

Learning Task 4

Case Study: Option 1

Besart Hysniu

2023 June 13

EDPS 690

Shayla Richards

University of Calgary

Step 2: CLARIFYING THE PROBLEM

Winter's primary challenges are twofold. Firstly, they exhibit a literacy skill discrepancy: robust oral comprehension despite struggling with reading aloud and independently. This is evident as Winter answers comprehension questions promptly when others read to them. Secondly, their disruptive behaviors—like tearing papers or leaving the room—suggest frustration during reading tasks. Their ADHD's role in these struggles isn't fully clear, as we have limited information and are assuming no prior interventions.

As part of the Intervention Assistance Team (IAT) I would examine factors such as their home environment, social interactions, or sensory issues. However, assuming our data is accurate, these issues don't significantly impact Winter's difficulties. Hence, our key area of focus should be the identified literacy skill disparity, and by addressing it we may see if the behaviour served the function of avoiding academic challenges or in reaction to such demands. As a team, we'll aim to create interventions enhancing Winter's reading abilities and by proxy managing their frustration responses more effectively.

STEP 3: OBTAINING BASELINE DATA

Examining Winter's current situation, I wanted to understand where their performance is at now, and in this way identify the gap that exists between where Winter is currently at, and the expectations of where they should be. Here is a proposed methodology:

- 1. Review of Existing Records:** Begin by reviewing Winter's school-based team notes and prior assessments. Desirable records would include psychoeducational evaluations, reading tests, decoding evaluations, and ADHD medical records associated to the diagnosis. However, we'll assume the information is limited to only what we received in the referral.

2. Classroom Observations: Next, I thought of observing Winter in their classroom while they engage in reading tasks, peer interactions, their responses to teaching methods, and any signs of distress. These insights would contextualize the record review, highlighting the gap between Winter's current and desired performance.

3. One-on-One Session Observations: I aimed to observe Winter's sessions with the literacy interventionist. By observing their struggles with reading tasks, attitudes toward individualized instruction, and the effectiveness of current intervention strategies would provide me (and the IAT) with valuable information towards what interventions may work. I can see how Winter may have some difficulty here, since they do not seem to respond well to a 1:1 situation, so having another person in the room could elicit more behaviours from them. Let's imagine this was tried and Winter completely shut down.

4. Interviews: I decided to interview Winter's classroom teacher, literacy interventionist, parents/guardians, and Winter themselves. These discussions would give different perspectives on Winter's reading struggles, behavioral issues, and attitudes towards reading and school. Questions mentioned earlier would guide these conversations.

5. Additional Direct Assessments: Based on records, observations, and interviews, further direct assessments I would have liked to see are an updated SLP report and possibly have an OT observe Winter in their environment. Any additional evaluations for phonological awareness, decoding, and comprehension that could be done by the interventionist or classroom teacher would be beneficial in quantitatively gauging Winter's reading skills. However, for this case, I assume we cannot conduct them due to Winter's refusal, resource or time limitations.

STEP 4: CONDUCTING AN ECOLOGICAL ANALYSIS OF THE PROBLEM

Our Intervention Assistance Team (IAT) includes Winter's parents, the teacher, literacy interventionist, school psychologist, potential occupational therapist and speech pathologist, administrator, and counselor. The identified problem is Winter's reading difficulties and resistance to intervention. They struggle with phonemic manipulation, shown by difficulties in blending, segmenting, reading aloud, and recognizing sounds. Possibly related to their ADHD, Winter's behavioral issues may reflect frustration over reading struggles—our hypothesis. We have considered Winter's environment, social interactions, and potential sensory issues and assume stability. Yet, reading difficulties persist, becoming more noticeable in grade 5, with reading embedded throughout the curriculum. Noting Winter's technical proficiency, they've devised strategies like screenshotting textbooks and using text-to-speech, demonstrating resilience. Our anticipated outcomes aim for improved reading skills, better self-regulation, and increased cooperation with the interventionist, enhancing Winter's academic experience. We plan to critically assess potential solutions for practicality given our resources. As the IAT, we will engage in active discussions, guiding decisions by research, data, and Winter's unique needs—requiring ongoing monitoring, reflection, and adjustments.

STEP 5: ALTERNATIVE INTERVENTION STRATEGIES

Considering Winter's needs and context, we've identified three potential intervention strategies.

Strategy	Pros	Cons	Fit
Modified Targeted Phonics Instruction + '2 by 10' Strategy	Enhances reading skills, builds rapport between Winter and the interventionist	Depends on Winter's participation and the interventionist's balanced approach. Risk of singling out Winter	Our school and parents at home can apply this strategy, improving Winter's learning environment

Strategy	Pros	Cons	Fit
Incorporating Executive Function Skills in Teaching	Helps manage academic workload with visual aids and task breakdown, potentially reducing reading frustration	Requires time, effort, training for teachers. Effectiveness may drop without outside-classroom application	Professional development sessions can train teachers; similar strategies at home would provide consistent reinforcement
Buddy Reading Program	Encourages reading through social elements, peer modeling. Assigning Winter as a reading buddy can boost self-efficacy	Relies on careful group matching. Potential off-task behavior or bullying without supervision	Aligns with school's collaborative learning focus. Parents can encourage similar reading activities at home

The ideal intervention for Winter will likely involve a combination of these strategies, each tailored to their needs, and utilizing available school and home resources. Most importantly, we need a buy-in from Winter for any of these interventions to work.

