

# Appendix 6 – Case Studies

## Case Study 1: 21-year-old male with a genetic disorder and significant learning difficulties – Working towards Entry Level 1 Functional skills

### Reflective thoughts

The learner’s key thought at the initial stage was he could not spell as he just copies words others write down for him, albeit from him communicating the words verbally. As a result, the learner was encouraged to write and attempt to spell independently. The learner’s final reflective comment, when discussed with him, was that spelling was good but hurt his hand, because he wasn’t used to using it as much. Most importantly, he felt more confident in spelling for himself.

<p><b>REFLECTIVE JOURNAL</b></p> <p><b>SPELLING</b></p> <p>NAME: Case Study 1</p>	<p>REFLECTIVE JOURNAL</p> <p>INITIAL: _____ Date: 30/1/10</p> <p>I think spelling is... (easy/hard and why?) hard bec dde I can't spell first cor word write on me</p> <p>What could make spelling easier? Practice more</p>	<p>REFLECTIVE JOURNAL</p> <p>DATE: 20/1/10</p> <p>In class today I... o/b ny S spelling</p> <p>It went... well</p> <p>I felt... .</p> <p>Next time I will... .</p>	<p>REFLECTIVE JOURNAL</p> <p>DATE: 27/1/10</p> <p>In class today I... word/llp</p> <p>It went... well</p> <p>I felt... Good</p> <p>Next time I will... .</p>
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<p>REFLECTIVE JOURNAL</p> <p>DATE: 04/2/10</p> <p>In class today I... chpib word ban p stend on them</p> <p>It went... well</p> <p>I felt... good</p> <p>Next time I will... write more</p>	<p>REFLECTIVE JOURNAL</p> <p>DATE: 11/2/10</p> <p>In class today I... 2011 noe</p> <p>It went... well</p> <p>I felt... good</p> <p>Next time I will... try hard</p>	<p>REFLECTIVE JOURNAL</p> <p>FINAL Date: _____</p> <p>I think spelling is... good hard</p> <p>Do you feel more confident trying to spell words? Why? Yes</p>
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## Spelling capability

In the first attempt at the assessment, at the start of the project, this learner correctly selected 3 words out of 10, with some support from a member of staff. Completing the same assessment at the end of the project, this learner correctly selected 3 words out of 10 (2 of which were different words to the initial assessment), however this was completed independently, showing an improvement in his capability, particularly to work unaided.

### Initial data (Initial assessment) – 13.11.19

13.11.19

SPELLING CHALLENGE – INITIAL 1

NAME: Case Study 1 - Initial Assessment

Choose the correct word to complete each sentence.  
Write the word in the gap.

The first one has been done for you.

Example:  
What is his name? his  
hiss  
hiz

1. ask me a question? ✓ assk  
ask  
asc

2. It is a nice boy. ? dai  
day  
dae

3. My sister is te years old. ✗ for  
forr  
four

4. The hill is very nish. ✓ high  
hi  
hih

SPELLING CHALLENGE – INITIAL 1

5. I have mani sweets. ✗ many  
meny  
mani

6. His family is porr. ✗ por  
poor  
porr

7. I thin he is brave. ? think  
fink  
thinc

8. what time is it? ✓ wat  
watt  
what

(3/8 sw)

### End data (Retake of initial assessment) – 11.12.19

11.12.19

SPELLING CHALLENGE – INITIAL 1

NAME: Case Study 1 - (END ASSESSMENT)

Choose the correct word to complete each sentence.  
Write the word in the gap.

The first one has been done for you.

