

A CASE STUDY OF PSYCHOEDUCATIONAL INTERVENTION FOR LANGUAGE LEARNING

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Abstract

This paper presents a case study focused on psychoeducational intervention for supporting language learning. It concerns a child that lost about 80% of hearing functioning at 11 months age, caused by an occlusive otitis. Despite successful surgery, the child didn't learn to talk. The paper's objective is to briefly describe the psychoeducational intervention used. This was based on inclusive practices aimed to develop language skills, and carried out by an interdisciplinary team in collaboration with primary school teachers. The methodology used for describing the case study consisted of a naturalistic observation that allowed collecting information on changes as result of the intervention. This permitted the analysis of the insights generated through practical experiences, and to find evidence in research on language learning. Also, the results emerged through the observation of this case study provided useful elements for encouraging the exploration of psychoeducational intervention's potentiality, and inspire future trajectories of research.

Keywords: *Case study, Auditory Processing Disorder, psychoeducational intervention, language learning, inclusive practices*