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## Case Study of Phonological Awareness and Narrative Intervention

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**CASE STUDY OF PHONOLOGICAL AWARENESS AND NARRATIVE  
INTERVENTION**

by

**Elizabeth Ann DeGraffenried**

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

of

**DEPARTMENT HONORS**

in

**The Department of Communication Disorders and Deaf Education**

**Approved:**

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**Director of Honors Program**

***Dr. Christie Fox***

**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 with Muscular Dystrophy of a nondenerative type. S.C. has severe speech and physical impairments secondary to the Muscular Dystrophy. She also has visual perceptual deficits secondary to Duane's 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

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## Phonological Awareness Training and Narrative Intervention

# Client

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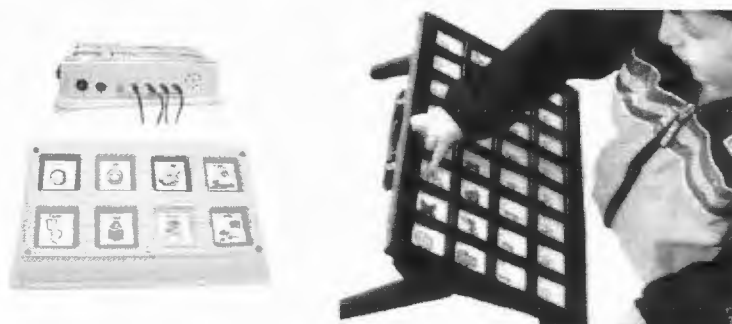
- 7 year- old girl
- First Grade
- Uses a Dyna Vox 4000

## BACKGROUND

- Severe speech and physical impairments secondary to muscular dystrophy of a nondegenerative type
- Visual perceptual deficits secondary to Duane's 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



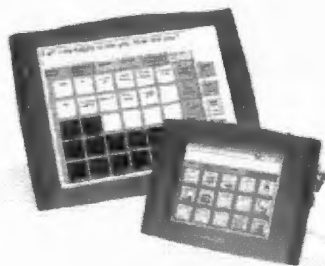
Cannot access the devices independently, receptive vocab exceeded the number of symbols available so cannot generate novel or complex messages



## Previous Intervention Continued

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- 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

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- 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                      stick-sitk                      sink-sik  
 lake-lake                      feet-feet                      dress-dres  
 mail-mell                      light-lite                      peeked-pet  
 side-sid                      test-tesd                      dragon-dragon

### Developmental Spelling Test (Feroli & Shanahan, 1987)

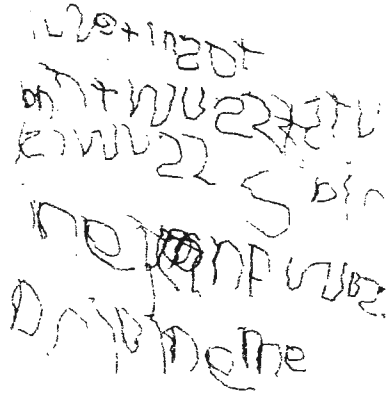
Print has meaning	Visual Cue	Phonetic Cue	Transitional	Conventional
RE		BET BEC	BAK	BACK
E		SE SEK	SINCK	SINK
J	A	MM MOL MAL	MAEL	MAL
	S	DN JS GAS	DRES	DRESS
AH	E	L LAE LAK	LACE	LAKE
TYT		PE PT PECT	PEKED	PEEKED
REN	I	LSE LAT LIT	LRET	LIGHT
ATAA	O	JK GAN DAGN	DRAGIN	DRAGON
F	I	S STC SEK	STBK	STICK
YC		ST CI SID	CIDE	SIDE
SY	T	F FT	FET	FETT
ABT		TS TST TAST	TEEST	TEST

Used to assess how the sounds

# Narrative Intervention

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- Early examples of Writing



A collection of handwritten marks and symbols, including numbers like '20', '22', and '23', and various abstract shapes and lines, illustrating early stages of writing.

