Going Beyond Traditional Literacy Intervention

What's the problem?	Pattern	Ideas for Therapy	Focus of Treatment
❑ Can sound out individual letters when decoding, but can't blend them together ❑ Difficulty with multistep directions	Working memory challenges	-Ask child to decode non-words -Provide verbal directions for a task -Teach strategies such as repetition to aid memory	Executive Functioning
❑ Uses a strategy with no notable impact on success ❑ Unable to explain why they use a strategy ❑ Inflexible with strategies- either overuse or underuse	Inefficient strategies	-Develop strategies with the child, make them the owner of the strategy -Practice using a strategy across activities -Ask the child to evaluate the effectiveness of a strategy after each use	
❑ Answers comprehension questions and asks "Was I right?" ❑ Errors go unnoticed in games ❑ When child reads a word incorrectly, they keep going even if it didn't make sense in context ❑ Child doesn't seem to learn from mistakes	Unaware of errors	-Teach child to check work after completion -Let child fail at a task, discuss where they went wrong	
❑ Challenges comprehending story when read to them AND when they read on own ❑ When given rules to a game, need frequent reminders/ may need to play the game and learn as they go ❑ When child reads a word incorrectly, they keep going even if it didn't make sense in context	Comprehension deficits	-Provide visual organizers to support comprehension -Read a sentence with an incorrect word, see if the child can identify which word was wrong and why	Receptive Language
❑ Cannot explain rules to a game ❑ Difficulty explaining an event that happened to them ❑ When asked what happened in a story, either provide too few details OR sequence every page/detail (almost start to read from the book) ❑ Need to 'act out' a story or rules	Challenges sequencing	-Fade having to 'act out' an activity when sequencing steps -Use story organizers to determine key details before asking the child to sequence a story	Language Organization

❑ Challenges stating the meaning of idioms ❑ When asked to make an inference, state that they can't/ they don't know the answer (because it was not explicitly stated)	Literal use of language	-Directly teach idioms and practice in sentences -Practice making 'smart guesses' when reading, help the child determine relevant clues in the text	
❑ Difficulty with word problems in math ❑ Includes too much information when asked to sequence a task or story ❑ Deductive reasoning puzzles are challenging ❑ Need help organizing their materials	Challenges determining relevant vs. irrelevant information	-Directly teach the child what to look for by providing visual supports, asking them to underline certain information -Include irrelevant information and see if the child can recognize it	
❑ Seem like a fluent reader until they come to a word they don't know ❑ Unable to 'guess' or sound out an unknown word ❑ Given a non-word, child tries to guess a real word that appears similar	Better with sight words than decoding	-Practice reading non-words or unfamiliar words that the child hasn't memorized	Phonological Awareness
❑ Parents report that homework results in arguments ❑ Ask to have books read to them ❑ Child states "I can't read"	Avoidance of reading	-Ask the child about their interests -Include recipes, experiments, games, etc. in therapy -Practice looking at pictures in books to tell the story	Motivation