

Running Head: Case Study Report

Next Steps Reading Clinic Case Study Report
Westminster College
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Case Study Report

1. Summary and analysis of the student's foundation for reading success at baseline.

Kyle is 9 years old and going into 3rd grade. At the beginning of my time with him at the URRC he was reading at a G1 Mid in the Next Steps Practicum. Kyle was reading 60 words per minute at a 90 percent accuracy. I found out early that Kyle was reading at a good pace but was missing words while he was reading often. For his current grade level Kyle should have been reading at a 94 percent accuracy with 70 words per minute.

I noticed that he would often skip words or take the first letter of the word and guess the rest of the word rather than reading it. This is where a lot of his errors occurred during his timed readings with me. Kyle never had any problems with comprehension. Everything that he read, he was able to tell me exactly what had happened in the particular story.

As for the word study portion of the clinic, Kyle came in and tested to be on Mixed Short Vowels.

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2. Summary and analysis of the intervention.

The lesson plan that I have learned to follow at the URRC was extremely helpful to learn before meeting my students. It is mainly focused on having the students read nonstop for 25 minutes every day. I think this is why Kyle made fast improvements at the

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beginning of my time with him. He got the practice everyday that he wasn't getting in school or at home.

A portion of the assisted reading that we began with everyday focused on Kyle echoing me as I read. This gave him a good sense of pacing and inflection that he should practice and strive for in his personal reading. He would then read solo for a portion and then I would time him for 100 words within the passage to get a feel for how accurate he is reading and how fast. Doing this everyday with him would show me what improvements he was making and what we still needed to work on together.

We would then move on to the word study part of our time. In this "kit" I have many words that are decodable for the student to recognize and practice on a daily basis. They are organized and divided by vowels. This was a strong suit for Kyle. He loved this portion of our time together because he would fly through it and he increased levels about 3 times! With these certain words we would play games, figure out vowel patterns and sounds, and tap them out with our fingers when the words got a little difficult. By the end of the practicum Kyle moved up to "core O" vowels.

We would end each session with a repeated reading. This was a section of text that Kyle had read previously the day before or maybe even that same day. This was a familiar text that he focused on getting as many words per 2 minutes as he could while still being as accurate as possible throughout his reading.

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3. Summary and analysis of the student's reading abilities at posttest.

Kyle's overall reading skills improved throughout his time with me. He learned to read every word as best as he could when he came to it, he learned how to tap out those words that were difficult

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for him, and he also learned to slow down a little bit so that he was really comprehending and getting every word on the page.

The interesting thing that I came across with Kyle was when I moved him up to G2 Mid he completely shut down. The content in the passages was way too hard for him and his reading accuracy and wpm (words per minute) became significantly lower every day. I made a lateral move in the books from the publisher Holt to the publisher Laidlaw and there was no improvement. By the last week of the practicum we had decided to move him to AI's books. These were smaller stories with the same level vocabulary as the G2 Mid content. There are a lot of students that struggle with the jump from G1 End to G2 Mid. In the end, the people in charge of the clinic had a feeling that Kyle might have dyslexia. I am glad that this has been found early in his life so that he can have help and intervention before he got too frustrated with reading.

4. Summary and reflection of your own teaching practices.

As an educator, I have learned so much from this clinic. Going into this class I thought that I at least knew some sort of way to teach reading, but after going through

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this I feel like I really knew nothing before! There are so many little tricks and tips that the clinic has showed me that I will never forget for my teaching. These include teaching tapping out decodable words to students, how to correct students when they make a mistake while reading (having them go back and read the full sentence again), and also finding patterns and words that are messing kids up while they are reading, writing them down, and making flashcards for them to practice. These simple things helped both students that I had at the URRC and I believe they will help struggling readers anywhere.

I learned how to do this intervention in small group settings. This is where I was really encouraged because this showed me that I could use this in my own classroom in the future. I learned that in order for it to be most effective you should make small groups of odd numbers, 3 & 5. For example let's say you have 3 students then 2 students can work together while you have a focus student throughout the session. I love this idea and I will definitely be implementing it into my future classroom.

The one very important component that I learned in this practicum was the importance of letting the student read for 25 minutes of your 40 minutes together. Of course this would make sense because in order to get better at reading students need to read more. I never really understood or knew what a process and skill it is to teach reading and I am thankful that I can now take this skill with me.