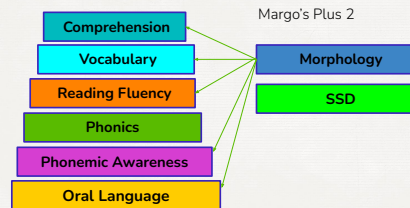


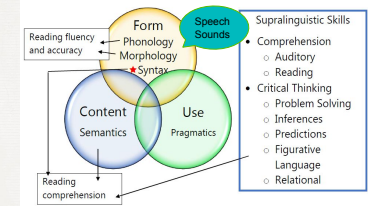
Case Study



Review: Building Blocks of Literacy



Review: Speaking, Listening, Reading, & Writing



Questions

1. What information do you have in this case study?
2. What other information do you need?
3. Concerns for this student
4. What would you target?

Background

Age: 6 years 9 months
Grade: Second ½ of First
Student has been receiving speech and language therapy.
Student is currently in a small group for literacy instruction.

Student demonstrated the following errors:

/s/, /z/, voiced /th/, and unvoiced /th/ and inconsistent errors for */l/*.

For */s/*, the sound is slightly distorted with lateralization for initial and final positions of */s/* and */s/* blends.

In the medial position (i.e.: pencil), the */s/* was produced as a */ch/*. */z/* appears to be slightly easier to produce.

Student demonstrated difficulty with medial /l/ (yewow for yellow).

Student reduces syllables (i.e.: efant for elephant) and adds syllables (i.e.: filag for flag).

A vowel error was noted with /i/ replacing /e/ in the word "pencil."



TAFL 4

	Raw Score	Percentile	Scaled Score	Description
Vocabulary	35	9	6	Below Average
Grammatical Morphemes	28	1	3	Impaired
Elaborated Phrases/Sentences	21	<1	2	Impaired

Sum of Standard Scores	11
Receptive Language Index	61
Percentile	<1



- Vocabulary: This vocabulary measure assesses adverbs, adjectives, verbs (including irregular past tense) and basic concepts. Student demonstrated difficulty with the concepts of left/right, pair, and words with multiple meaning such as polish



- Grammatical Morphemes: This subtest measures both inflectional morphemes (plural -s, -ing, past tense, possessive nouns, and third person singular) as well as derivational morphology (prefixes, suffixes, root words). Student demonstrates mastery of contractions for "he is". She used -ing consistently but not always for the answer. She demonstrated difficulty with the most common prefixes (un for untie)



- Elaborated Phrases/Sentences: This subtest measures increasingly complex sentences. Student understood negation and negation within a contraction (isn't), a relative clause in the middle of a sentence (The boy who was laughing saw the girl). She demonstrates mastery of sentences with 2 subjects and compound sentences. She demonstrated difficulty with sentences that included adjectives, and sentences with a direct and indirect object (She shows the boy the girl).





TEXL


	Raw Score	Percentile	Scaled Score	Description
Vocabulary	19	5	5	Borderline
Grammatical Morphemes	19	1	3	Impaired
Elaborated Phrases/Sentences	7	2	4	Borderline

Sum of Standard Scores	12
Expressive Language Index	65
Percentile	1



- 
- Vocabulary: This vocabulary measure assesses adverbs, adjectives, verbs (including irregular past tense) and basic concepts. Student demonstrated the correct use of plural -s, pronouns, and partial mastery of -ing. She demonstrated some difficulty with higher level spatial concepts (under, behind, next to), and irregular past tense verbs.

- 
- Grammatical Morphemes: This subtest measures both inflectional morphemes (plural -s, -ing, past tense, possessive nouns, and third person singular) as well as derivational morphology (prefixes, suffixes, root words). Student demonstrates mastery of plural -s (boys), and -er (farmer). She demonstrates partial mastery of third person singular verbs (looks). She demonstrated greater difficulty with -ing for future tense (is going) and irregular past tense (drank).

- 
- Elaborated Phrases/Sentences: This subtest measures increasingly complex sentences. Student expresses + ing and a color + a noun. She appeared to have more difficulty in figuring out what the meaning of the sentence prompt to respond correctly.