Example:  
What is his name? his  
hiss  
hiz

1. ask me a question? ✓ assk  
ask  
asc

2. It is a nice boy. ✗ dai  
day  
dae

3. My sister is four years old. ✗ for  
forr  
four

4. The hill is very hi. ✗ high  
hi  
hih

SPELLING CHALLENGE – INITIAL 1

5. I have many sweets. ✗ many  
meny  
mani

6. His family is poor. ✓ por  
poor  
porr

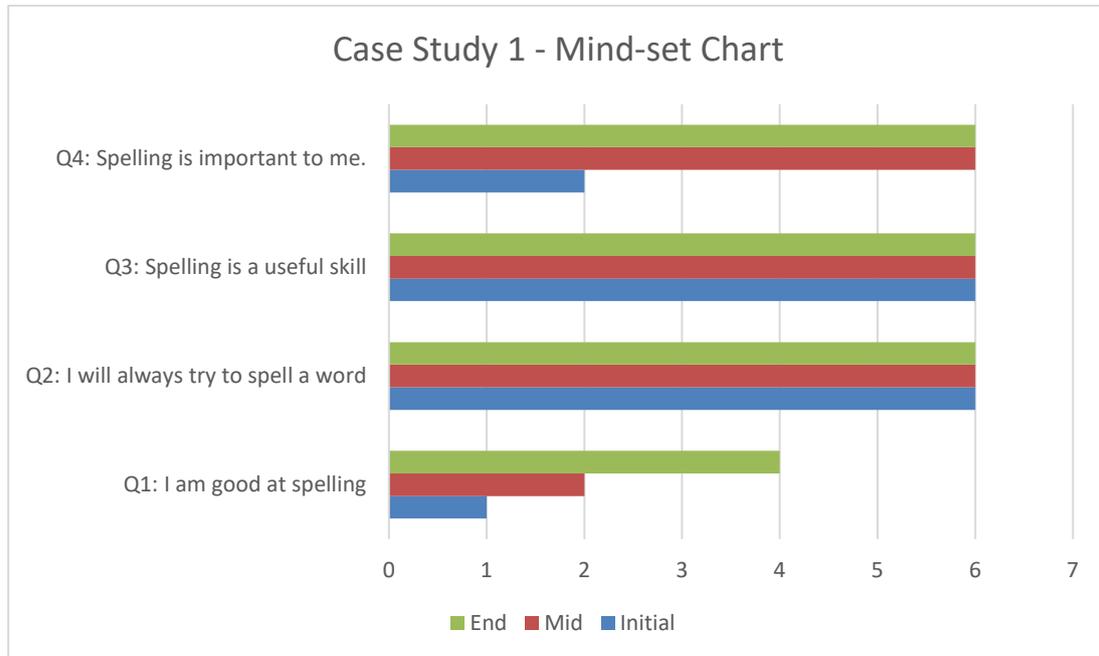
7. I think he is brave. ✓ think  
fink  
thinc

8. what time is it? ✗ wat  
watt  
what

(3/8 sw)

## Mind-set mapping

This learner started out with a positive mind-set towards spelling however he didn't feel it was important to him. This is supported by his reflective view that he didn't spell he just copied. However, as he was allowed to write and spell himself, the importance he attached to spelling increased. In addition, his confidence improved in his own ability to spell as he was undertaking the work independently.



## Teacher/Support staff comments

This learner has very poor fine motor skills and as a result he often doesn't get the time needed to work independently. So, it was important to let him try this.

In addition, there were significant gaps in his phoneme/grapheme correspondences due in no little part to his limited verbal communicative ability, however he responded well to working on those gaps and looking at words that applied those gaps.

Whilst the improvements weren't substantial, it was all his own work. The confidence he had as a result of being given the opportunity was tremendous and his appetite to try was impressive. In sessions, he was very keen to be involved and always asked for a wipe-board and pen so he could participate.

## Case study 2: 20-year-old female with Cerebral Palsy - working towards Entry Level 2 Functional skills.

### Reflective thoughts

The learner's key thought at the initial stage was she finds it easy and hard but using whiteboards or electronic equipment, e.g. I-pads, helps with writing. Due to tiredness after working hard in the lesson, the learner had the rest of her reflective comments scribed for her. However, her final comment was she thinks spelling is important and she feels more confident about trying to spell.