STEP 6: SELECTING INTERVENTIONS

For the purpose of this scenario, let's assume that our IAT selected two main strategies for Winter: the "Modified Targeted Phonics Instruction with a '2 by 10' strategy" and "Incorporating Executive Function Skills in Classroom Teaching." The first aims to improve Winter's reading skills and reduce their resistance to intervention, while the second targets their executive functions, essential given the available ADHD diagnosis. These methods will be supported by a Buddy Reading Program, providing social motivation and extra reading practice.

We believe this combination effectively addresses Winter's unique needs.

School-based interventions require collaborative decision-making by the Intervention Assistance Team (IAT). Comprising a psychologist, a literacy interventionist, a classroom teacher, a school administrator, counselor, Winter, and their parents, the IAT must acknowledge the unique insights each stakeholder provides.

Parents' intimate understanding of Winter and their legal and ethical veto power are pivotal. Their buy-in not only determines intervention implementation but also contributes to its success. Also important are the professional insights from Winter's teachers, psychologist, and other school staff, supplementing parental understanding with educational expertise. In this collaborative process, it's about reaching a consensus that is in Winter's best interest. The intervention choice needs to reflect a delicate balance between parental insights, professional expertise, Winter's assent, and their personal needs. This balance is vital to ensure that the intervention is effective, feasible, and well-suited to both Winter's school and home environments. Thus, the collective decision of the IAT, respecting Winter's autonomy and the parent's final say, will be most effective in supporting Winter's academic growth and personal well-being.

STEP 7: INTERVENTION PLAN

The IAT proposes a detailed intervention plan to boost Winter's reading skills and self-regulation, which includes:

- 1. Buddy Reading Program:** Winter will be partnered with a younger student three to four times a week for supervised Buddy Reading (Vaughn & Bos, 2016, p.232) sessions.
- 2. Modified Targeted Phonics Instruction + '2 by 10' Strategy:** Structured phonics instruction will aid Winter in connecting sounds to letters and word decoding. Recommended evidence-based interventions include "Elkonin Boxes" and "The Ship is Loaded With" (Burns et al., 2017, pp. 148-151). Concurrently, daily "2 by 10" chats will build a positive relationship with the interventionist (Woolf, n.d.).
- 3. Incorporating Executive Function Skills in Teaching:** Visual aids and task breakdowns (Dawson & Guare, 2010, p. 95) will be implemented in the classroom to help Winter manage

their academic workload and improve their organizational skills, potentially reducing reading-related frustration.

Roles and Responsibilities	
Parents/Guardians	Support the plan at home, encourage peer reading.
Classroom Teacher	Supervise reading sessions, monitor Winter's performance.
Literacy Interventionist	Provide targeted phonics instruction, engage in daily '2 for 10' chats.
School Psychologist	Monitor Winter's emotional wellbeing and progress, adjust strategies as needed.
School Administrator	Ensure necessary resources, facilitate school-wide support.
School Counselor	Offer emotional support to Winter, facilitate parent communication.

Timeline for Implementation and Review	
Weeks 1-2	Initiate interventions, '2 for 10' chats.
Weeks 3-4	Adjust as needed. First contract review.
Weeks 5-8	Ongoing implementation, monitoring, bi-weekly IAT meetings.
Week 9	Mid-intervention reading and behavior assessment.
Weeks 10-12	Further adjustments based on assessment.
Week 13	Final intervention assessment. Determine future steps.

Assessment Criteria	
Improved phonemic awareness	
Enhanced engagement with literacy interventionist	
Improved self-regulation, better organizational skills, and task management reflecting the EF strategies incorporated	
Positive feedback from Winter, parents, educators	

Potential Adjustments	
If progress is lacking, the IAT may adjust interventions—like word building or Graphosyllabic Analysis (Burns et al., 2017. pp.155-162), increasing intensity, or involving additional professionals.	

The plan aims to address Winter's unique needs and foster academic and personal growth, evolving with their progress. This iterative, collaborative approach ensures the intervention remains effective, relevant, and supportive of Winter's success.

References

Burns, M. K., Riley-Tillman, T. C., & Rathvon, N. (2017). *Effective school interventions: Evidence-based strategies for improving student outcomes* (3rd ed.). Guilford Publications.

Dawson, P., & Guare, R. (2010). *Executive skills in children and adolescents: A practical guide to assessment and intervention* (2nd ed.). Guilford Press.

Vaughn, S. R., & Bos, C. S. (2016). *Strategies for teaching students with learning and behavior problems + enhanced Pearson Etext with video analysis tool access card*. Pearson.

Woolf, N. (n.d.). *2x10 relationship building: How to do it (and why it works!)*. Panorama Education | Supporting Student Success. <https://www.panoramaed.com/blog/2x10-relationship-building-strategy>