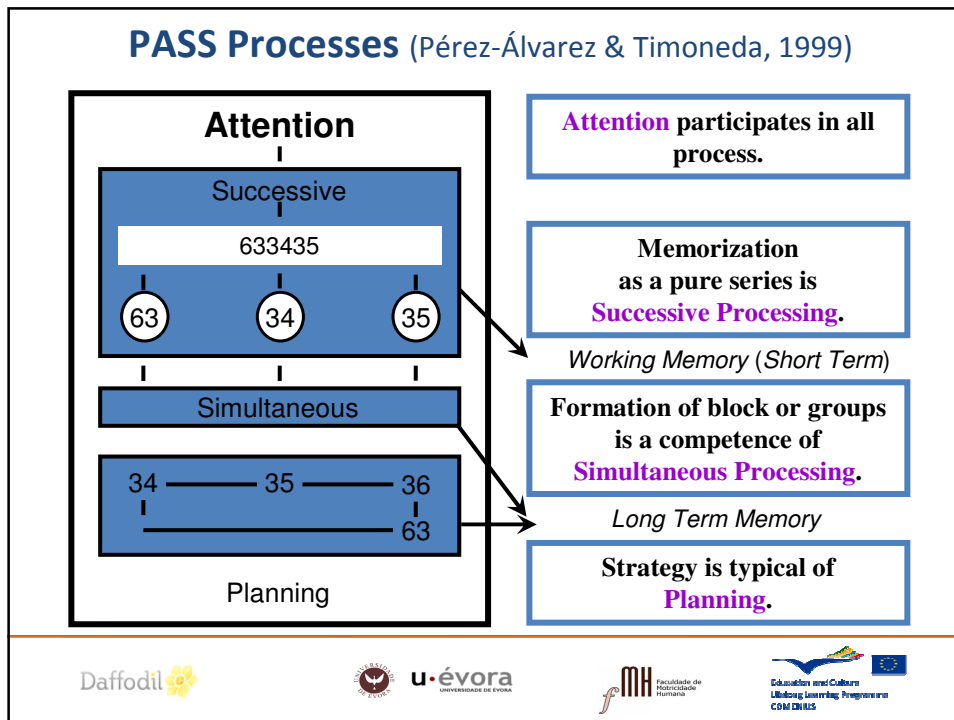


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    graph TD
      SP[Simultaneous Processes] --> VOC[Visual/Orthographic Coding]
      SP --> AP[Assembling Pronunciation]
      SP --> SPP[Successive Processes]
      SPP --> PC[Phonological Coding]
      VOC --> AP
      PC --> AP
      AP --> OR[Oral Reading]
  
```

The first (i.e., direct visual access) should relate to dual-route theories of word recognition, for example, suggest that words are recognized either through direct visual access, or through phonological processing (primarily via successive processing) via phonological processing.



### Why it is called PREP? (Das, 2007)

- PREP stands for **PASS Reading Enhancement Program**.
- It is based on the PASS theory of Intelligence (Planning, Attention, Simultaneous and Successive Processing), and should be understood within the framework provided by PASS theory.

## Theoretical Foundations of PREP (Das, 2007)

### 4 Roots

Strategy Training

Early Stimulation

Role of Speech (Zone of Proximal Development)

Aptitude vs. Treatment

### 3 Philosophies

Microgenetic

Sociocultural

Rehabilitation

### 2 Examples

Global

Bridging

### 1 Spirit

Amelioration by Cognitive Education



## The PREP Tasks (Das, 2007)

Window Sequencing

Connecting Letters

Joining Shapes

Transportation Matrices

Related Memory

Tracking

Shape Design

Shapes and Objects

Global Component

Bridging Component



## Conclusions

- Our study seems to confirm that the intervention with the PREP have positive effects on **cognitive processes** and on **learning** (i.e., reading, writing and math).
- The **positive effects** achieved after intervention with the PREP seems to **remain in the time**.
- The PREP is a program of cognitive education that involves the **inductive learning** and it seems to manifest **transference of cognitive strategies** to the academic areas.



## The Four Roots (Das, 2007)

- PREP assumes that children's difficulties in learning can be modified, reduced, and improved through appropriate cognitive stimulation (**Strategy Training**), ...  
... i.e. the child has an enormous potential for learning (**Zone of Proximal Development**), only some of which had been exploited in the regular classroom instruction.  
It also believes that if the child is appropriately treated (**Aptitude vs. Treatment**) ...  
... from the beginning (**Early Stimulation**), these unused potentials can be developed and the possibility of a learning deficit can be avoided.