<p><b>REFLECTIVE JOURNAL</b></p>  <p><b>SPELLING</b></p> <p>NAME: Case Study 2A</p>	<p>REFLECTIVE JOURNAL</p> <p><b>INITIAL</b> Date: 13.11.19</p> <p>I think spelling is... (easy/hard and why?)          Easy sometimes but I also find it hard</p> <p>What could make spelling easier?          Use whiteboard          Ask staff          iPad</p>	<p>REFLECTIVE JOURNAL</p> <p>DATE: 20.11.19</p> <p>In class today I... spent words being written and learnt about syllables</p> <p>It went... OK</p> <p>I felt... like I had learnt something</p> <p>Next time I will... hope to learn more about something different</p>	<p>REFLECTIVE JOURNAL</p> <p>DATE:</p> <p>In class today I... learnt about word endings spelling</p> <p>It went... well</p> <p>I felt... OK</p> <p>Next time I will... work faster</p>
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<p>REFLECTIVE JOURNAL</p> <p>DATE: 4/12/19</p> <p>In class today I... Made words from letters Did the letters CH on board word endings</p> <p>It went... good.</p> <p>I felt... O.K.</p> <p>Next time I will... Try to make more words and write my sentences.</p>	<p>REFLECTIVE JOURNAL</p> <p>DATE: 11/12/19</p> <p>In class today I... did the words and endings spelling challenge</p> <p>It went... O.K.</p> <p>I felt... good.</p> <p>Next time I will... try and put more words on the board as I could only think of 3.</p>	<p>REFLECTIVE JOURNAL</p> <p><b>FINAL</b> Date: 11/12/19</p> <p>I think spelling is... Important</p> <p>Do you feel more confident trying to spell words? Why?          Yes</p>
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## Spelling capability

In the first attempt at the assessment, at the start of the project, this learner correctly selected 4 words out of 10. Completing the same assessment at the end of the project, this learner correctly selected 6 words out of 10. This was particularly good as the final assessment was completed independently.

### Initial data (Initial assessment) – 13.11.19

13.11.19

SPELLING CHALLENGE – INITIAL 2

NAME: CASE STUDY 2: INITIAL ASSESSMENT

Choose the correct word to complete each sentence.  
Write the word in the gap.  
The first one has been done for you.

Example:  
That's my favourite subject.  
Subject  
subbjekt  
subjct  
subjeckt

1. This is my address.  
address  
address  
adress  
adres

2. I caught a fish.  
court  
cort  
caught  
corte

3. My brother is fourteen years old.  
forteen  
forrteen  
fourteen  
fortean

4. The washing machine is broken.  
macheen  
maschine  
machine  
masheen

SPELLING CHALLENGE – INITIAL 2

5. What position does he play?  
posishun  
pozitian  
position  
porsition

6. I promise I will clean my room.  
promise  
promiss  
promis  
promizz

7. Check your sentence is correct.  
centence  
sentence  
sentence  
centense

8. I have one sugar in my tea.  
suga  
shuga  
sugar  
shugar

9. I thought he was older.  
thort  
forht  
thought  
fort

10. The woman was very happy.  
wooman  
woman  
wuman  
womn

4/10

### End data (Retake of initial assessment) – 11.12.19

11.12.19

SPELLING CHALLENGE – INITIAL 2

NAME: CASE STUDY 2: FINAL ASSESSMENT

Choose the correct word to complete each sentence.  
Write the word in the gap.  
The first one has been done for you.

