Overview of the
Goldman-Fristoe Test of Articulation-3
Spanish Edition (GFTA-3 Spanish)
September 19, 2017

Marie Sepúlveda, MA CCC-SLP
Research Director, Speech and Language

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Disclosures

Marie Sepúlveda is the Research Director for the GFTA-3 Spanish test. She is employed by Pearson Clinical Assessment.

There are no relevant non-financial relationships to disclose.

The Pearson Assessment Division, the sponsor of this webinar, develops and distributes assessment and intervention tools for speech-language pathologists. Course information will only cover information that pertains to the effective and appropriate use of GFTA-3 Spanish, which was developed by Pearson Clinical Assessment. No other assessments will be discussed.

Learning Objectives

1. List two ways that the GFTA-3 Spanish was developed to specifically address the developmental patterns of Spanish-speaking individuals.

2. Discuss one example of a case when dialect-sensitive scoring would be appropriate.

3. List at least two factors to consider when evaluating an examinee's error patterns on GFTA-3 Spanish.
GFTA-3 Spanish: Overview

- Assess consonants in multiple contexts-every consonant error is scored
- Age appropriate art for ages 2:0 – 6:11 and 7:0 – 21:11
- Norm referenced scores
- Data about the emergence and mastery of speech sounds based on productions of Spanish speaking individuals
- Dialect-sensitive scoring for a wide range of Spanish dialects
- Rate intelligibility of connected speech
- Digital administration and scoring options

Art Examples

Unique to GFTA-3 Spanish

fruta

Art Shared by English and Spanish Editions

pato

sopa

mesa

foto

dientes
Two sets of test stimuli

2.0 - 6:11 yrs.  7.0 + yrs.

Two sets of test stimuli: Example

2.0 - 6:11 yrs.  7.0 - 21:11 yrs.
Phoneme production is tested in multiple contexts

Examples of words testing prevocalic /m/  
- mesa  
- manzana  
- durmiendo

Examples of words testing postvocalic /s/  
- nariz  
- llaves  
- tijeras

Who can administer this test?

Bilingual SLP

- Native or near native proficiency in Spanish
- Trained and experienced in administering and interpreting articulation tests
- Knowledgeable of speech sound disorders in the Spanish-speaking population
- Knowledgeable of Spanish phonological development and transcription using the International Phonetic Alphabet (IPA)
- Knowledgeable of pronunciation differences among speakers of Spanish dialects
Who can administer this test?

An SLP without native or near native proficiency in Spanish may be able to collaborate with a bilingual professional (bilingual speech-language pathology assistant (SLP-A); psychologist, occupational or physical therapist, diagnostican, or teacher).

- In order for the SLP to collaborate with a bilingual professional, he or she must be familiar with:
  - speech sound disorders in the Spanish speaking population
  - Spanish phonological development
  - transcription of the individual's production of target words using the International Phonetic Alphabet (IPA)
  - dialectal differences
  - cultural considerations

- SLPs must also have training or experience in testing individuals from various linguistic and cultural backgrounds. If you don't meet these qualifications, defer testing to a bilingual SLP with native or near native proficiency in Spanish.

- The bilingual professional is trained on test administration, and administers the question prompts and suggested cues. The bilingual professional neither transcribes nor scores/interprets GFTA3: Spanish.

- For resources for working with bilingual professionals, see ASHA.org.

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Working with a Bilingual Professional

When collaborating with a bilingual professional, additional preparation time and training between you and the bilingual professional is required.

1. Before testing, meet with the bilingual professional to plan the content and format of the assessment session.

2. During testing, the bilingual professional delivers the test stimuli and engages with the individual while you transcribe the individual's production of target words. You should be present during testing to transcribe the responses, answer the bilingual professional's questions, observe the individual's behavior, and intervene when necessary.

3. After testing, you and the bilingual professional should discuss what occurred during the assessment session. Review the individual's responses with the bilingual professional.

4. With the help of the bilingual professional, present the results to the individual, if he or she is an adult, or the individual's primary caregivers.
Sonidos-en-palabras

- 50 words
- Two sets of art stimuli
- Contents examined in prevocalic, intervocalic, and postvocalic contexts
- Measures 17 consonants (including 3 allophones) and 11 R & L clusters
- Question Prompts and Suggested Cues
- Phonetic Error Analysis

Sonidos-en-palabras administration format

Present words and the examinee names the picture.

If a child doesn’t label a picture spontaneously, we provide a suggested cue.