## Narrative Intervention

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- Early example of Writing using AAC Device

i.m 7 my naem is

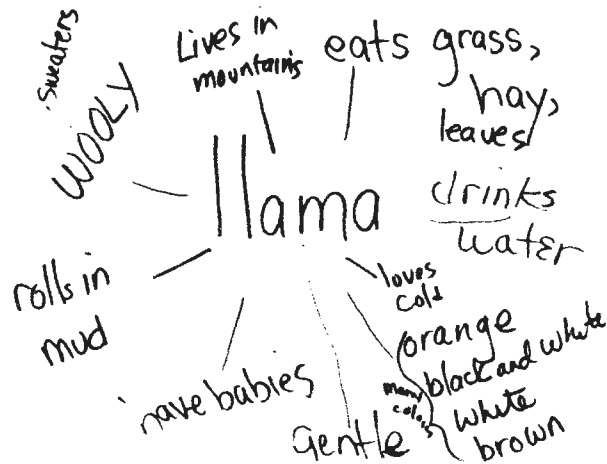
~~scribble~~

wdk to mom with gramo

to pay

# Narrative Intervention

- Finding information from a story



~~about town story~~ about town story



# Narrative Intervention

- Finding Information continued...

	Real Llama	Llama, Llama Red Pajama
Lives in a house	☺ ☺	☺
Eats grass	☺	☺ ☺ ☺
Drinks water		☺ ☺ ☺
Has a mother		☺ ☺ ☺
Makes noise		
Wears pajamas		
Reads books		☺

# Narrative Intervention

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- Barrier Games

# Narrative Intervention

- Story Mapping Examples

Book Title: \_\_\_\_\_

Setting: \_\_\_\_\_

Characters: \_\_\_\_\_

Beginning	Middle	Ending
I first played in the swing	I played in the yellow car, the red and blue	The end

I thought this book was great 😊 okay 😐 not good ☹️

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Narrative Intervention

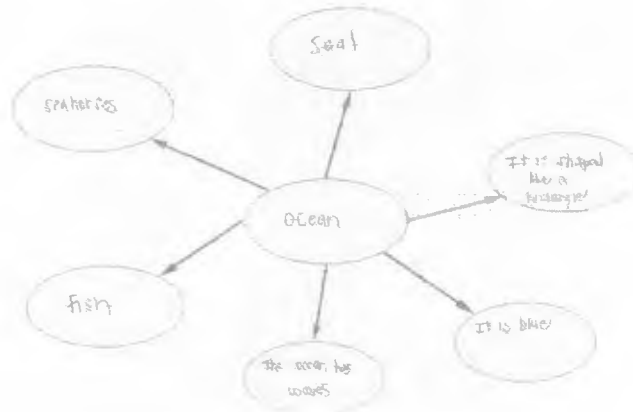
- Story mapping examples

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Characters:</b> _____ _____	<b>Setting:</b> _____ _____
<b>Story Map</b> <b>Book Title:</b> _____	
<b>Problem:</b> _____ _____	<b>Solution:</b> _____ _____

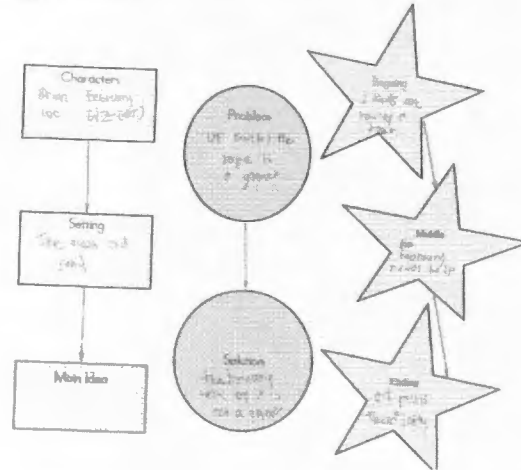
# Narrative Intervention

- Story Mapping Examples



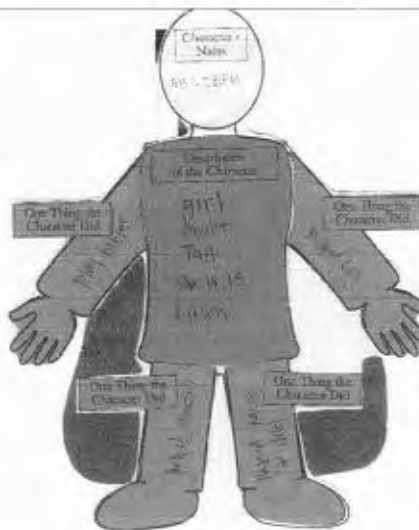
# Narrative Intervention

- Story Mapping Examples



# Narrative Intervention

- Story Mapping examples



Show Train

# Narrative Intervention

- Writing Sample after Intervention





# Narrative Intervention

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Characters:</b> _____	<b>Setting:</b> _____
<b>Story Map</b>	
<b>Problem:</b> _____	<b>Solution:</b> _____

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# Narrative Intervention

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## EASTER

Onc upon a tam there wuss a famiuy .  
dad and ~~was~~ were gon. I see a casr agg  
I call mom she cant here me. She on the  
fone.