### The Three Philosophies (Das, 2007)

- **Microgenetic:** Children have a variety of strategies, improvement is observed in small changes; strategies are transferred across tasks.
- **Sociocultural:** Disability gives an opportunity to be creative; learning happens in the socio-cultural environment of children - Vygotsky.
- **Rehabilitation:** Focus on what is intact not on what is lacking; use substitution and reorganization.



### What is PREP? (Das, 2007)

- PREP is a remedial program for primary school-aged children who are experiencing difficulty with reading, spelling and comprehension.
- It is based on widely accepted theories of child development and cognitive development.
- PREP is a reading enhancement program that aims at improving the information-processing strategies that underlie reading, while at the same time avoiding the direct teaching of word reading skills.



### What does PREP do? (Das, 2007)

- The PREP program improves the information-processing strategies that underlie reading, while avoiding the direct teaching of word-reading skills.
- This method is founded on the premise that it is easier for children to learn these strategies by inductive rather than deductive means.
- Accordingly, the program is structured so that tacitly acquired strategies are likely to be used by the children in appropriate ways.
- Attention and planning are important aspects of tasks given in the program. Specifically, attention is required to perform each task, and planning skills are developed by encouraging the children to discuss their strategies and solutions both during and following each task.



### How is PREP structured, and what does it consist of? (Das, 2007)

- The program consists of eight tasks, which vary considerably, both in content and in what they require of the student.
- All tasks involve a global training component and for some tasks, an additional, curriculum-related bridging component.
- The global component consists of structured non-reading tasks that require the application of simultaneous or successive strategies.
- These tasks also provide children with the opportunity to internalize strategies in their own way, thus facilitating transfer.
- The bridging component involves the same cognitive demands as its global component, and provides training in simultaneous and successive progressing strategies that are closely linked to reading and spelling.

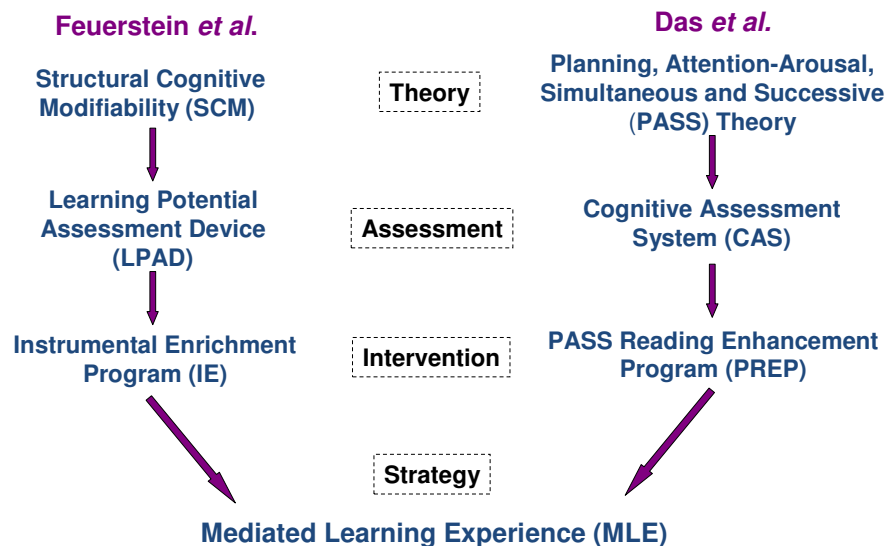


**How is PREP structured, and what does it consist of?** (Das, 2007)

- Through verbal mediation, which occurs through discussion of specific strategies used, the children are encouraged to apply their chosen strategies to academic tasks such as word decoding.
- The global and bridging components are further divided into three levels of difficulty. This allows the child to progress in strategy development and, for those who already have some successful processing strategies in place, to begin at an appropriate level.
- A system of prompts is also integrated into each global and bridging component.
- The prompts support and guide the child to ensure that he/she completes the tasks with minimal assistance and maximal success.

