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Case Study #2

Developmental Analysis

Phonology (Receptive and Expressive)

Allie has trouble with the /f/ sound for /th/ and the /w/ sound for /r/. Phonology is the study of sound which has to do with the phonemes that she is having a hard time with. Allie's receptive language is not allowing her to perceive the difference in the sounds the letters make. Therefore she is not going to be able to express the sounds, but she does a good job decoding words.

Morphology (Receptive and Expressive)

Allie doesn't seem to have trouble with morphology.

Syntax (Receptive and Expressive)

Allie doesn't seem to have trouble with syntax

Semantics (Receptive and Expressive)

Allie recently received a "needs improvement" in reading which she has never received before. This could be because of a difficulty with semantics or vocabulary. If she doesn't understand what she is reading, it will make her grade suffer and make her hate reading. Her teacher said she doesn't remember what she has read and this could be an obvious reason.

Pragmatics (Receptive and Expressive)

Pragmatics is the purpose, goal or intent of communion such as asking questions, ideas, persuasion, feelings, information and connection. Since Allie is spacing out during story time she is going to have a hard time recalling information from what the teacher read like asking questions and recalling information.

Discourse and Fluency (Receptive and Expressive)

Allie doesn't seem to have trouble with discourse and fluency

Cultural or Experiential Factors

It is hard to tell the difference between a student whose learning and communication problems result from a disability and a student whose main need is to build on the skills he or she already knows from their first language to enable them to improve English communicative and literacy skills. Students who have another language as their second language are going to have a harder time learning how to pronounce English than students who have English as their first language. "While all educators must be careful not to confuse communication differences with delayed or disordered speech and language, proper assessment of the speech-language skills of children from

diverse cultural, linguistic and socioeconomic backgrounds poses a difficult challenge for language-majority educators (Salend & Selinas, 2003).”

Impact on Learning

Children like Allie that are having trouble in school can affect their home life as well as school. Allie and her mother are both having anxiety over her performance in the classroom. Problems in school can also affect Allie’s hobbies and things she likes to do outside school like collecting postcards and drawing which she enjoys since her mother is an artist. These activities that Allie likes to do may not seem enjoyable because she is so focused on her school work. Students must be able to communicate their knowledge and produce work that is reflective to what they are learning.

Strategies for Intervention

Some strategies teachers and parents can do to strengthen language development are graphic organizers, mnemonics and learning strategies that speech-language pathologists have used. Teachers can use story boards and song boards with pictures illustrating language, the teacher places and removes pictures from the board as she tells the story or points to a specific picture while signing a line of a song. Various types of drama activities can also be effective in teaching vocabulary. “No matter what the approach to treatment, children with language disorders need to be around children and adults with something interesting to talk about (Heward 321).”

I have called a meeting today to discuss concerns I have for a student in the third grade named Allie. She lives with her mother and father and her mother has become concerned and anxious about Allie’s grades and performance in the classroom. Everyone that I have called into this meeting need to remember that all the information discussed is confidential and those who have a “need to know” should have this privileged information. We need to focus on Allie’s strengths and not just look at what she needs work on. Some of her strengths are; good phonological processing and decoding of words, strong memory for math facts and procedures such as subtraction, also one of her hobbies is drawing because her mom is an artist. She likes to collect all sorts of things especially postcards. Her teacher says that her daydreams a lot during story time and becomes bored with a lot in the classroom. If we try connecting things that she is interested in with the readings and activities in class it may keep her attention and

interest. The most crucial areas that we need to work on with Allie are math because she gets confused when reading a word problem and reading division problems. She doesn't seem to want to speak up in class but is fine when working in small groups especially with her closest friends. When her teacher asks a question, she often needs the question repeated or when she does raise her hand she will forget what she was going to say. The other big issue is that she recently received a "needs improvement" on her report card for reading. Her mother says she has no problem sounding out words but she may have trouble remembering what she is reading which is her receptive language.

Some strategies that we can use in our classroom is to connect a word and its meaning to the students' current knowledge and prompt students to describe their experiences related to the word, assign independent practice activities; challenge students to select new vocabulary words to learn independently and prompt students to use their new vocabulary, providing praise and other forms of reinforcement when students' speech and writing contain new vocabulary, and having students self-record how often they use new vocabulary. Some things that her parents can do to help would be work on extra word problems to help strengthen her math skills. By doing a few problems every night will help. Also they can make flash cards with pictures on them and she can make sentences out of them and when she's done, she can read it out loud.