Superman ~~was~~ 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 are 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 Rascal."\*

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 Rascal.”

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

March 2, 2006

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”, “1<sup>st</sup> Grade”

Q: What are you doing this weekend?

A: “play”, “sleep”

March 9, 2006

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:

~~\_\_\_\_\_~~'s Story:

~~\_\_\_\_\_~~ was at home in the afternoon.

She was playing outside with Liz.

A bad man came and tried to take Shawnie.

Liz yells “Stop!”

~~\_\_\_\_\_~~'s dad came out and said, “Go away!”

~~\_\_\_\_\_~~ says “I want to play again.”

Name \_\_\_\_\_

Date March 9

**Characters:**

~~Stacy~~, Liz, mom, dad,  
sister

**Setting:**

home

**Story Map**

**Book Title:** \_\_\_\_\_

**Problem:**

I'm scared

**Solution:**

Talk to dad

Review

Mar 23, 2009

1. - Making Words  
    lessen #2
2. - Word families  
    Flowers "an"
3. Word familie 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

<b>Beginning</b>	<b>Middle</b>	<b>Ending</b>
I first played on the swing	I played in the yellow, green, blue, and red house.	The end

I thought this book was great  okay  not good 

because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**Characters:**

mom, dad, sister, me

**Setting:**

Angels landing park

**Story Map**

**Book Title:** At the  
play grounds

**Problem:**

because I has cast

**Solution:**

birthday  
bag

I didnt play in the sand

April 6, 2006

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

~~She~~ 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.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Characters:**

ABCDE  
Shawnie  
Mom & Dad  
Liz

**Setting:**

playground

**Story Map**

**Book Title:** \_\_\_\_\_

**Problem:**

~~Shawnie~~ fell

**Solution:**

she helped Shawnie

Hr nem is ABCDE

She love you to and ~~she love~~

At the playground ~~she love~~ foll

She savd ~~she love~~ By fiying

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, ~~Sammy~~

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

~~Get~~  
Candy

toys  
- crayons  
- coloring books

Easter  
(word or topic)

Paint  
Easter Eggs

Easter  
Basket

I made a  
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.”

“Its pretty”

“Its sad”

“Purse”

“Black”