You can provide a different cue that follows the format provided. If that doesn’t work, the child can imitate the target word.
### Sonidos-en-palabras
Score all consonants

<table>
<thead>
<tr>
<th>Item</th>
<th>Target Word</th>
<th>IPA Transcription</th>
<th>Response</th>
</tr>
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<tbody>
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<td>1</td>
<td>pato</td>
<td>pato</td>
<td>p</td>
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<td>2</td>
<td>mesa</td>
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<td>kama</td>
<td>k</td>
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<td>6</td>
<td>leche</td>
<td>leche</td>
<td>l</td>
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</tbody>
</table>

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### Phonetic Error Analysis:
Common Error Patterns: Place

#### SINGLE CONSONANTS

<table>
<thead>
<tr>
<th>Sound</th>
<th>Prevocalic</th>
<th>Intervocalic</th>
<th>Postvocalic</th>
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</thead>
<tbody>
<tr>
<td>p</td>
<td>18</td>
<td>42</td>
<td></td>
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<tr>
<td>b</td>
<td>42</td>
<td>4</td>
<td></td>
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<td>l</td>
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<td>d</td>
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<td>4</td>
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</table>

#### R AND L CLUSTERS

<table>
<thead>
<tr>
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<th>Prevocalic</th>
<th>Intervocalic</th>
<th>Postvocalic</th>
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</thead>
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<td>br</td>
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### SINGLE CONSONANTS

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<th>Postrocyclic</th>
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<td>18 42</td>
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<tr>
<td><strong>b</strong></td>
<td>1  7</td>
<td>10 11 16 34</td>
<td>40 42 48</td>
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<td><strong>t</strong></td>
<td>8 15 36</td>
<td>45 47 43</td>
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<td><strong>d</strong></td>
<td>15 37 43</td>
<td>47 47 43</td>
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<td><strong>k</strong></td>
<td>5 17 35 38</td>
<td>40 40 40</td>
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<tr>
<td><strong>g</strong></td>
<td>11 48</td>
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</tbody>
</table>

### Common Error Patterns: Manner

Phonetic Error Analysis lists phonemes arranged by:
- stops
- nasals
- approximants
- fricatives
- affricates
- liquids
Sonidos-en-palabras scores

- Standard scores
- Percentile ranks
- Age equivalents
- Growth scale values

Sonidos-en-oraciones

- Sentence imitation task
- One story for ages 4:0 to 6:11; the other for ages 7+
- Intelligibility score
- Report normative scores, including standard scores, percentile ranks, and age equivalents

Story for Ages 4:0 through 6:11
Una vista al parque

Story for Ages 7:0 to 27:11
No puedo abrir mis ojos
Sonidos-en-oraciones
Score all consonants in target words only

El sol brilla fuertamente y lo obliga a cerrarlos otra vez.
3 sol sol

Sonidos-en-oraciones
Phonetic Error Analysis

- Organized by stops, nasals, approximants, fricatives, affricates, liquids
- Not all phonemes are represented
Sonidos-en-oraciones
Intelligibility rating

Intelligibility Rating: 1 2 3 4

Intelligibility Rating Subtotals

<table>
<thead>
<tr>
<th></th>
<th>Good</th>
<th>Poor</th>
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<tbody>
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<td>1</td>
<td>5</td>
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<td>3</td>
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<tr>
<td>4</td>
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</tbody>
</table>

GFTA3 Spanish Intelligibility Rating Summary

Total of All Ratings (1-4) = 13
Intelligibility Percentage: 40 / 60 = 66.67%

Table C.1: Intelligibility Ratings of the Normative Sample by Age

<table>
<thead>
<tr>
<th>Intelligibility rating</th>
<th>40-45</th>
<th>45-51</th>
<th>50-56</th>
<th>56-71</th>
<th>60-61</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>51.1</td>
<td>51.0</td>
<td>40.0</td>
<td>26.8</td>
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<tr>
<td>90%</td>
<td>48.9</td>
<td>49.0</td>
<td>60.0</td>
<td>73.2</td>
<td></td>
</tr>
</tbody>
</table>

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Dialect sensitive scoring

APPENDIX D

Examples of Dialectal Variations

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>Alliphones</th>
<th>Dialectal variations</th>
</tr>
</thead>
<tbody>
<tr>
<td>/b/</td>
<td>[b] other pause or nasal</td>
<td>[b] [b]a]k]a] → [b]a]k]a]</td>
</tr>
<tr>
<td></td>
<td>[b] intervocalic, all other places</td>
<td></td>
</tr>
</tbody>
</table>
| /i/     | [i] [u] | [i] [ok]a]l]a] → [ok]a]l]a] /no/[i]e] → [ni] /
| /\/     | [e] [e] | [e] [e] → [e] /t]e] → [e] |
s

Vowels

Vowel Errors Observations

<table>
<thead>
<tr>
<th>Vowel Errors Observations</th>
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<td>i</td>
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<td>o</td>
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<td>u</td>
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</tbody>
</table>
Observations and/or Concerns

Observations and/or Concerns (Oral Motor, Apraxia, Other)

