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Using Literacy to Create Individualized Instruction Plan for a Struggling Learner

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Summary of Project

This project/case study takes place during the practicum. The candidates in our program are working with two students. This particular candidate worked with two high school students. In this paper the candidate will focus on her work with one adolescent learner. The candidate provided an initial literacy assessment; a total of 9 assessments were used (including student and parent interviews).

The goal was to create a comprehensive case study that eventually would lead a series of interventions to create individualized goals and an instructional plan tailored to the student’s strength and challenges. The student, who was entering ninth grade, was developmentally delayed and read on a second grade level.

Instruction was then driven by three goals, to increase engagement, improve reading comprehension, and develop oral communication.

The instructional plan was to build upon student strengths to develop her reading comprehension and oral expression. The candidate used varied instructional techniques and modalities of learning; for example, responding to leveled texts through drawing, photo collages, and discussing popular adolescent television series through speaking and writing. Each week, her progress was displayed on a poster, allowing her to reflect upon her own learning progress (see picture below).

Finally, patterns of achievement were determined at the end of the study. Suggestions of assistance for both school and family were also included.

Assessment Results - Reading

<table>
<thead>
<tr>
<th>Performance Type</th>
<th>QRI Word Fluency</th>
<th>QRI Oral Reading Comprehension</th>
<th>Leveled Passage Comprehension</th>
<th>Orton-Gillingham</th>
<th>Peabody Picture Vocabulary Test</th>
<th>Grade Vocabulary Test</th>
<th>QRI QRI-5 S-Word Lists</th>
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<tr>
<td>Read Test</td>
<td>17</td>
<td>28</td>
<td>40</td>
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<td>70</td>
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<td>Read Test, 3rd</td>
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Assessment Results - Speaking, Listening, and Writing

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<th>Performance Type</th>
<th>QRI Listening Comprehension</th>
<th>Oral Fluency</th>
<th>Oral Reading</th>
<th>Oral Writing</th>
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<td>Oral Test</td>
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<td>Reading Test</td>
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<td>Writing Test</td>
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</table>

Reflection from the Candidate

The case study was an invaluable learning experience during which I learned importance of using a student’s strengths and interests to create instructional methods, goals, and suggestions for continued assistance. Most students are well aware of what they are not good at, and these weaknesses always seem to overpower their strengths in the classroom. A student may not be a skilled reader, but they thrive in environments where they use art and visuals to learn. If an instructor fails to take note of this, their student will not be supported and failure is often inevitable.

Tracking my student’s progress during the case study also taught me that success and growth reveals itself in non-traditional ways. Perhaps a student’s reading level did not improve dramatically, but the student was able to overcome a fear by public speaking or become more open and honest with their instructor in the course of a few weeks.

Finally, I learned that while assessment results are a critical aspect of a student’s profile, the parent and student interviews may be of even more importance in a case study. So much about a student can be learned when an instructor inquires about their home life, habits, interests, and talents. Student and parent interviews taught me the environments my students work best in as well as their attitudes towards learning. Parents are also able to reflect on their child’s growth over the course of several years, which is nearly impossible for a classroom teacher who is meeting a student for the first time.

Data and Analysis

- Assessments Used: QRI-5 S Misuse Analysis, QRI-5 S Oral Reading Comprehension, GRADE Passage Comprehension, QRI-5 S Word Lists, Peabody Picture Vocabulary Test, GRADE Vocabulary Test, Wordless Picture Book, Free Writing Sample, and Text-Based Writing Sample
- Analysis: Student falls below grade level for reading, writing, listening, and speaking.

Goals and Instructional Plan

1. Help student improve oral communication and speaking skills through positive reinforcement and confidence building. This was developed through instructor support, positive reinforcement, art activities, and frequent oral communication.
2. Engage student in writing activities relevant to her interests. This was developed through writing personal narratives, watching videos, and choosing relatable non-fiction texts.
3. Practice working with first and second grade level texts to increase reading comprehension. This was developed through both oral and silent reading of texts coinciding with student’s reading level. Drawing was also used as a means of responding to texts.

Summary of Student Growth Post Assessment

- **First Goal:** The student attained moderate growth in the area of oral expression and communication. With each session, she became more willing to speak and communicate with the instructor.
- **Second Goal:** The student attained moderate growth in the area of using writing to express herself and connect to texts on a personal level. She wrote several personal narratives and drawings depicting her experiences.
- **Third Goal:** The student attained little growth in the area of reading comprehension. She was eventually successful at answering basic comprehension in a first grade level text with little teacher support, but struggles with second and third grade level texts.

A detailed list of reading and writing activities were created to further aid in the growth of the student both at home and in school.

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Professor Anne Palmieri, Supervising Professor