Example:  
That's my favourite subject.  
Subject  
subbjekt  
subjct  
subjeckt

1. This is my address.  
address  
address  
adress  
adres

2. I caught a fish.  
court  
cort  
caught  
corte

3. My brother is fourteen years old.  
forteen  
forrteen  
fourteen  
fortean

4. The washing machine is broken.  
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maschine  
machine  
masheen

SPELLING CHALLENGE – INITIAL 2

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pozitian  
position  
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6. I promise I will clean my room.  
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promiss  
promis  
promizz

7. Check your sentence is correct.  
centence  
sentence  
sentens  
centense

8. I have one sugar in my tea.  
suga  
shuga  
sugar  
shugar

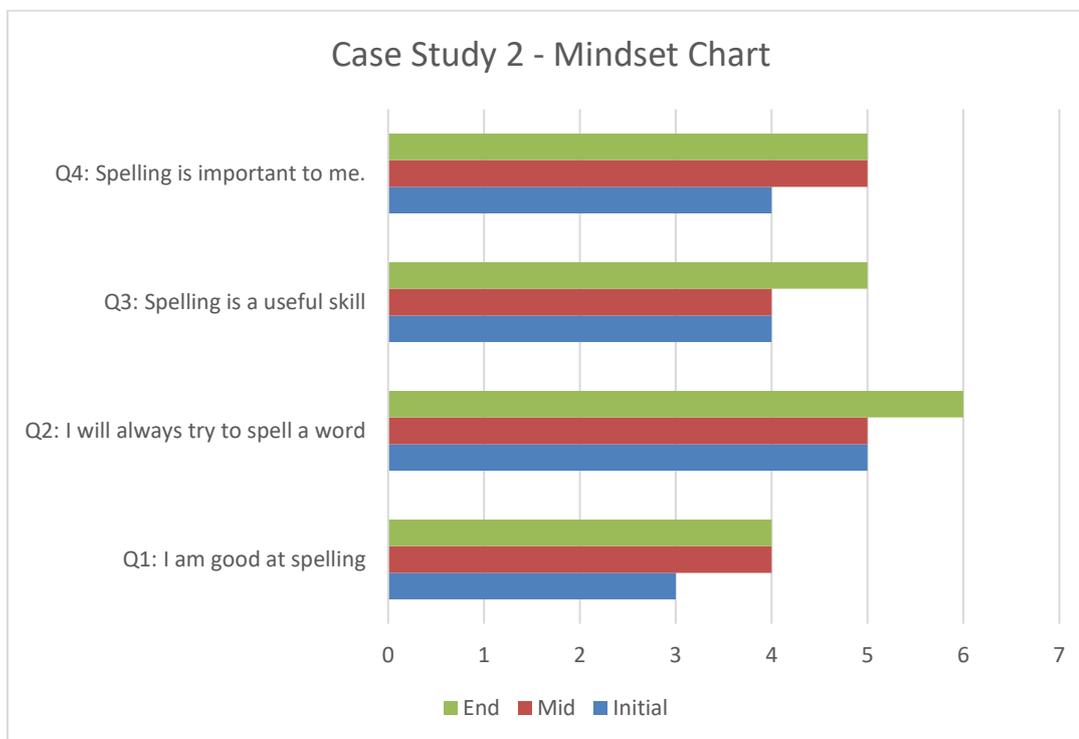
9. I thought he was older.  
thort  
forht  
thought  
fort

10. The woman was very happy.  
wooman  
woman  
wuman  
womn

6/10

## Mind-set mapping

Again, this learner scored better as time went on. She was quite confident in her own ability, which increased further as the project progressed. Whilst her appetite to spell was good throughout, by the end her appetite was at the highest level, confirming that the positive learning environment had worked for her.



## Teacher/Support staff comments

Despite this learner having limited to moderate communicative ability her phoneme/grapheme correspondences were good, so limited work was required to bridge gaps in knowledge such as more complex graphemes that had similar phonemic sound e.g. sh/ch.

This learner gets tired very easily from trying to write but was eager to attempt to do this for herself. The learner proposed that she work on the spelling aspect herself but had members of staff scribe her reflective diary. This is typical of her independent nature and appetite to learn and as a result she made good progress throughout.