Sonidos-en-oraciones results

- Standard scores
- Percentile ranks
- Age equivalents
- Growth scale values
- Intelligibility measure
Assess Stimulability

- Option of checking stimulability on error phonemes

![Estimulación de consonantes y sílabas](chart.png)

<table>
<thead>
<tr>
<th>SINGLE CONSONANTS</th>
<th>Pre-voiced</th>
<th>Initial</th>
<th>Post-voiced</th>
<th>Pre-voiced</th>
<th>Initial</th>
<th>Post-voiced</th>
<th>Pre-voiced</th>
<th>Initial</th>
<th>Post-voiced</th>
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<tbody>
<tr>
<td>Syllable</td>
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Administration and Scoring Options

- Q-interactive
- Q-global
- Print Kit
Gender differences

- Separate norms for females and males through the entire age range (2:0 through 21:11)

- Mastery for all phonemes exhibited in singleton and cluster productions:
  - Females
    - Most sounds developed by 6:0 to 6:11
    - Late developing sounds (7:0 to 8:0+): x, ð, tapped r and trilled r, p̞
  - Males
    - Most sounds developed by 7:0 to 7:11
    - Late developing sounds (8:0+): tapped r and trilled r

Emergence and Mastery Data

- GFTA-3 Premise [English and Spanish editions]:
  Phonemes should be tested in multiple contexts because productions can be affected by surrounding vowels and consonants and the complexity of the word structure. Children begin to correctly produce phonemes at different ages, with a time period between emergence and mastery of sounds.

  Low standard scores indicate that a child's speech is not comparable to age/sex peers.
All sound productions are not created equal

Even in single word productions, accurate production of the target phoneme is influenced by context

- simple vs. complex syllable shapes
- production changes when the target is next to other consonants, vowels or blends

Has speech sound developmental data really changed?

Emergence

- Age at which a phoneme is present (one or more correct productions) in the child’s repertoire.

- Reported as the ages at which 50%, 75% and 90% of children spontaneously produced a phoneme correctly *one or more times* on GFTA-3 Spanish, based on age and sex.

Mastery

- Ages at which 85% of the GFTA-3 Spanish normative sample (by sex) produced the phoneme with at least 85% accuracy.
## Emergence and Mastery Data

### (Females)

#### Emergence and Mastery of Phonemes by Age and Sex

<table>
<thead>
<tr>
<th>Table PR1: Ages at which Phonemes Were Present in percentages of normative sample (Female)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produced by 30% of children</td>
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<tr>
<td>29-35</td>
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<tr>
<td>26-31</td>
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<td>20-25</td>
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<td>0-0.4</td>
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<td>0.0-0.1</td>
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<td>0.5-1.1</td>
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<td>1.0-1.9</td>
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<tr>
<td>1.5-2.5</td>
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<tr>
<td>2.0-2.5</td>
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</tbody>
</table>

**Note:**
- **Table PR2:** Ages at which phonemes were correctly produced by girls in the normative sample.
- GFTA-3: Emergence Data: % of girls producing the phoneme one or more times correctly (multiple opportunities).
Mastery Data: When should a child be able to say a sound correctly with at least 85% accuracy on GFTA-3 Spanish? Mastery (Females)

<table>
<thead>
<tr>
<th>Age</th>
<th>Proximal</th>
<th>Interposed</th>
<th>Postposed</th>
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<tbody>
<tr>
<td>2-6</td>
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<tr>
<td>2-6-11</td>
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<tr>
<td>3-6-11</td>
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<td>4-6-11</td>
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<td>7-6-11</td>
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<td>8-6-11</td>
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<td>9-6-11</td>
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GFTA-3: Mastery data: 85% of girls producing the phoneme 85% or more correctly (multiple opportunities)

Spanish Sound Development Chart

Age at which 50% of children have acquired each phoneme

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>3-0 yrs mo</th>
<th>3-3</th>
<th>3-6</th>
<th>3-9</th>
<th>4-0</th>
<th>4-3</th>
<th>4-6</th>
<th>5-0</th>
<th>5-3</th>
<th>5-6</th>
<th>6-0</th>
<th>6-3</th>
<th>6-6</th>
<th>6-9</th>
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Excerpt from "Spanish Sound Developmental Chart." The complete chart is available from FirstYears.org at http://www.firstyears.org/cd/well/spanish.pdf

Developmental data on this chart show the range of ages of sound acquisition beginning with emergence of consonant and blends to mastery (90% correct productions). Syllable sound position data is collapsed.

GFTA-3 Spanish data show a similar pattern using emergence at one or more correct productions (50% for most phonemes tested) and an 85% criterion for mastery.

GFTA-3 Spanish data indicate that it is NOT common for children to go from not producing a phoneme to spontaneously producing a phoneme accurately 85% or more of the time.