4. Description Web- The ocean

5. Story from ocean pictures

6. Silly sentences:

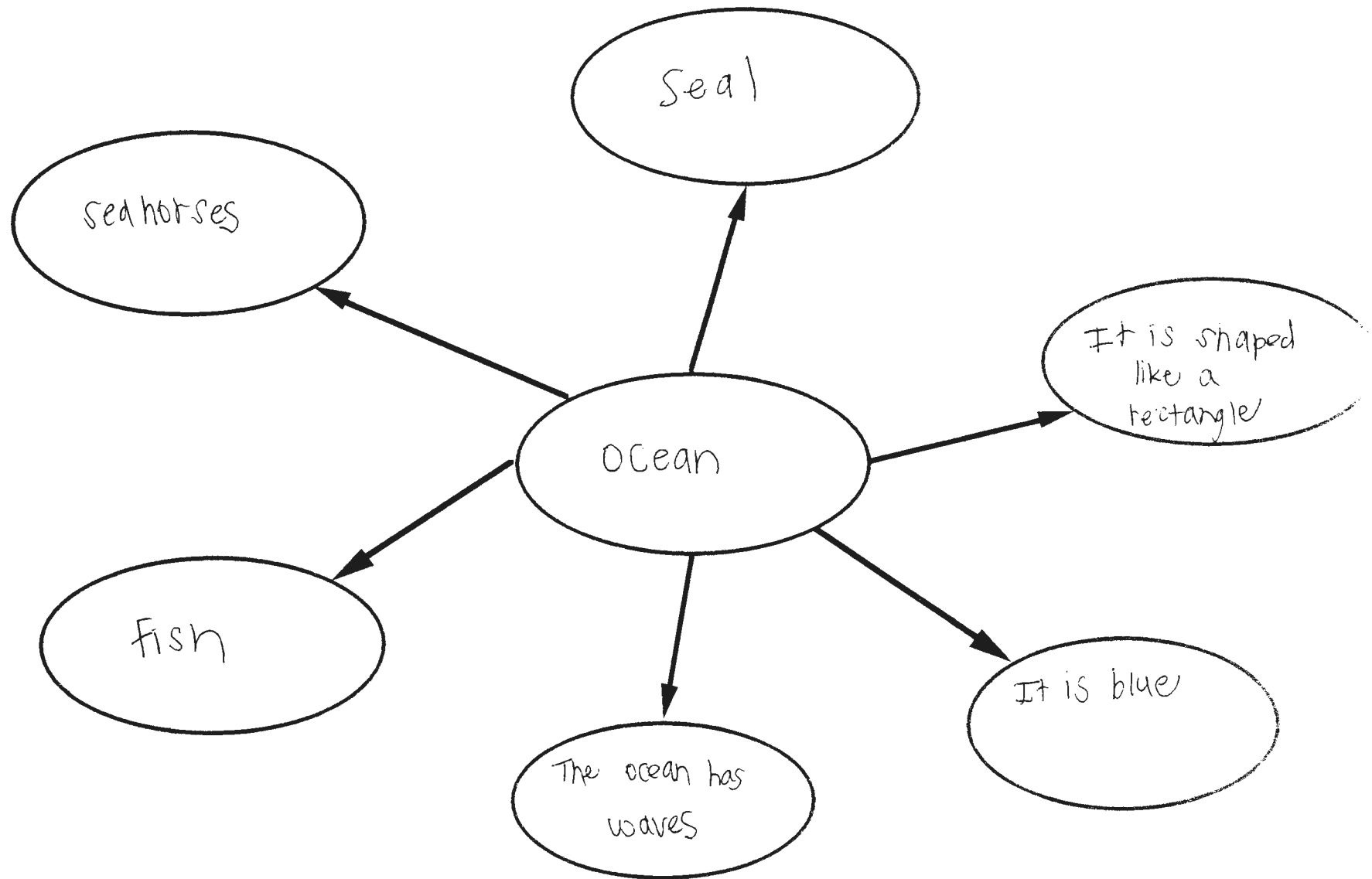
“The bed”

“The horse is happy”

“The house climbed a horse.”

“The cat climbed a house.”



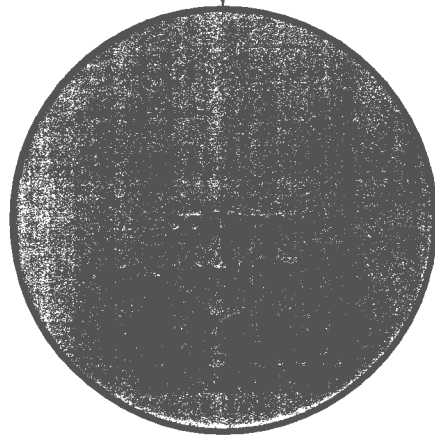
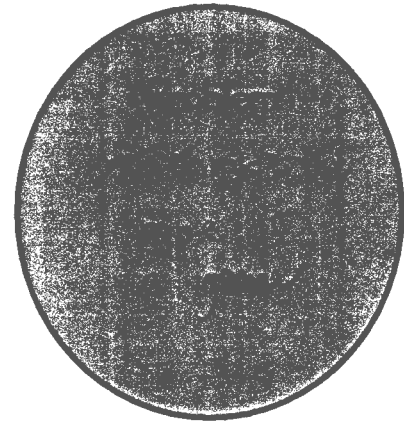


6 CEAN story

Characters  
Brian February  
100 LIZ (OT)

Setting  
The ocean and  
sand

Main Idea



Begining  
3 kids are  
rowing a  
boat.