## Case study 3: 23-year-old male with general development delay a genetic disorder and significant learning difficulties - working towards Entry Level 2 Functional skills (SR)

### Reflective thoughts

The learner's key thoughts at the initial stage was that big words are hard to spell and he needs more help to do so. In discussion, this meant he wanted staff to help him more with forming the words. His final reflective comments stated spelling was good and he felt more confident trying to spell words himself.

<p><b>REFLECTIVE JOURNAL</b></p>  <p><b>SPELLING</b></p> <p>NAME: <u>Case Study 3</u></p>	<p>REFLECTIVE JOURNAL</p> <p><b>INITIAL</b> Date: 13-11-19</p> <p>I think spelling is... (easy/hard and why?)</p> <p>hard big words are to spell.</p> <p>What could make spelling easier?</p> <p>more help</p>	<p>REFLECTIVE JOURNAL</p> <p>DATE: 20-11-19</p> <p>In class today I...</p> <p>I did spelling</p> <p>It went...</p> <p>I felt...</p> <p>Next time I will...</p>	<p>REFLECTIVE JOURNAL</p> <p>DATE: 27-11-19</p> <p>In class today I... did spelling</p> <p>It went... good</p> <p>I felt... well</p> <p>Next time I will...</p>
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<p>REFLECTIVE JOURNAL</p> <p>DATE: 4-12-19</p> <p>In class today I...</p> <p>did</p> <p>It went...</p> <p>good</p> <p>I felt...</p> <p>good</p> <p>Next time I will...</p> <p>do better</p>	<p>REFLECTIVE JOURNAL</p> <p>DATE: 11-12-19</p> <p>In class today I...</p> <p>spelling challenge</p> <p>It went...</p> <p>ok</p> <p>I felt...</p> <p>good</p> <p>Next time I will...</p> <p>do better</p>	<p>REFLECTIVE JOURNAL</p> <p><b>FINAL</b> Date: 11-1-20</p> <p>I think spelling is...</p> <p>good</p> <p>Do you feel more confident trying to spell words? Why?</p> <p>yes</p>
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## Spelling capability

In the first attempt at the assessment, at the start of the project, this learner correctly selected 2 words out of 10, however he only attempted 4 of the questions and refused to do anymore. Completing the same assessment at the end of the project, he answered all the questions and correctly selected 6 words out of 10. Of the 4 questions he answered initially, on this attempt he got 3 of them correct. On closer analysis, he could have scored two higher as he missed letters from the word but looking at the options, he could only be spelling the correct words.

### Initial data (Initial assessment) – 13.11.19

13.11.19

**SPELLING CHALLENGE – INITIAL 2**

NAME: CASE STUDY 3 - INITIAL

Choose the correct word to complete each sentence.  
Write the word in the gap.  
The first one has been done for you.  
Example:  
That's my favourite subject.  
Subject  
subjekt  
subject  
subject

- This is my address.  
address  
address  
address  
adres
- I caught a fish.  
court  
cort  
caught  
corte
- My brother is fourteen years old.  
forteen  
forrteen  
fourteen  
fortean
- The washing machine is broken.  
macheen  
mashine  
machine  
masheen

**SPELLING CHALLENGE – INITIAL 2**

- What position does he play?  
posishun  
pozitian  
position  
porstion
- I promise I will clean my room.  
promise  
promiss  
promis  
promizz
- Check your sentence is correct.  
centence  
sentence  
sentense  
centense
- I have one sugar in my tea.  
suga  
shuga  
sugar  
shugar
- I thought he was older.  
thort  
forht  
thought  
fort
- The woman was very happy.  
wooman  
woman  
wuman  
womn

*Refused to do this side* (2/10)

### End data (Retake of initial assessment – 11.12.19)

**SPELLING CHALLENGE – INITIAL 2**

NAME: CASE STUDY 3 - FINAL 11.12.19

Choose the correct word to complete each sentence.  
Write the word in the gap.  
The first one has been done for you.  
Example:  
That's my favourite subject.  
Subject  
subjekt  
subject  
subject