ProPA (SmartyEars)

Rhyme

Rhyme identification 5/ 6 83% EMERGING (Skill expected by age 5)

Rhyme production 4/ 6 80% EMERGING (5 ½ year old skill)

During the rhyming identification, if words began with the same letter, he would initially remark that the words rhymed.

ProPA (SmartyEars)

Blending

Syllables (ta-ble) 6 / 6 100% ACHIEVED

Sounds (p-o-t) 3 / 5 60% EMERGING (6 year old skill)

Student was able to blend syllables but demonstrated some difficulty with blending sounds with consonant blends (i.e.: bl, cl). These are kindergarten/grade one skills.

ProPA (SmartyEars)

Isolating (Manipulation)

Isolating Overall: EMERGING (40%)

First sound 3 / 6 50% EMERGING (5 ½ year old skill)

Last sound 3 / 6 50% EMERGING (6 year old skill)

Middle (vowel) sound 1 / 5 20% NOT ACHIEVED (6 year old skill)

ProPA (SmartyEars)

During the subtest to identify the ending sound, he would often state the first sound in the word. He demonstrated difficulty isolating the vowel sound in the middle of words. The ability to isolate final sounds is a kindergarten level skill. The ability to isolate sounds in the middle of words is a kindergarten/grade one skill.



ProPA (SmartyEars)

Segmenting
Words 3 / 5 60% EMERGING
Syllables 3 / 6 60% EMERGING (5 year old skill)
Sounds 2 / 5 40% NOT ACHIEVED
Sounds with consonant blends 0 / 3 0% NOT ACHIEVED (6 ½ year old skill)



ProPA (SmartyEars)

Segmenting
Student can state the number of words in a sentence and the number of syllables in a word. He demonstrated difficulty isolating sounds in words for words that had consonant-vowel-consonant and consonant blend-vowel-consonant. Segmenting sounds is a kindergarten/grade one skill.



ProPA (SmartyEars)

Deletion
Words 3 / 5 60% EMERGING
Syllables 3 / 6 60% EMERGING (5 year old skill)
Sounds 2 / 5 40% NOT ACHIEVED
Sounds with consonant blends 0 / 3 0% NOT ACHIEVED (6 ½ year old skill)



ProPA (SmartyEars)

Substitution
Substitution Overall: EMERGING (55%)
First sound 5 / 5 100% ACHIEVED
Last sound 0 / 4 0% NOT ACHIEVED (6 ½ year old skill)



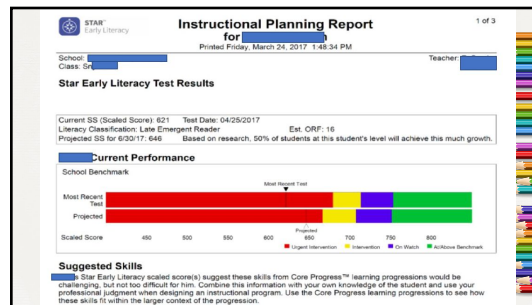
STAR Early Literacy

STAR [®] Early Literacy		Student Diagnostic Report	
		Skill Set Scores	
School:		Printed Tuesday, April 9, 2019 10:35:26 AM	
Class:		Reporting Period: 2/1/2019 - 2/28/2019 (Custom)	
Teacher:		ID: 428419421	
Test Date: 02/19/2019		Level# Measure: BR1300L	
SS: 365 (Scaled Score)		Level# Range#:	
Literacy Classification			
Early Emergent Reader	Late Emergent Reader	Transitional Reader	Probable Reader
SS 210-457	SS 458-674	SS 675-774	SS 775-900
Sub-Domains		Score	
Alphabetic Principle		22	
Concepts of Word		22	
Visual Discrimination		30	
Phonemic Awareness		10	
Fluency		5	
Structural Analysis		5	
Vocabulary		11	
Sentence-Level Comprehension		5	
Paragraph-Level Comprehension		8	
Early Numeracy		20	
Est. ORF is available for tests taken in grades 1-3.			



