


# Case Study One - Joseph

## Introduction




### Case Study One

#### Introduction

**Name :** Joseph

**Likes:**

- Fishing
- Helping on the farm
- Talking



**Issues:**

- Struggled with high frequency words
- Gussed words
- Poor comprehension
- Disliked reading


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Joseph is a delightful nine year old boy whose likes include fishing with his Dad, helping his Grandpa on the family farm and talking. Joseph can hold his own in conversations with pretty much anyone and has a social confidence well in excess of his nine years.

## Issues

- Joseph struggled with high frequency words – although Joseph would often read other phonetically complex words correctly like elephant and dinosaur, he would struggle with words like it, but, can, I, or ...
- Guessing words – like many people with dyslexia Joseph would look at the first couple of letters of the word and guess. As a result his decoding was inaccurate and comprehension, confidence and fluency were all adversely affected.
- Poor comprehension – Joseph had little understanding of what he was reading.
- Disliked reading – Joseph had very well developed avoidance strategies. He was quite open about his dislike of reading.

## How Joseph uses ReadOn



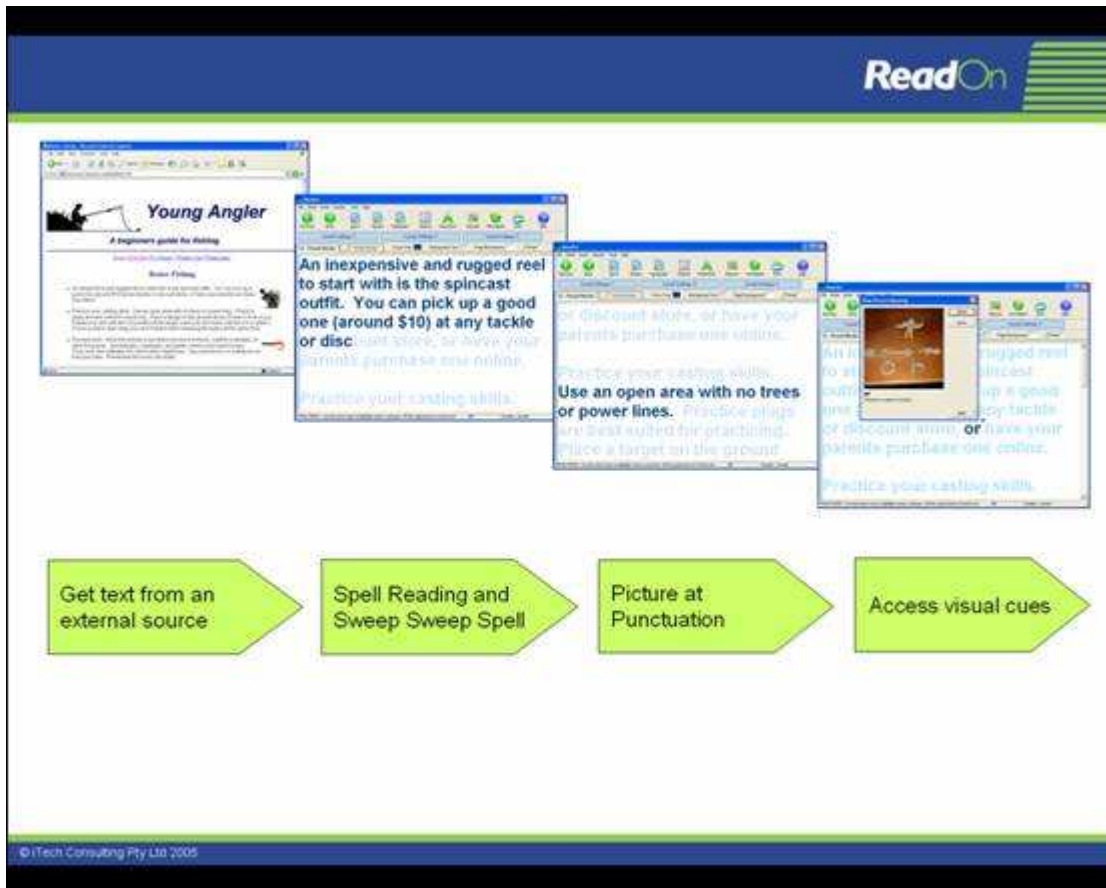
### Case Study One

#### How Joseph uses ReadOn

- Auditory feedback
- Reading Exercises
- As part of his school literacy programme
- Picture at Punctuation
- Word Bank
- Colour and font settings (irlen lenses)