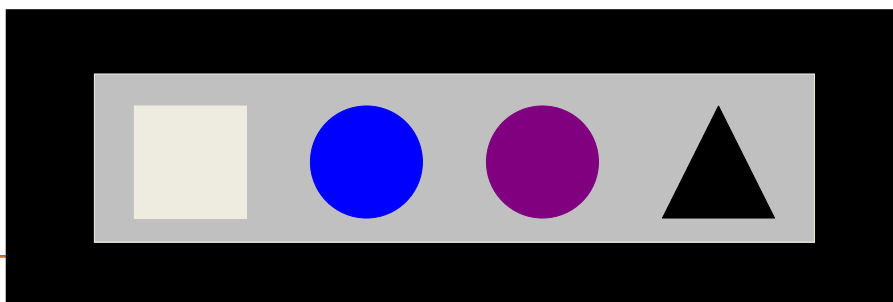


**Dynamic Assessment and Inclusive Learning**



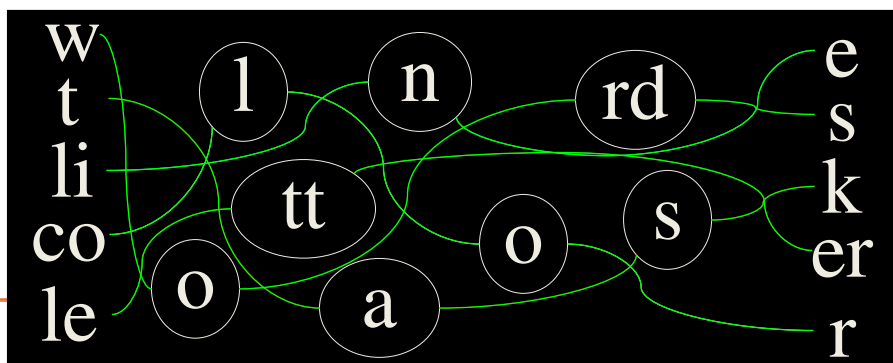
## Window Sequencing - *Global*

- The student is asked to reproduce a series of chips [letters - Bridging] that vary in color and shape, in the same order in which they are presented by facilitator. The chips are presented one at a time (for about one second), left to right, through a small window. The series range in length from three to six chips, in a total of 12 items, with three levels of difficulty.



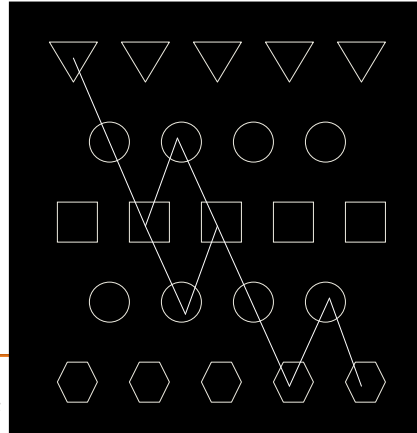
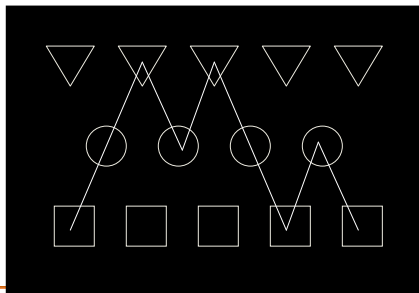
## Connecting Letters - *Bridging*

- The student is required to visually follow each line, mentally connecting the series of letters that run across the page, and say (or write) the word that is spelled by the letters. Four levels of difficulty are provided. Each corresponds to the phonetic complexity of the words.



## Joining Shapes - *Global*

- The purpose of the task is to join a series of geometric shapes with a line in response to (1) a series of verbal instructions and (2) a set of rules provided by the facilitator. The shapes (triangles, squares and hexagons) are presented in rows on a sheet of paper.

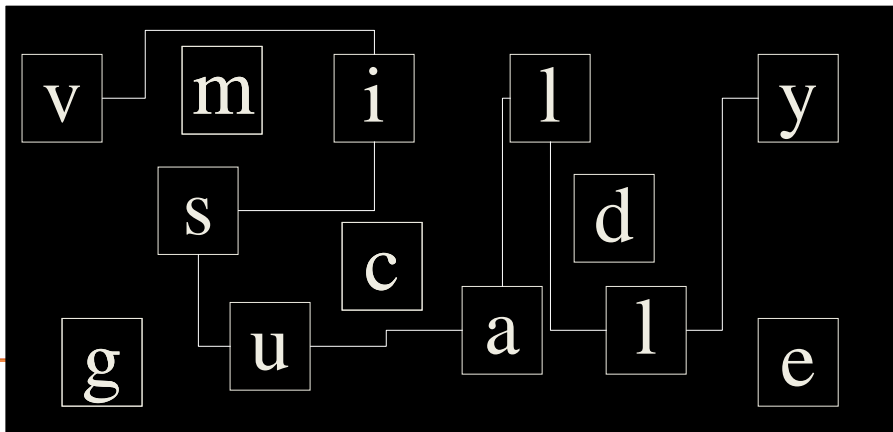


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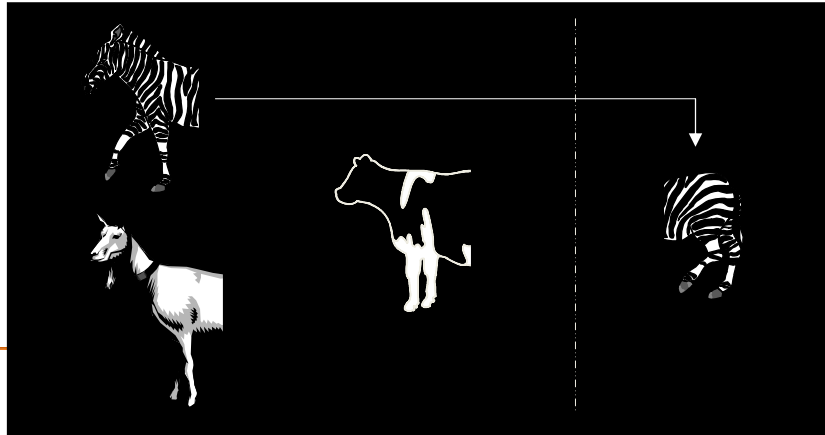
## Transportation Matrices - *Bridging*

- The purpose of the task is to join a series of geometric shapes with a line in response to (1) a series of verbal instructions and (2) a set of rules provided by the facilitator. The shapes (triangles, squares and hexagons) are presented in rows on a sheet of paper.