Skill Sets Within Each Sub-Domain
Skill set scores, ranging from 0-100, estimate the student's percent mastery of skills in each set.

Sub-domain	Skill Set	Score	
Alphabetic Principles	Alphabetic Knowledge	27	
	Automatic Sequence	7	
	Letter Sounds	21	
Concept of Word	Print Concepts: Word length	28	
	Print Concepts: Word direction	10	
	Print Concepts: Letters and Words	28	
Visual Discrimination	Letters	38	
	Identification and Word Matching	15	
Phonemic Awareness	Rhyming and Word Families	28	
	Blending Word Parts	23	
	Blending Phonemes	12	
	Initial and Final Phonemes	4	
	Onset and Rime	11	
	Medial Phoneme Deletion	2	
	Phoneme Insertion/Manipulation	6	
	Phoneme Segmentation	6	
	Phonics	Short Vowel Sounds	10
		Initial Consonant Sounds	18
Final Consonant Sounds		8	
Long Vowel Sounds		5	
Vowel Blend Sounds		8	
Consonant Blend (RVC)		9	
Fluency	Consonant Digraphs	9	
	Other Vowel Sounds	9	
	Sound-Semantic Correspondence: Consonants	16	
	Word Building	0	
	Sound-Semantic Correspondence: Vowels	0	
	Word Families/Blending	0	
	Structural Analysis	Words with Suffixes	4
		Compound Words	4
	Vocabulary	Word Family	10
		Synonyms	5
Antonyms		5	
Reasons-Level Comprehension	Comprehension at the Sentential Level	0	
	Comprehension at the Paragraph Level	0	
	Comprehension of Paragraphs	0	
Early Numeracy	Number Naming and Number Identification	22	
	Number Object Correspondence	14	
	Sequence Completion	19	
	Counting and Decoding	25	
	Measurement	23	



Phonological Awareness

This score suggests [redacted] should practice the following phonological awareness skills, particularly those dealing with individual phonemes.

- Isolate, say, and distinguish initial or final phonemes in spoken CVC words (e.g., say the initial sound in hat, the final sound in cup)
- Recognize, identify, and produce groups of words that begin with the same initial sound (i.e., alliterative words)
- Isolate, say, match, and distinguish medial short vowel sounds in spoken CVC words (e.g., say the middle vowel sound in bed)
- Isolate and distinguish short vowel sounds in single-syllable words in spoken language (e.g., from a verbal prompt, identify that hat has a different middle vowel sound than hit)

Speech Sound Norms

Crowe, K., & McLeod, S. (2020). Children's English consonant acquisition in the United States: A review. American Journal of Speech-Language Pathology. https://doi.org/10.1044/2020_AJSLP-19-00168

*** /s/ and /z/ initial/final and blends (4 years to 4;11)

Voiced /th/ (5;11) and unvoiced /th/ (6;11)

Language

Vocabulary: multiple meaning words, spatial concepts (under, behind, next to)

Order of acquisition (Owens and Pavelko, 2010)

By 36 months: horizontal spatial prepositions
Front, back, behind, next to

By 42 months: horizontal side to side prepositions
Beside, next to, middle

Morphemes expressively

3rd person singular verbs (35-40 months)

-ing present progressive (27-30 months CCSS K)

Irregular past (40-46 months CCSS 2nd grade)

Prefixes receptively (~8 years)

Elaborated Phrases/sentences (morphosyntax)
Receptively: sentences with adjectives and sentences containing a direct and indirect object
Expressively: Difficulty responding based on sentence prompt



ProPA (phonology)
Rhyme: id (age 5), produce (5 ½)
Blending: 3 sounds (6 years)
Isolation: initial (5 ½ years), final (6 years), medial (6 years)
Segmenting Words, Syllables (5 years), Sounds (6 years)



Deletion: syllables (6 years)
Substitution: final sound (6 ½ years)

STAR Early Literacy supports these results, thus, impacting classroom skills



Question Review

1. What goals would you set?
2. Where do you start?



Language Goals

(Timeframe), _____ will use inflections (-ing, 3rd person singular, irregular past tense) in (phrase/sentence/conversation) in 8/10 of the opportunities with minimal cueing .