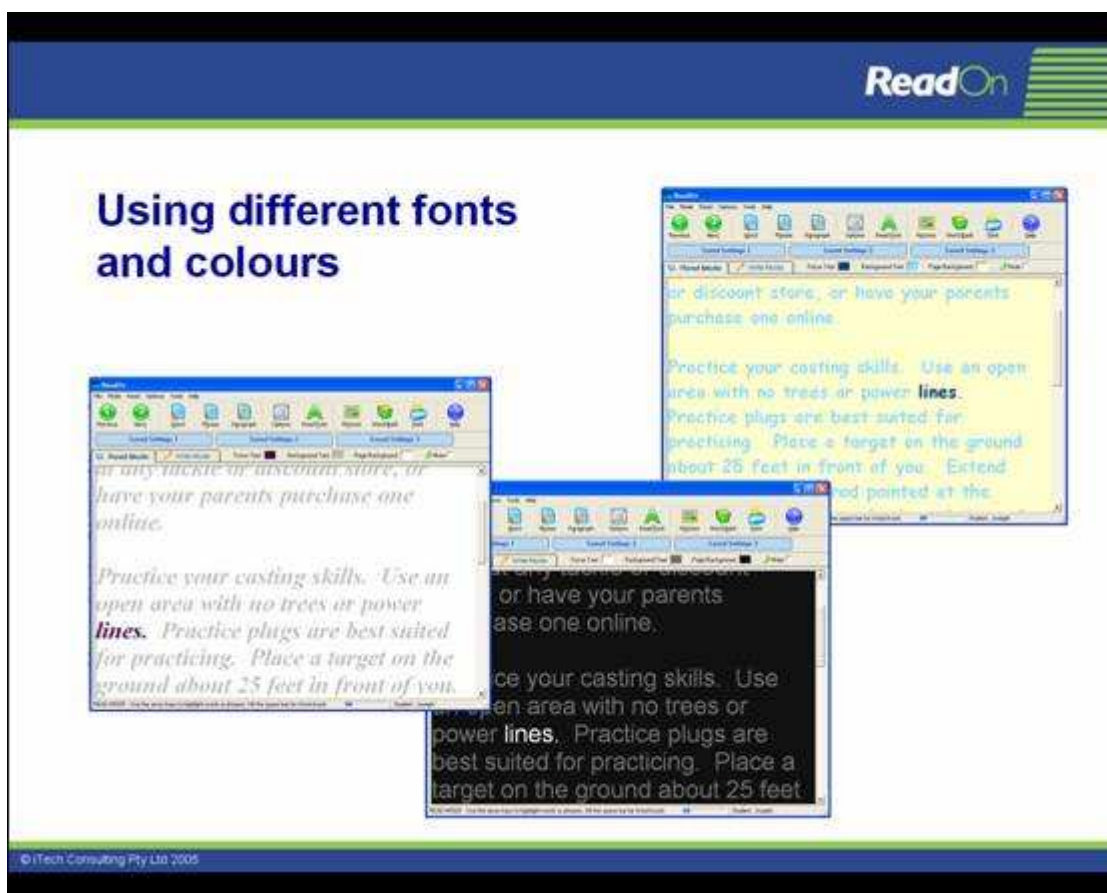
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- Auditory feedback – In order to independently access text of interest, Joseph makes use of the voices included with ReadOn. A turning point for Joseph came when he realised he could access information about fishing using ReadOn and the internet. With the help of his Dad he found a 'Young Angler' site, copied and pasted the text into ReadOn, and without anyone's help listened to the text paragraph at a time.
- Reading Exercises – In order to address the issue of guessing words and not visually scanning the whole word, Joseph uses ReadOn to do the exercise 'Spell Reading'. (The instructions for this exercise are included with ReadOn.) By naming each letter of the word as it is highlighted and then saying the word Joseph is learning to visually scan the text from left to right, and is building up a bank of words he can recognise and decode.




- Word Assist Options – Joseph customises the Word Assist option depending upon his purpose for reading. When reading simply for pleasure he has Word Assist simply read the word. When he is using ReadOn as a learning tool, he sets Word Assist so that it spells the word before reading, so that Joseph practices the decoding strategy of sweeping and spelling the word to assist with recognition.
- Picture at Punctuation – So that Joseph learns to comprehend as he is reading he uses ReadOn for the exercise 'Picture-at-Punctuation'. (The instructions for this are also included with ReadOn) The goal of this exercise is full and complete comprehension. Using the up and down arrow keys on the keyboard, Joseph scrolls through the text phrase at a time. At the end of each phrase he tells his tutor what picture he can see of what he has just read. This stops students from mindlessly decoding text.

- Picture cues – In order to address the issue of not being able to decode or comprehend high frequency words, Joseph creates meaningful picture cues for these words. Using the symbol mastery procedure (instructions included with ReadOn) Joseph looks the word up in the dictionary, comes up with an image that represents the meaning to him, creates the image using clay, digitally photographs the image and then records the image and meaning onto ReadOn. When Joseph comes to that word in a text, a marker appears and if he needs the picture cue he can access it by clicking on the marker.
- Word Bank – Joseph’s teacher and parents use the word bank to identify words for which he may need visual cues to be created and recorded. Joseph also likes to check the word bank at the end of a reading session to monitor his own progress.
- Colour and font settings – Joseph wears the Irlen lenses, and so adjusts the background and text colour in order to make reading comfortable.



- As part of his school literacy programme – Joseph uses ReadOn as part of his school literacy programme. During literacy time he completes the reading exercises on his laptop, and also uses ReadOn to independently read subject specific text.

## How Joseph has benefited from using ReadOn



### Case Study One

#### How Joseph benefits from ReadOn

- Access to text of interest
- Motivation
- Comprehension
- Improvement in reading accuracy
- Ownership of the learning process

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- Access to text of interest – being able to independently access text has been both useful and motivating for Joseph. This independence has also resulted in Joseph having more contact with text, which in itself has been a positive outcome.
- Motivation – Joseph credits ReadOn with making reading a pleasure. He also puts more effort into his clay models for tricky words knowing they are going to be recorded in ReadOn.
- Comprehension – the reading exercise of Spell Reading and Picture at Punctuation as well as the creation of picture cues for high frequency words have resulted in much improved literal and inferential comprehension.
- Improvement in reading accuracy – Joseph no longer guesses words, rather he scans the whole word and then decodes. He also has a much larger sight reading vocabulary.

- Ownership of the learning process – perhaps the most profound benefit for Joseph has been taking ownership of the learning process. By sourcing and accessing text independently and also self monitoring progress with the word bank, Joseph has taken responsibility for his own learning. An important skill for life long learning!