Case Study of Phonological Awareness and Narrative Intervention

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CASE STUDY OF PHONOLOGICAL AWARENESS AND NARRATIVE INTERVENTION

by

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Thesis submitted in partial fulfillment of the requirements for the degree of

DEPARTMENT HONORS in

The Department of Communication Disorders and Deaf Education

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Sonia Manual-Dupont

Director of Honors Program

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UTAH STATE UNIVERSITY
Logan, UT

May 2006
My Senior Thesis was a year long case study. I provided Phonological Awareness Training and Narrative Intervention to a seven year old girl, S.C., diagnosed withMuscular Dystrophy of a nondenerative type. S.C. has sever speech and physical impairments secondary to the Muscular Dystrophy. She also has visual perceptual deficits secondary to Duane Syndrome (a disorder of visual convergence). Because of her disabilities, S.C. is unable to use speech or sign language as her primary means of communication and an Augmentative and Alternative communication device is required for communication purposes. S.C. currently uses a Dyna Vox 4000 to communicate. This computer features a dynamic screen and speech output. S.C. has been attending clinic therapy sessions at the Utah State University Speech-Language-Hearing Center for two years. The last year I was the primary clinician, I saw S.C. once a week for two semesters.

Phonological Awareness Training was provided in many ways. S.C. was given picture cards to sort into categories based on the vowel sounds. Other examples of sorting tasks were matching spoken words to picture cards, sorting sound petals to complete a picture, and listening for sound discrimination. An activity called "Making Words" was also used. This activity was modified for the client by providing magnetic letters which the S.C. could manipulate by pulling the letters into position with her hands. Focus was also placed on spontaneous sentence creation, and sentence manipulation. Baseline data based on The Developmental Spelling Test was taken and improvements in spelling and phonological awareness were demonstrated.
Narrative Intervention was also provided. Because of the limitations in speech expression, S.C. has a hard time generating answers to questions, stories, and spontaneous stories. The earliest forms of intervention included reading a simple story and then requiring S.C. to copy the form and content of the story using examples from her own life. Later forms of intervention included many different forms of content webs, story maps, and story charts. These were used in the sessions to first as a supplement to picture books were S.C. filled out the charts based on the characters, settings, problems, solutions etc... Once S.C. was familiar with the parts of story, she begin filling out the charts based on events in her own life. From there, spontaneous stories were created and the charts were filled out. Complete stories were later written from the story maps. Baseline Data was based on writing samples taken prior the first intervention. Concluding data was based on a writing sample taken at the last session. Marked improvement in content and story was noted. The Narrative intervention proved to be effective.

My project was presented publicly on May 2, 2006 to students and faculty in the Communication Disorders and Deaf Education program.

Overall I spent over 50 hours planning, preparing, and providing treatment. The experience was very worthwhile and will benefit me greatly as I go onto obtain my master’s degree.
CASE STUDY

Phonological Awareness Training
and Narrative Intervention
Client

• 7 year-old girl
• First Grade
• Uses a Dyna Vox 4000
BACKGROUND

- Severe speech and physical impairments secondary to muscular dystrophy of a nondegenerative type
- Visual perceptual deficits secondary to Duanes Syndrome (a disorder of visual convergence)
- Referred at age 4 years, 7 months to the Utah State University Speech-Language-Hearing Center for a Augmentative and Alternative Communication Evaluation.
Previous Intervention

- Some sign language training to assist with basic needs (ineffective due to severe fine motor limitations)
- Low Technology Augmentative and Alternative Communications Devices

Cannot access the devices independently, receptive vocab exceeded the number of symbols available so cannot generate novel or complex messages
Previous Intervention Continued

- Dyna Vox 4000- High Technology
- 2 years of Speech and Language Intervention at USU clinic

Dyna vox-60 cells, dynamic screen, speech output
Current Treatment

- Client receives therapy once a week at the USU Speech-Language-Hearing Clinic
- Current goals are Phonological Awareness Training and Narrative Intervention
Phonological Awareness Training

- Picture Cards
- Sorting sounds

Show Flower
Phonological Awareness Training

• Making Words
• Silly Sentences

Show Magnet board, silly sentences,
Phonological Awareness Training

Developmental Spelling Test

- back-bak
- lake-lake
- mail-mell
- side-sid

<table>
<thead>
<tr>
<th>Visual Use</th>
<th>Phonemic Use</th>
<th>Transitional</th>
<th>Conventional</th>
</tr>
</thead>
<tbody>
<tr>
<td>146</td>
<td>'ST JEN</td>
<td>'ST</td>
<td>'ST</td>
</tr>
<tr>
<td>341</td>
<td>'ST JEN</td>
<td>'ST</td>
<td>'ST</td>
</tr>
<tr>
<td>146</td>
<td>'ST JEN</td>
<td>'ST</td>
<td>'ST</td>
</tr>
<tr>
<td>146</td>
<td>'ST JEN</td>
<td>'ST</td>
<td>'ST</td>
</tr>
</tbody>
</table>

Used to assess how the sounds
Narrative Intervention

• Early examples of Writing
Narrative Intervention

- Early example of Writing using AAC Device

i.m 7 my naem is

wdk to mom with gramo
to pay
Narrative Intervention

- Finding information from a story

Lives in mountains, eats grass, hay, leaves.