- This is my address.  
address  
address  
address  
adres
- I caught a fish.  
court  
cort  
caught  
corte
- My brother is fourteen years old.  
forteen  
forrteen  
fourteen  
fortean
- The washing machine is broken.  
macheen  
mashine  
machine  
masheen

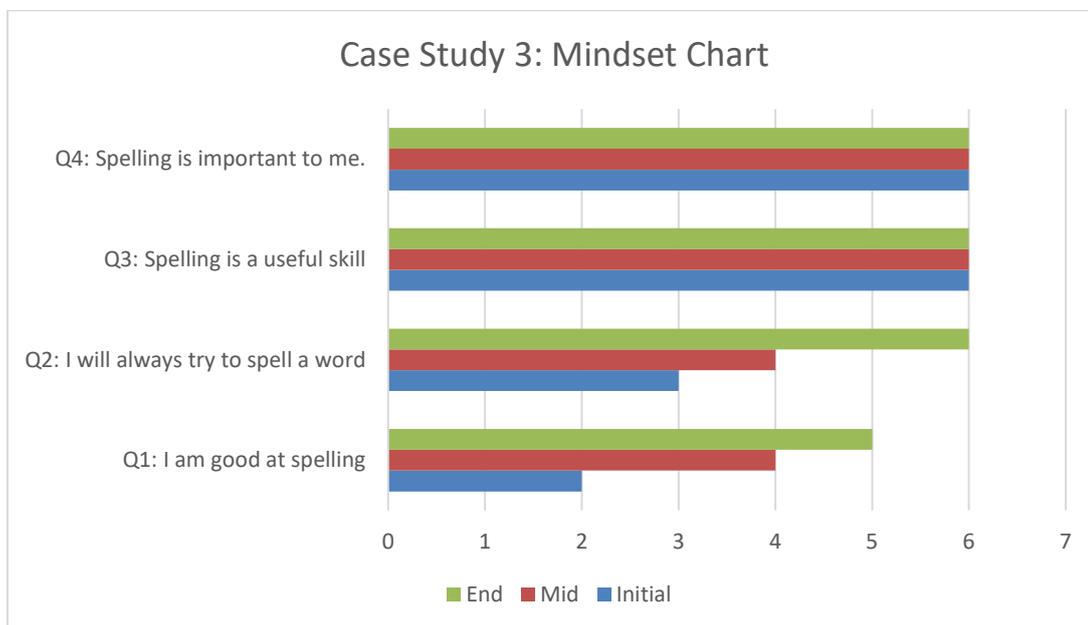
**SPELLING CHALLENGE – INITIAL 2**

- What position does he play?  
posishun  
pozitian  
position  
porstion
- I promise I will clean my room.  
promise  
promiss  
promis  
promizz
- Check your sentence is correct.  
centence  
sentence  
sentens  
centense
- I have one sugar in my tea.  
suga  
shuga  
sugar  
shugar
- I thought he was older.  
thort  
forht  
thought  
fort
- The woman was very happy.  
wooman  
woman  
wuman  
womn

(6/10)

## Mind-set mapping

This learner showed they understood the usefulness and importance of spelling but was negative and under-confident about their own ability. Whilst their confidence in their own ability to spell improved, their appetite towards spelling improved massively, showing that the positive learning environment had worked in this case.



## Teacher/Support staff comments

At the start, this learner, from observation, commented in a way he thought we wanted to hear e.g. he would verbally agree to do what was asked. However, we realised he was quite anxious about spelling when he refused to complete the spelling assessment. His understanding was good and he had very good phoneme/grapheme correspondences, however his anxiety and lack of confidence in his spelling ability impacted greatly on his spelling success. Working with the staff available and with lots of positive reinforcement, his confidence grew in his own ability to try and by the end he was actively asking to do more spelling tasks and attempting to spell without requiring encouragement, increasing his spelling success.