

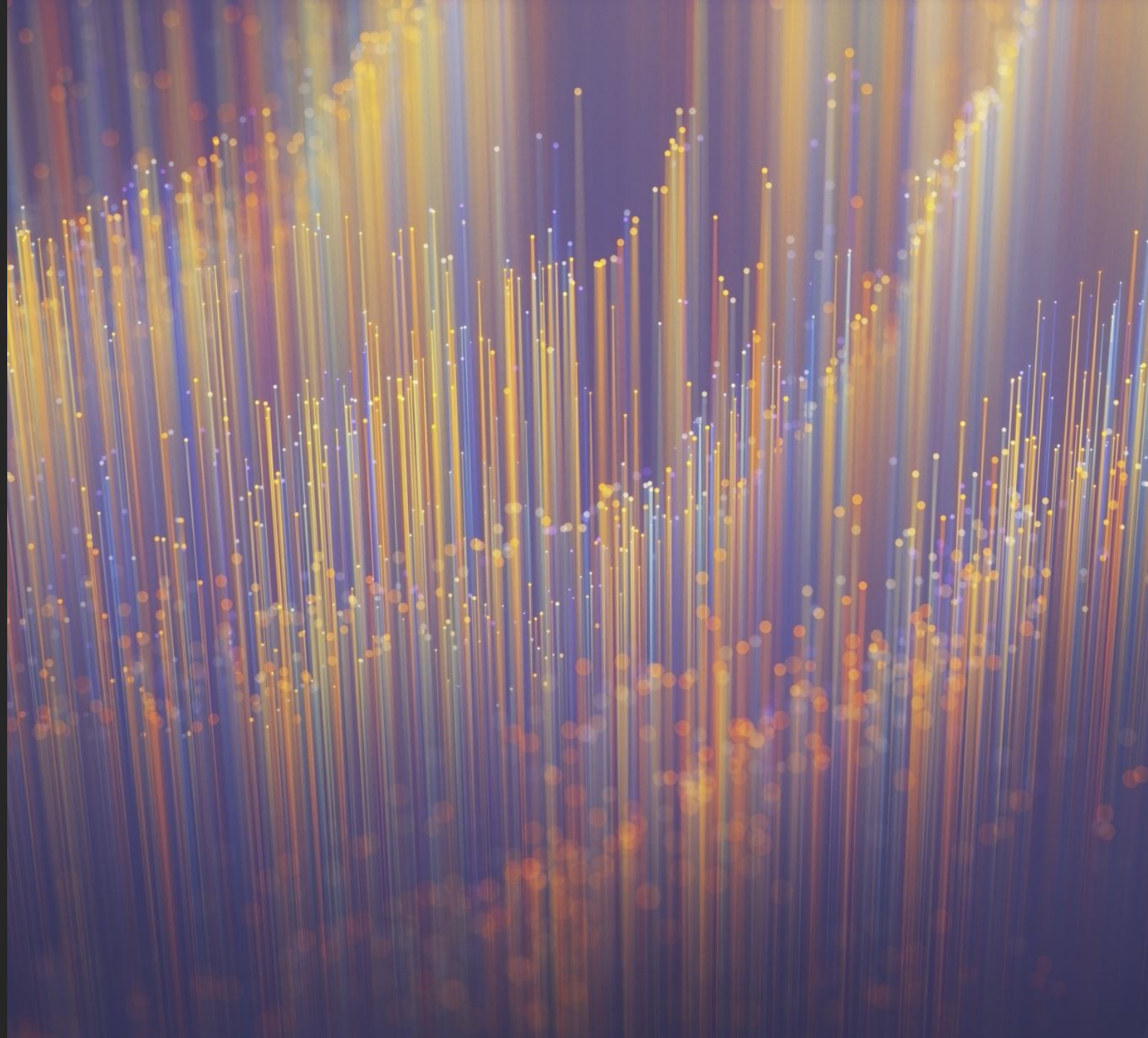
Literacy Intervention Case Study Project

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Introduction

We were given a case study on a 7 year, 5 month old male named David who is in the first grade. David struggles with literacy skills and has been receiving speech therapy services for about a year to address this. The therapy services are especially targeting phonological awareness and vocabulary due to these being two of his greatest problems in literacy. However, he is still struggling to learn to read. We have used this case study to research and create a recommended plan of treatment for David going forward.