Rolls in mud.

 Drinks water.

Fur: cold, orange, black and white.

Hair babies white brown.

Gentle.

About town story.
# Narrative Intervention

- **Finding Information continued…**

<table>
<thead>
<tr>
<th></th>
<th>Real Llama</th>
<th>Llama, Llama Red Pajama</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lives in a house</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Eats grass</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Drinks water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a mother</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Makes noise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wears pajamas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads books</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Narrative Intervention

• Barrier Games
Narrative Intervention

- Story Mapping Examples

Book Title:...

<table>
<thead>
<tr>
<th>Setting</th>
<th>Middle</th>
<th>Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was a rainy day, we went for a walk.</td>
<td>I found a treasure, everyone was happy.</td>
<td>They found the treasure.</td>
</tr>
</tbody>
</table>

I thought the best was... great 😊 ok 😊 not good 😞.

Because...

<table>
<thead>
<tr>
<th>Characters</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mom, Dad, sister</td>
<td></td>
</tr>
</tbody>
</table>

- I thought the best was... great 😊 ok 😊 not good 😞.

Because...
Narrative Intervention

• Story mapping examples
Narrative Intervention

• Story Mapping Examples
Narrative Intervention

• Story Mapping Examples
Narrative Intervention

- Story Mapping examples
Narrative Intervention

- Writing Sample after Intervention
EASTER

Once upon a time there was a family. Dad and mom were gone. I see a car and I call mom she can't hear me. She on the phone.

Superman unbuckled her seatbelt and got on the floor and walked to the Easter egg. She bonked her head on the carpet and had to go to the hospital.
1. Finished testing

2. Conversation:

   "Do you know owls?"
   "You can't hear"
   "Do you throw up?"
   "It is sick."
   "I dig in the owls."
   "It is dead."
   "I am taking it home."
   "It's in a bag."

3. Game

   Question: "What do you like to do on Rainy Days?"
   "I don't know"; "Play there in the puddles."

   Question: "Tell me your favorite joke."
   "Why didn't the skeleton cross the road?" "Because he didn't have any guts."*

   Question: "Tell me about your Pets"
   "My cat my Lacey died." "I have a cat named Rascel."*

   Question: "Tell me about a dream you've had."
   "I don't remember."

   Question: "Tell me about your favorite foods."
   "My favorite food is Macaroni and Cheese." * "Apple Sauce"

   Question: "Tell me about your favorite movie."
   "Sar Wrs." - star wars

*pre-programmed sentences
Clinic

1. Conversation
   “I don’t want to sit in my powerchair.”
   “I play outside friends”
   “I have a secret”

2. Questions
   Q: Would you rather ride in a car, airplane or boat? Why?
   A: “Car” “I love it”
   Q: What is your favorite cartoon?
   A: “My favorite TV show is dragons.” “Walk”
   Q: Tell me about a time that you were in trouble.
   A: “I kodit (couldn’t) eat cookies.”
   Q: What is your favorite time of day? Why?
   A: “night” “sleep”
   Q: What do you collect?
   A: “Roks” (rocks) “Street”
   Q: Where do you like to shop?
   A: “Toy store”
   Q: Tell me about your friends.
   A: “Kaya has a wheelchair.”
   Q: If you could be an animal what would you be?
   A: “cat because *I have a cat named Rascel.”
   Q: What did you learn about in school?
   A: “Owls”

3. Spelling- Developmental Spelling Test
   
   Back- bak  Stick- sitk  Sink-sig-sik-sink  Side-sid-side
   Lake- lak-lake  Feet- feet  Dress- Dres  Test- tesd
   Mail- mell  Light-list-lite  Peeked- Pex-Pet  Dragon-Dragon
Conversation:

“These are my favorite books”
“Home”
“All the girls have to got Mrs. Knee’s”
“Because we was bad”
“Yell in the bathroom”

Developmental Spelling Test:

Monster- masr
United- younied
Dress- dres
Bottom- botm
Hiked-hat
Human-umen
Eagle-egl
Closed-sod
Bumped-bud
Type-tip

Q: What is your favorite season?
A: “Summer and winter”
   Why summer? “walk”
   Why Winter “nothing”
Q: What are you doing after school?
A: “Home”, “car”, “myself”, “homework”

Q:
A: “Mom”, “five”, “teacher”, “1st Grade”

