

Artifact #4

Case Study: Final Literacy Assessment and Plan: Reflection

SPED 741: Methods and Assessments: Literacy Interventions for Struggling Learners and
Students with High-Incidence Disabilities

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Reflection: Case Study: Final Literacy Assessment and Plan

Purpose

This course, specifically the Case Study Assignment, provided hands-on experience in integrating assessment, analysis, targeted instructional and intervention planning, and progress monitoring for a student needing literacy support, significantly enhancing my knowledge and skills in literacy intervention. I selected Ace as my target student and used a variety of assessment tools—such as DIBELS Nonsense Word Fluency (NWF), Phoneme Segmentation Fluency (PSF), CORE Vocabulary Screening, and many others—to measure his abilities across the five key areas of reading. The true value of this assignment was not merely in gathering data but in reflecting on what the findings revealed about Ace’s current developmental stage, strengths, interests, and needs. These insights guided the creation of intervention strategies tailored to his unique learning profile, ensuring they were both practical and achievable.

Revision

One of the most transformative experiences for me was the assessment and revision process, which helped me identify and address the gap between Ace’s current abilities and his target goals. Guided by Dr. Rawlins’ insightful feedback, I refined my lesson plans by slowing the pace of instruction, targeting specific vowel sounds and atypical VCe patterns, and incorporating multisensory strategies. This approach allowed me to better support Ace’s phonological memory challenges and ADHD by focusing on intentional letter pattern recognition and building a more enduring phonics foundation. I developed a deeper understanding of the importance of scaffolding and structuring lessons into predictable segments, such as Warm-Up → Phonics → Drills → Guided Practice to provide stability and focus for Ace. This clear and consistent routine reduced anxiety and kept him engaged. To further support his learning, I

integrated multisensory strategies like letter tiles, sand trays, tactile manipulatives, and sound wall visuals, which simplified the cognitive load of complex tasks and aligned with his sensory strengths, making learning more accessible. Additionally, I integrated expressive language supports, such as sentence starters and fluency activity options, empowering Ace to apply phonics patterns independently before receiving additional support. Revising Ace's lesson plan enabled me to craft a holistic, student-centered approach that leveraged multiple sensory channels to promote academic growth and boost confidence. This process underscored the vital roles of planning, feedback, and reflection in advancing both student success and my development as an educator.

What I learned/How it contributes to my development as a special educator

This reflection process and assignment deepened my understanding of intervention design, data-driven decision-making, and the integration of research-backed literacy strategies tailored to student needs. It also reinforced meaningful connections to my teaching philosophy, tiered support systems, and behavior management strategies. Observing Ace's journey provided invaluable lessons on balancing his struggles, strengths, and context to set realistic expectations that foster positive outcomes. Through ongoing interaction and assessment, I identified both Ace's strengths and needs and my own areas for growth as a special educator. This process reinforced the value of flexibility, reflection, and student-centered responsive instruction. I learned how minor adjustments can significantly impact students, particularly those with phonological memory challenges or ADHD. The case study highlighted the importance of data-driven reflection, adaptability, and collaboration in crafting effective, appropriately challenging student-centered interventions. These skills will continue to guide my practice and help foster student growth in reading.