

Case Study Interventions

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I have no known conflict of interest to disclose.

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What are the student's weaknesses in reading, as identified from the case study?

For this case study, the student, Ethan, is a 13-year-old 7th grader who is below grade level, as his word count is below 100 words per minute. Based on the miscue analysis and the graphs, it seems that Ethan is struggling with the ending sounds in words, or just seeing the beginning of a word and guessing to move along faster in his reading. I would recommend that Ethan be moved to Tier 3 intervention, focusing on ending sounds and word accuracy, to see if he is guessing (Overton & Jordan, 2023).

What are the student's weaknesses in reading, as identified from the graph?

The graph shows that Ethan has not met the criteria of four consecutive data points above the line of progression. His words per minute are not on grade level at this time (Reed, 2023).

How do these data correlate?

Given the data of the universal screeners and other information, Ethan is not showing progress with the interventions nor is he performing near grade-level expectations, which shows that he is below grade level. It seems that Ethan could be guessing the words because he seems to be reading the beginning of the words correctly, except for the high-frequency words. He may just be guessing and filling them in with what makes sense to him as he goes, reading faster out of frustration and wanting to move on (Overton & Jordan, 2023).

How do the following components—phonological awareness, phonics, fluency, vocabulary, and comprehension—contribute to Ethan’s struggles in reading?

Ethan shows phonological awareness and phonics difficulties with the endings of words. Fluency is also an area of concern, as he is mixing up some high-frequency words with substitutions. Considering the errors made with phonological awareness and fluency, Ethan would also have difficulty with comprehension of what he is reading because of the lack of accuracy in his reading (Dilgard & Hodges, 2022).

Using all data, what reading intervention strategies could be used to improve Ethan’s specific weaknesses in reading for a middle school student?

Systematic phonics instruction—explicit letter-to-sound correspondence and blending sounds to read or spell words correctly. Learning to do this will help Ethan recognize new vocabulary and improve his comprehension (Brock, 2023). We should start with the letter-sound correspondence, then move to blending ending sounds of words that may be in his upcoming text in class. It would be beneficial to pre-teach vocabulary and use curriculum-based texts while doing this intervention so that Ethan can have practice with reading and re-reading the information that he will be learning in core classes. This will increase his fluency as well as his comprehension (Reading Rockets, 2015).

- Teaching different word families (endings)—this could be a kindergarten lesson where students match words based on their endings or rhyming words (bat, cat, fat) to show that words have patterns.

- Teaching the difference between phoneme, grapheme, blends, digraphs, trigraphs, and how they represent one sound.
- Teaching different syllable types in first grade, and common syllable division patterns beyond first grade—to help students understand the different vowel sound variations and how word meaning can change with prefixes or suffixes.
- Multisensory lessons—using listening, speaking, reading, and tactile or kinesthetic activities to help students attend to the sequence of letters in printed words. This can scaffold instruction for struggling readers (Dilgard & Hodges, 2022).

Fluency Interventions:

- Student-adult reading—the adult reads first, providing a model for fluent reading, then the student reads the same passage to the adult.
- Audio-assisted reading—the student follows along with the story the first time, then goes back and rereads the passage with audio support.
- Partner reading—paired students take turns reading aloud to each other. Fluent students can be paired with those still working on the skill to model and provide feedback (Reading Rockets, 2015).

What type of evidence-based program (corrective reading program) could be used for Ethan that supports interventions that include all of the foundational components of reading?

Orton-Gillingham – IMSE. This structured, multisensory approach integrates phonemic awareness, phonics, vocabulary, fluency, and comprehension in a way that is particularly helpful for struggling readers, like Ethan (Overton & Jordan, 2023).

How could the parent be involved with the interventions?

Parents can support Ethan by creating a reading-rich environment, setting aside regular time for daily reading, providing access to materials, modeling reading, and maintaining open communication with the teacher (Brock, 2023).

What assessment(s) could be used to progress monitor the reading progress of this student?

- Curriculum-Based Assessment (Oral Reading Fluency) – to track accuracy and fluency.
- Maze Assessment – to evaluate comprehension by having the student fill in missing words.
- Running Records – to identify specific miscues and reading patterns.
- DIBELS – to measure progress in core areas like fluency and phonics (Overton & Jordan, 2023).

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