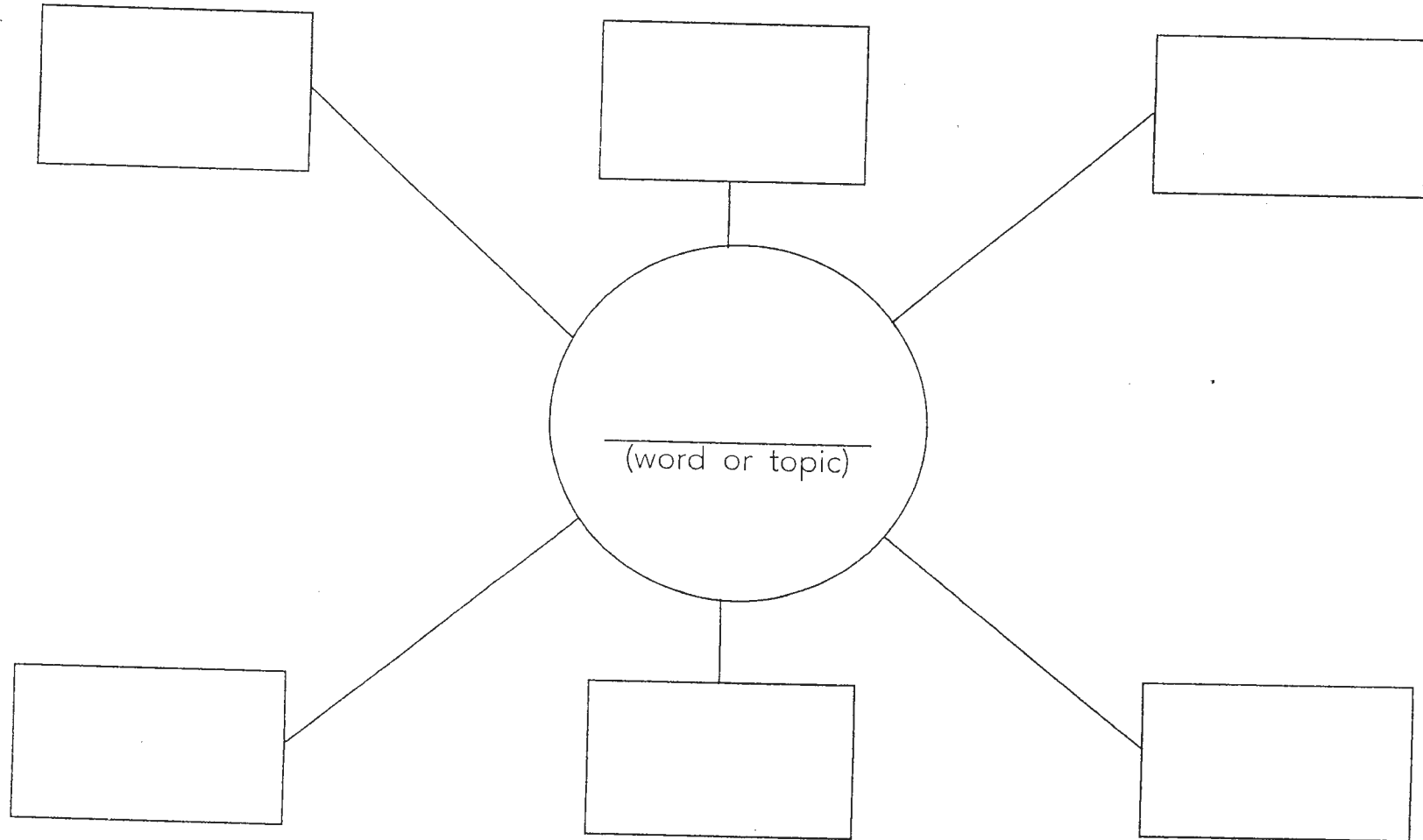
Middle  
~~the~~  
February  
needs help