Q: What are you doing this weekend?
A: “play”, “sleep”
Conversation:

“Paint”
“Paper plate”
“Brown”

Making Words-Lessen 1

Read book “At Home”

Story Sequencing: put pictures in order

Story Chart: Main Character, Problem, Solution

Story Map: Character, Settings, Problem, Solution

Writing own story:

Shawnie’s Story:

Shawnie was at home in the afternoon. She was playing outside with Liz. A bad man came and tried to take Shawnie. Liz yells “Stop!” Shawnie’s dad came out and said, “Go away!” Shawnie says “I want to play again.”
Name ________________________ Date  march 9

Characters:  Setting:
Liz, mom, dad  home
sister

Story Map

Book Title:

Problem:
I'm scared

Solution:
Talk to dad
1. Making Words
   Lesson #2

2. Word families
   Flowers - "an"

3. Word family book

4. Story / personal experience

5. Expanding sentence length

Conversation

"What is in the bag?"

"What is that?"
# Story Chart

**Book Title:**

**Setting:** AT angel's landing

**Characters:** mom, dad, sister, me

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>I first</td>
<td>I played in the yellow, green, blue, and red house.</td>
<td>The end</td>
</tr>
<tr>
<td>played on the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>swing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I thought this book was great 😊 okay 😊 not good 😞

because

---

Name __________________ Date __________________

---

57
Characters: 

- mom, dad, sister, me

Setting: 

- Angela's Landing Park

Problem: 

- because I has cast

Solution: 

- I didn't play in the sand

Book Title: At the playground

Birthday bag
1. Conversation:
   “What are we going to work for?”

2. Making words using letters: i e g g b s t

3. Sorting pictures into short e, i, a sounds

4. Superhero Story
   Name: ABCDEFG
   Powers:
   Fly
   Stand on a playground
   Go a way (disappear)
   Description:
   Girl
   Smart
   Long (tall)
   She is 15
   Brown hair

   Someone told a joke at this point:
   Knock, Knock,
   Who’s there?
   Soup
   Soup who?
   Superman

   Four things the superhero did:
   Play babies
   Helped mom and dad
   Helped Liz
   Helped Shawnie

5. Homework:
   Fill out story map and write out Superhero story.
Character:
- ABCDE
- Shawnie
- Mom & Dad
- Liz

Setting:
- playground

Problem:
fell

Solution:
she helped Shawnie
Her name is ABCDE
She loves you to and
At the playgrand she fell

She said By flying

The end
Clinic April 13, 2006

1. Conversation/ Check Homework
   “I paint eggs”

2. Making Words e i k n s t t
   Problems on sink spelled senk

3. Story Web about Easter

4. Easter Basket Story

   Characters: Mom, Dad, Sister, Morn
   Title: Easter Bunny
   Setting: At my house
   Problem: Mom can’t hear me
   Solution: Dad helps by yelling, “Hi.”
   Beginning: Dad needs help working
   Middle: Mom needs help playing women
   Ending: Sister needs help playing grandma

5. Homework: Fill out story chart and write Easter story
Easter Bunny

Chocolate Candy

Toys - crayons - coloring books

Paint Easter Eggs

Easter Basket

I made an Easter book
1. Making Words
   e i c h k n s t

2. Short i and short e sounds
   rent, tent, sent, bent, shelter, temper, spent, lip, rip, ship, smelt, scent, temple, squint, vent, kilt, flip, sprint, grip, drip, skip, hip, snip, tint, slip, stilt, scrip

3. Barrier Game: Cats
   “Present”
   “Pooh Bear”
   “I have one of these.”
   “It’s pretty”
   “It’s sad”
   “Purse”
   “Black”

4. Description Web: The ocean

5. Story from ocean pictures

6. Silly sentences:
   “The bed”
   “The horse is happy”
   “The house climbed a horse.”
   “The cat climbed a house.”
Ocean

- Sea horses
- Fish
- Seal
- It is shaped like a rectangle
- It is blue
- The ocean has waves
Ocean Story

Characters
Brian, February, Liz (BT)

Setting
The ocean and sand

Main Idea

Beginning
3 kids are rowing a boat.

Middle
February needs help

Ending
OT pulls them safely
Word Web

A web helps you think about a word or a topic. Write a word or topic in the circle. Then write what you know about the word or topic in the boxes.
CHARACTER CHART
Choose a character from the book (or your own story). Then complete the chart.

Name of Book (or Story):

Character's Name:

One thing character did:

One thing character did:

Description of the character:

One thing character did:

One thing character did:
About Town
I go to town every day.
On Monday I go to the Toy Store.
On Tuesday I go to school.
On Wednesday I go and buy applesauce and honey buns and yogurt and macaroni and cheese.
On Thursday I go to the wheelchair playground.
On Friday I go to the movies.
On Saturday I go for a swim.
On Sunday I go to church.
The End