Approaches Used For Treatment

- After concluding the research portion of our project, we concluded that using *Word Study* and counseling in therapy would be beneficial for David.
- *Word Study* is an approach that enhances a reader's orthographic knowledge, phonological knowledge, morphological knowledge, semantic knowledge, and mental images of a word in order to aid readers in their word-level literacy abilities.
- When *Word Study* is implemented to improve reading, the SLP can model and encourage the client to phonemic decoding. Practice will be on words taken out of the text, focusing at the word-level.
 - Discourage "guess and go"
- What does intervention look like?
 - Direct attention for decoding strategies
 - Individual should be provided with explicit instruction and multiple opportunities to learn about words in and out of context.
- (Apel, 2004)

Approaches Used For Treatment Cont'd.

We chose an article by Kenn Apel, *Incorporating Counseling Into Our Intervention With Students With Language Learning Impairments: The Road Less Traveled*, to support our findings from our evidence map that revealed there is a psychosocial aspect occurring with David by avoiding reading every time the opportunity arises.

More information is being presented on how to facilitate language and literacy skills and less is being discussed about the emotional side of their impairments.

"Matthew Effect"

Kenn Apel argues that SLPs should be and equally ready to counsel students as part of their overall intervention plan. By not addressing, the goal of improving literacy skills may be affected.

SLPs must engage in active listening:

Active listening involves listening to the meaning behind students' words and actions, developing hunches about what they might be thinking and feeling. Then verbalize those hunches to help clarify their thoughts, feelings, and emotions.

Once their feelings and thoughts are clarified, students can choose to change their behaviors that have been negatively affecting progress.

Adult: Sure, and now people will expect you to read more everyday, don't you think? Tommy: Yes! That worries me. Adult: One thing to think about, though, is that the more a person reads, reading becomes easier, because as you read more new words, those new words become old words, and so next time, they aren't new and as hard to read. Does that make sense? Tommy: Yeah. I hadn't thought about that before.

(Apel, 1999)

Client Needs and Clinical Judgement

Client Needs

- David struggles with low self esteem due to his poor reading skills. This causes him to avoid reading any time the opportunity arises.
- Because of his age, it is important to consider his interests when planning therapy in order to keep him engaged and motivated.

Clinical Judgement

- Phonological and morphological awareness are both closely related to literacy success. He is currently receiving services for this, but it does not seem that he is improving.
- Due to his avoidance behavior of reading, it is important that the psychosocial aspect of literacy is addressed.

Results

We concluded that both counseling and the *Word Study* approach are beneficial to those struggling with literacy.

Counseling

Kenn Apel states that speech-language pathologists should be equipped and ready to counsel students as part of their overall intervention plan.

By not addressing the psychosocial aspect of literacy, the ultimate goal of improving overall literacy skills may be affected.

Word Study

The *Word Study* approach enhances a reader's orthographic, phonological, morphological, and semantic knowledge and mental images of a word to become competent readers.

Recommendations

- Continue targeting phonological awareness and vocabulary; however, due to the impact of psychosocial aspects, we feel that this factor is affecting the overall goal to improve David's literacy skills. During the treatment process, we will actively listen to David to judge what thoughts or feelings might be arising when he reads and then verbalize them to David. We will implement counseling strategies/techniques described by David Lutterman when counseling.
- Implementing *Word Study* during treatment to improve David's orthographic knowledge, semantic knowledge, morphological knowledge, phonological knowledge, and mental images of words to improve his literacy skills. Although our case study doesn't indicate whether the current approaches are working, we feel that implementing *Word Study* will be beneficial for David.
- By incorporating counseling in our intervention and implementing *Word Study* we believe David will be able to make progress in reaching his therapeutic goals. Incorporating counseling will allow for factors that may not have been targeted in previous sessions to be addressed. Implementing *Word Study* will also focus in on more intense strategies that will allow for David to obtain a clear understanding of what he is reading.

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