Ending  
OT pulls  
them to safety

Name: \_\_\_\_\_

# 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.



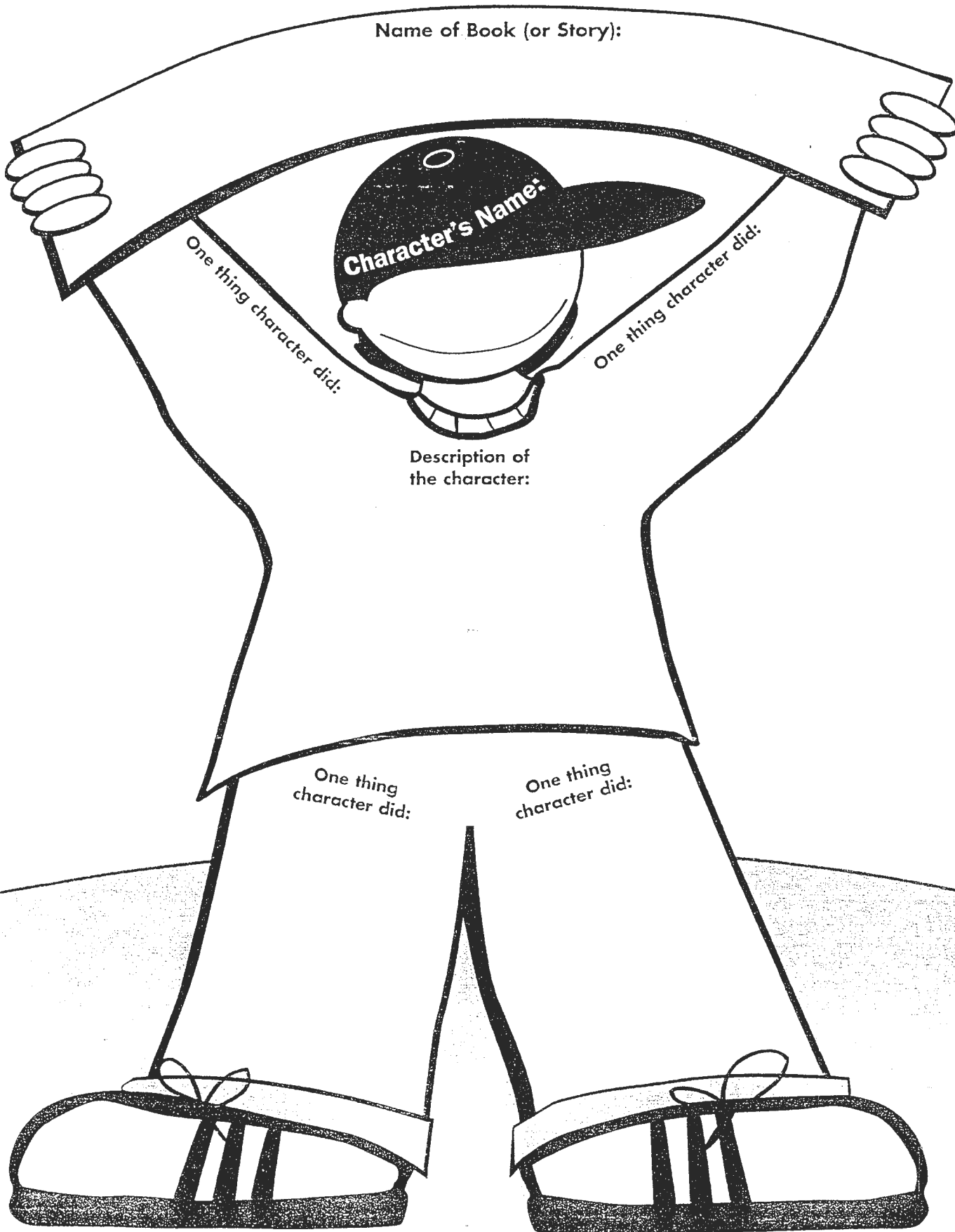
Name: \_\_\_\_\_

Date: \_\_\_\_\_

# CHARACTER CHART

Choose a character from the book (or your own story). Then complete the chart.

Name of Book (or Story): \_\_\_\_\_



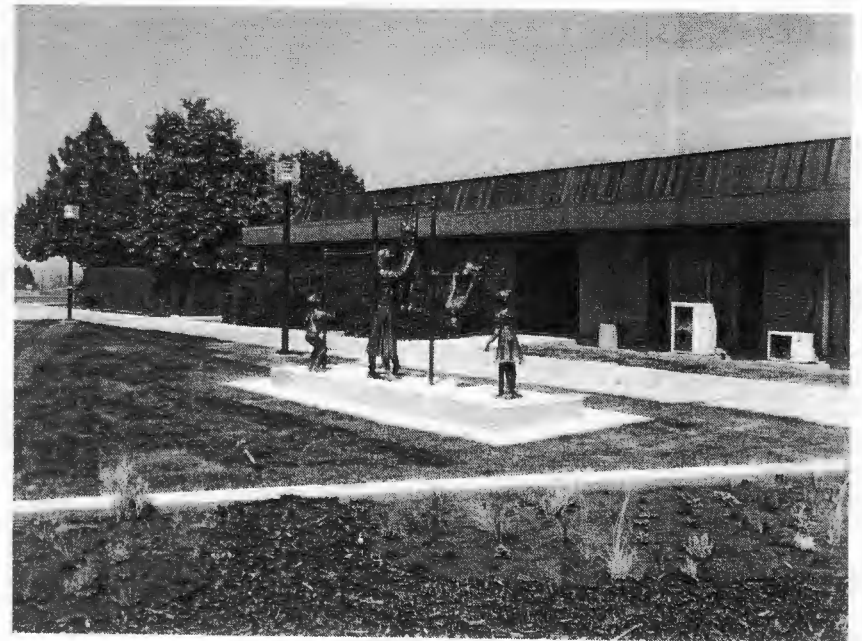
About Town

I go to town every day.

