For the Final Case Report (FCR), the <u>Summary and Interpretation</u> section remains the same. A "<u>Treatment Plan and Progress</u>" section is added at the end. Here is an example:

<u>SUMMARY & INTERPRETATION</u>

XXXXX was brought to this center by her mother, who was concerned about her ability to read words and about her reading comprehension.

XXXXX was assessed on January 26, 2014 with a battery of tests that is often used to identify and define language-based reading difficulties and developmental reading disabilities.

XXXXX's articulation was characterized by a /w/ for /r/ substitution. Her overall intelligibility was judged to be 90% to both known and unknown listeners. Her voice and fluency were judged to be within normal limits on the day of testing.

XXXXX's language measures ranged from the low/moderate to average range of functioning upon standardized testing. Relative strengths were noted in the areas of understanding the relationships between words based on meaning features, function, or place and time of occurrence.

Upon informal observation of her reading and standardized testing, she exhibited signs of a language-based reading difficulty, characterized by below average reading fluency in the presence of below average scores in the areas of phonological awareness, phonological memory, and alternate phonological awareness and very poor rapid symbolic naming. Phonological awareness, phonological memory, and rapid naming are important language-based pre-requisites to decoding and reading comprehension. This, combined with her decreased ability to understand information presented both in an oral format and in a written format on the *WJIV*, is indicative of a mixed decoding/comprehension deficit as part of a generalized language-based reading problem.

XXXX's overall language ability, combined with her phonological awareness and rapid naming abilities, will negatively impact her ability to both successfully decode and comprehend during reading, which will affect her ability to successfully access the core academic curriculum at school. The following treatment plan was developed to address these weaknesses.

<u>TREATMENT PLAN AND PROGRESS</u>

A semester of language-based therapy was recommended at this Center. Hourly sessions were conducted biweekly from March 1, 2014 to May 3, 2014. XX's cooperative nature and her supportive family were factors that contributed to her overall therapy outcomes.

<u>GOAL 1: Increase oral language abilities through narrative exercises that emphasize grammar and syntax.</u> *Goal in Progress*

<u>Objective 1</u>: Given books or reading passages read to her or ready silently, XX will increase her ability to retell and sequence a story by stating the characters, setting, problem, at least two sequenced events, and a solution with 80% accuracy on 4/5 trials. Objective Partially Met.

Progress and Procedures: At the beginning of the semester, XX was able to recall the character and setting of short books or reading passages read to her or read silently with 40% accuracy. She was unable to state the problem and solution and she could not provide any sequenced events. Through the use of an oral narrative storyboard with story-specific icons paired with several grade appropriate stories read to her orally, she was able to identify the character, setting, problem, and solution to books read to her with

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80% accuracy on 4/5 trials by the end of the semester. She could not provide more than one sequenced event from a story, however.

Objective 2: **When presented with a set of 10 incorrectly written sentences related to sequenced events from a previously read story, XX will improve her use of correct grammatical morphemes and sentence structure by providing missing verbs from the sentences and rearranging them into the correct syntactical structure with 80% accuracy on 4/5 trials.** *Objective in progress*

Progress and Procedures:
At the beginning of the semester, XX was able to correct given sentences with 40% accuracy. For example, she wrote 'waked' for 'woke' and 'everyone were' instead of 'everyone was.' She began working on syntax and correct verb usage using clinician-devised worksheets. By the end of the semester, she was able to correcty sequence sentences with 80% accuracy on 4/5 trials. She was able to correctly provide the missing verb with only 60% accuracy. Particular difficulty was noted with irregular verb forms.

GOAL 2: Strengthen phonological memory through a hierarchical phonological awareness program. *Goal in progress*

Objective 1: **XX will complete a hierarchical set of phonological awareness activities at the word level with 80% accuracy on 2/2 trials.** *Objective met*

Progress and Procedures:
At the beginning of the semester, XX completed a set of 20 word level phonological awareness probes with approximately 25% accuracy. Through use of the *Sourcebook of Phonological Awareness Activities IV*: *Curriculum Relevant Literature* (Goldsworthy & Pieretti, 2014), manipulatives, and verbal guidance, XX worked through a hierarchical set of 5 phonological awareness activities at the word level. She was able to complete 4 of these 5 activities at the word level with 80% accuracy on 2/2 trials without the use of manipulatives by the end of the semester (Counting Words, Identifying the Missing Word in a Phrase or Sentence, Supplying the Missing Word as an Adult Reads, and Rearranging Words). While she continued to demonstrate difficulty with Identifying the Missing Word from a List (60% accuracy), this activity is heavily memory dependent. This objective, therefore, is considered to be met.

Objective 2: **XX will complete a hierarchical set of phonological awareness activities at the syllable level with 80% accuracy on 2/2 trials.** *Objective partially met*

Progress and Procedures: At the beginning of the semester, XX completed a set of 20 syllable level phonological awareness probes with approximately 30% accuracy. Through use of the *Sourcebook of Phonological Awareness Activities IV*: *Curriculum Relevant Literature* (Goldsworthy & Pieretti, 2014), manipulatives, and verbal guidance, XX worked through a hierarchical set of 6 phonological awareness activities at the syllable level. She was able to complete 5 of these 6 activities at the syllable level with 80% accuracy on 2/2 trials without the use of manipulatives by the end of the semester (Syllable Counting, Initial Syllable Deleting, Final Syllable Deleting, Initial Syllable Adding, and Final Syllable Adding). She was only able to complete the Syllable Substituting activity with 50% accuracy.

Objective 3: **XX will complete a hierarchical set of phonological awareness activities at the sound level with 80% accuracy on 2/2 trials.** *Objective not attempted due to lack of time.*

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GOAL 3: Improve reading fluency by improving visual recognition of word families (major and minor phonograms in activities practiced to high levels of automaticity). *Goal in progress*

Objective 1: Given words created from 37 commonly occurring word families, XX will read and sort the words into "word family piles" with 80% accuracy on 4/5 trials, increasing her sorting time on subsequent attempts. *Objective in Progress*

Progress and Procedures:
XX was able to increase her speed in word family sorting. Five word families were targeted (-ab, -an, -ack, -est, and –en). At the beginning of the semester, XX consistently demonstrated difficulty recognizing a word family despite multiple uses of orthographic representations of the word family, including turning the word wheel, decoding onset and rime cards, and writing words including the word family on the chalkboard. A baseline sorting score could, therefore, not be obtained. As the semester progressed, XX enjoyed being timed and timing the clinician to "race" during the word family sorts. While some word recognition difficulty persisted, it was noted that by the end of the semester, she was able to sort piles of 10 words containing words created from the 5 word families with increasing speed (185 seconds down from 250 seconds) on 6/10 trials.

RECOMMENDATIONS:

Continued therapy at this Center is recommended. Future goal development may include, but would not be limited to, the following areas:

1. Strengthen XX's ability to analylze, sequence, and comprehend, curriculum-relevant text that she reads independently without the use of specific icons.

2. Improve XX's ability to create grammatically correct sentences with both regular and irregular verbs.

3. Master Syllable Substituting and complete a hierarchical set of phonological awareness activities at the phoneme levels.

4. Improve XX's ability to create grammatically correct sentences with both regular and irregular verbs.

5. Improve reading fluency through continued visual recognition of word families that include both major and minor phonograms.

_____   _____
Sam Speech, BS   Laverne Language, M.S., CCC-SLP
Graduate Clinician   Clinical Instructor
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