

**Artifact 2: Reflection**

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## Case Study Reflection

### Overview

This assignment's purpose was to build a deeper understanding of a student's reading needs and then develop an instructional and intervention plan to meet those needs. Once the student was identified, they were assessed in the five areas of reading using the assessment tools discussed and reviewed in the course. This assignment was completed over a seven-week period using a case study format. The results of the case study and the intervention plan are outlined in the written artifact.

### Revisions

Based on the feedback from the instructor for this course, there were additions made to this artifact. In the paragraph on page 4 the results from a CORE vocabulary screening are discussed. It was added that based on the results, the student may benefit from a Tier 2 or Tier 3 vocabulary intervention. Furthermore, the vocabulary being studied should be aligned with the informational text used in the lesson. In the artifact, an effort was made to make alignment between vocabulary and comprehension instruction clearer in lesson plans.

### Reflection

The name of the student in this study was changed for confidentiality reasons. The student in this study was previously diagnosed with Dyslexia and struggled with paying attention in the classroom. This study also noted that Elsa, the student, completed all of the

Take Flight Dyslexia intervention program by the end of her fourth-grade year of school. The study was completed during her fifth-grade year of school. Elsa had many areas of strength outside the classroom and goals of what she wanted to do once she graduated high school.

At the time of this study, I had been the middle school pull out ELA teacher for five years. Throughout this time, I noticed a trend begin to emerge. I realized that the students I taught were coming into fifth grade with adequate decoding and spelling skills if they could easily apply a decoding or spelling rule. In contrast, students like Elsa continued to struggle with vocabulary and comprehension. This observation seemed to be supported by this case study and the assessments that were used.

With the information the reading assessments provided in this case study and in the everyday classroom. Teachers can determine where students need more support or instruction. In Elsa's case, it was determined that she needed direct and explicit instruction in areas such as vocabulary and comprehension. Instructional aids such as anchor charts, graphic organizers, and other visuals could also increase comprehension. Continuing to teach phonics rules and decoding strategies to students like Elsa can enable them to make progress in both the special education and general education classroom settings. Finally, teachers need to be sure that research-based interventions are being used when implementing Tier 2 or Tier 3 comprehension and vocabulary instruction.