Most children produce phonemes correctly in certain contexts (e.g., when produced in an onset vowel or consonant combinations) before exhibiting mastery (85% correct productions).
## What we know to be best practice

- The GFTA-3 Spanish score should never be the sole determiner for eligibility for services.
- The GFTA-3 Spanish score is not a comprehensive assessment.
  - The GFTA-3 Spanish score indicates how a child compares to same age/same gender peers.
  - The clinician determines appropriate next steps.
- GFTA-3 Spanish standard scores provide one part of the evidence you report as part of the comprehensive assessment.
Interpreting assessment results--what we know to be best practice

- Examine standard scores to determine how an individual functions relative to peers
- Examine emergence and mastery data to identify phonemes that
  - should be emerging in the individual's repertoire
  - should be mastered by individuals at the same age

in addition to....

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...qualitative GFTA-3 Spanish data

Based on child’s age/gender, note performance and/or improvements
- Phoneme inventory
- Correct/incorrect phoneme productions in different syllable shapes and word contexts
- Developmental patterns
- Stimulability
- Productions in connected speech
- Intelligibility in words and sentences
In addition to the GFTA-3 Spanish results, obtain data from any of the following

- Spontaneous connected speech sample
- Parent interview (behavior at home, concerns, priorities)
- Preschool teacher interview (academic/social emotional impact; participation in classroom)
- Observations with adults and peers
- Dynamic assessment to identify techniques that elicit correct productions

What are the recommendation options?

Parents and teachers want to know that their concerns about a child's speech are being addressed. But that doesn't necessarily mean that enrollment in therapy is the next step.

- Monitor the child's speech in the classroom
- Do a re-check in six months
  - Improvement?
  - New facilitating context(s) acquired independently?
  - Implications

- Classroom Articulation lab
- Parent strategies
- Placement in Speech and Language services
Standardization Sample

- 860 individuals and additional samples for reliability and validity studies.
  - For each 12-month age group from 2:0–7:11, the normative sample included a minimum of 100 individuals.
  - For each 24-month age group from 8:0–12:11, the normative sample included a minimum of 100 individuals.
  - For the oldest age band (13:0–21:11), the normative sample included 91 individuals.

Standardization Sample

The sample included individuals from a variety of socioeconomic groups and geographical regions.

In order to represent a wide variety of individuals who speak a wide variety of Spanish dialects, the sample included individuals who live in
- the United States (71%)
- Puerto Rico (13.5%), and
- Mexico (4.7%).
Standardization Sample

Individuals tested in the US were from families whose country of origin was one or more countries in Central and South America, the Caribbean, and Spain—17 countries in all.

Argentina  
Colombia  
Cuba  
Dominican Republic  
Ecuador  
El Salvador  
Guatemala  
Honduras

Mexico  
Nicaragua  
Panama  
Paraguay  
Peru  
Puerto Rico  
Spain  
Uruguay  
Venezuela

Evidence of Reliability

- Internal Consistency (Total sample)
  - Sonidos en palabras
    - Females: .93
    - Males: .93
  - Sonidos en oraciones
    - Females: .90
    - Males: .92

- Test-Retest (corrected r)
  - Sonidos en palabras (Ages 2:6 to 7:11) .93
  - Sonidos en oraciones (Ages 4:0 to 7:11) .85
GFTA3

Evidence of Validity

Spanish

Correlation with PLS-5 Spanish Articulation Screening
- Ages 2:6 to 7:11
- Corrected r .70

Speech Sound Disorder (SSD) Compared to Matched Control
- Ages 4:0 to 8:11

<table>
<thead>
<tr>
<th>GFTA-3 Spanish</th>
<th>SSD Mean</th>
<th>SD</th>
<th>Matched Control Mean</th>
<th>SD</th>
<th>Difference</th>
<th>Standard Difference (effect size)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sondos-en-</td>
<td>76.6</td>
<td>4.6</td>
<td>104.4</td>
<td>13.8</td>
<td>27.8</td>
<td>2.35</td>
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<td>palabras</td>
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<tr>
<td>Sondos-en-</td>
<td>76.0</td>
<td>15.6</td>
<td>100.3</td>
<td>18.4</td>
<td>24.29</td>
<td>1.42</td>
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<td>creaciones</td>
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</tbody>
</table>

Sensitivity and Specificity
- Ages 2:6 to 7:11
- Optimal cut score: -1 SD (85)
- Sensitivity .88
  - Probability that individuals who identified with a speech sound disorder* have a speech sound disorder
- Specificity .91
  - Probability that individuals who do not have a speech sound disorder were correctly classified

*Based on a pool of 30 bilingual SLPs' determination of a speech sound disorder based on criteria they use in their practice:
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• Evaluation Form

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