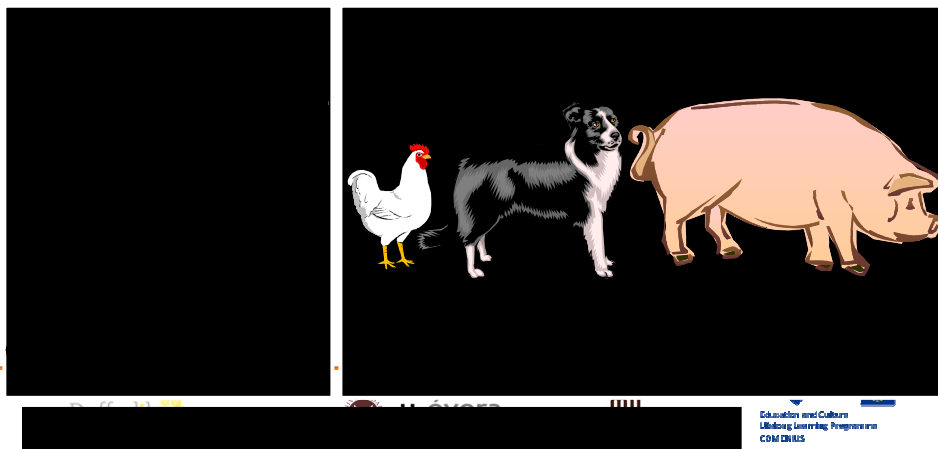
## Related Memory - *Global*

- The student's task is to match the front of an animal with its appropriate back half. Three fronts are presented in a column on the left side of a page and one back is presented on a card that is placed on the right side of the page. The student is required to make a verbal prediction about which front and back go together.



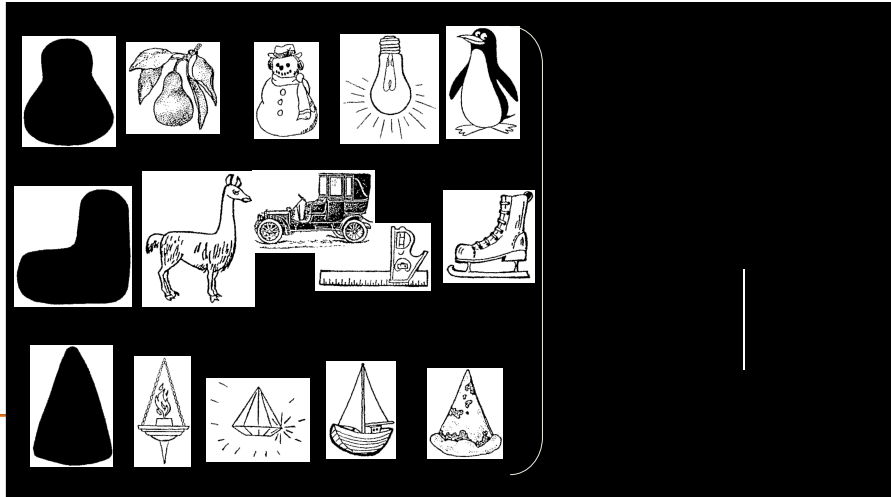
## Shape Design - *Bridging*

- The student's task is to read a phrase or story that describes how two to five animals are arranged in relation to one another. Then the student arranges the animals to correspond with the scene as it was described in the phrase or story.



## Shapes and Objects - *Global*

- The student is required to match a picture of an object to an abstract shape. He or she is asked to sort the picture cards into the shape category that each one most resembles.



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**Thank You!**

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