NEED TO PROBE: compound words



Morphosyntax

(Timeframe), _____ will increase sentence length and verb tenses in 8/10 of the opportunities with minimal cues.

Objectives:

direct/indirect objects/adjectives

- a. Simple Present
- b. Continuous Present
- c. Simple Past regular verbs
- d. Continuous Past



At the end of the second semester, student will increase English prefixes skills to understand and express early developing prefixes including (un, re, and dis) in 8 out of 10 opportunities with minimal cueing in conversation as demonstrated through speaking, reading, and writing in the classroom.

<https://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/5405/affixes%20and%20roots%20by%20grade%20level.pdf>

*** These are from 2nd grade standards)



PA

By _____DATE_____, student will increase phonological awareness skills to understand and express rhyming, blending, segmenting, manipulation (isolation and deletion of initial and final sound) in 8 out of 10 opportunities using vocabulary with affixes with minimal cueing in classroom activities as demonstrated through speaking, reading, and writing in the classroom.



Vocabulary

By the end of the IEP cycle, NAME will independently use prepositions (spatial concepts), common verbs, adjectives, nouns including affixes (inflectional and derivational) morphemes and multiple meaning words to express wants and needs and participate in classroom activities to represent the meaning of 110 new (Tier I and II) vocabulary words with 80% accuracy as measured by data collection.



Strategies

Scene It:

Target 3rd person singular, present progressive -ing, irregular, prepositions (the leaves next to the birds), multiple meaning (words, phrases and sentences including direct and indirect objects)

PA: rhyming, blending,

Segmenting, manipulation

Using /s/ and /z/ words

** Incorporate Say It and Write It**



Sort it Out
/s/ and /z/ through
inflections
Present
progressive

Present Progressive
For -ing, words can be sorted into two groups.

Rules

- For long vowel words, drop the e and add -ing
- For short vowel words, the final consonant is doubled before adding -ing.

tape/taping	hop/hopping	tap/tapping	ride/riding
hope/hoping	step/stepping	stop/stopping	write/writing
Group 1		Group 2	

Possessives, Plurals, and 3rd Person Singular

The three inflections can be sorted into three groups.

Rules:

For possessive s, groups 1 would be those pronounced with /s/, Group 2 would be those with /z/, and Group 3 would be those pronounced /ɪz/.

- If the last sound in the singular form of the word is unvoiced, the /s/ is unvoiced.
- If the last sound in the singular form of the word is voiced, the /s/ is pronounced /z/.
- If the word ends in /ch/, /sh/, /x/, /ss/, /z/, /s/, or /t/, it is spelled with -es and pronounced /ɪz/.



Using PA with /s/, /z/ and inflections

Page 36 activities incorporating /s/ and /z/

Which one doesn't belong

Matching Pictures with inflections

Rhyming words with inflections

Example for SSD

Starts with and rhymes with s/z

Starts with /z/ and rhymes with cones
Starts with /s/ and rhymes with tees
Starts with /s/ and rhymes with paws
Starts with /s/ and rhymes with boys
Starts with /s/ and rhymes with mitts
Starts with /h/ and rhymes with noses
Starts with /b/ and rhymes with toys



Segmenting (add blending at the same time) using /s/ and /z/ words

Clap out Syllables (including inflections, re, dis, and un after meaning is established, compound words, multisyllable, and multimeaning words)

Replay, redo, remake, relearn,
Playing, plays, played, broken, spoken
Thumbtack, earwax, lipstick, meatballs
Table, season, present



Question Review

4. How will you connect the goals/objectives/strategies to the classroom/curriculum/areas of study?



-
1. Use classroom curriculum and stories to determine words with /s/ and /z/ that could be used in therapy
 2. Use verbs from 3rd person singular, -ing and irregular (which will align with state standards)
 3. Discuss assignments to increase morphosyntax
 4. Use PA assignments and incorporate morphology