On Monday I go to the Toy Store.

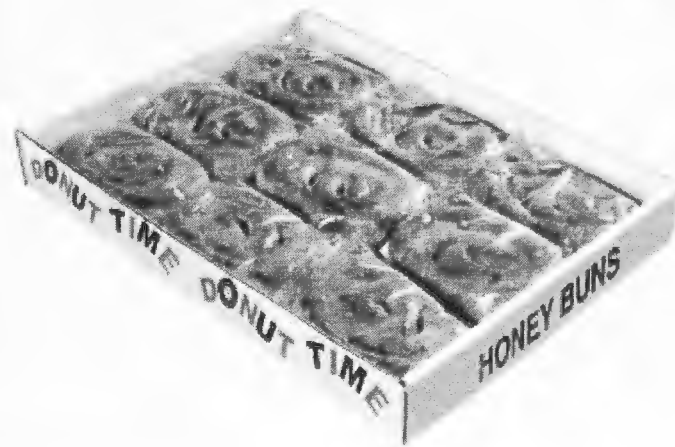


On Tuesday I go to school.





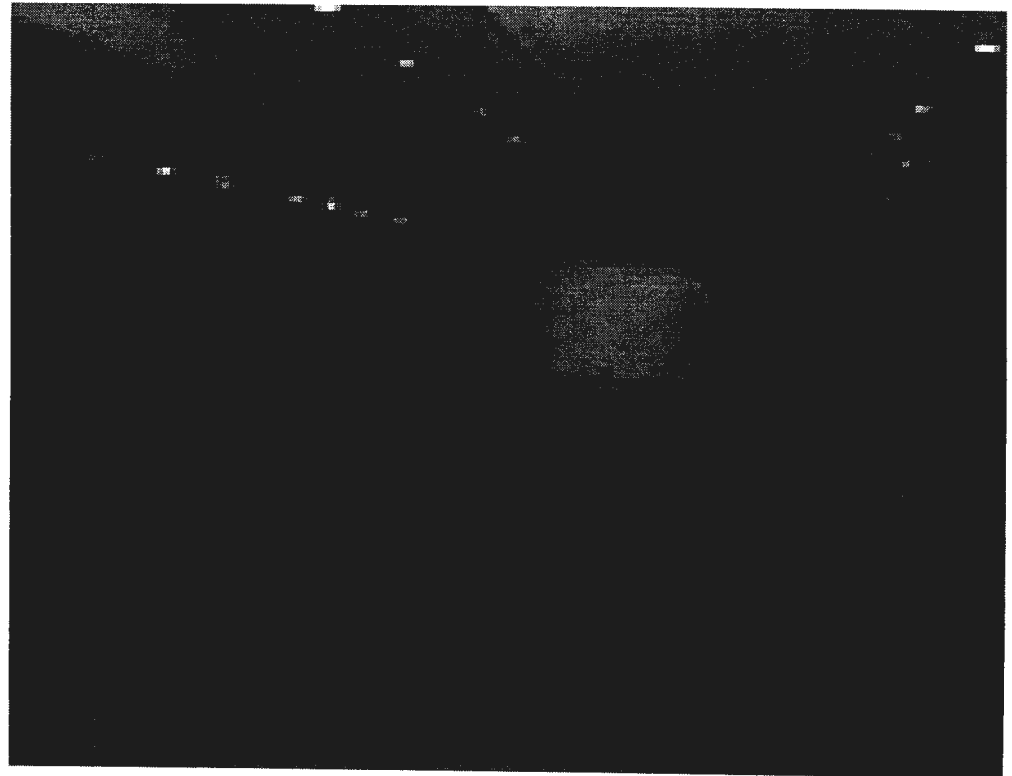
On Wednesday I go and buy applesauce and honey buns and yogurt and macaroni and cheese.



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**