

The Story of Jack

1. Jack is an eight-year-old, 2nd-grade student at Anywhere campus in Anywhere ISD.
2. Jack's primary language is English, and he has attended school in Anywhere ISD since kindergarten.
3. Jack had two absences in kindergarten, four absences in 1st grade, and currently has one absence in 2nd grade.
4. He had trouble learning letters and sounds in kindergarten, 1st, and 2nd grades according to TPRI.
5. When assessed in 2nd grade for automaticity of letter knowledge, Jack needed 87 seconds in which to write the 26 letters of the alphabet, and he struggled with how to form some of the letters.
6. Naming letters in random orders presented no noticeable difficulty, but he did not know the sounds (phonemes) for some of the letters.
7. The 2nd-grade teacher says that when reading, Jack often can't understand the main idea of the passage. He also struggles to recall sequences, draw conclusions, or make inferences.
8. TPRI from 2nd grade also shows "Still Developing" in word reading (as well as in graphophonemic knowledge) at the start of the year.

9. Math story problems cause difficulties for Jack because he can't read and complete them.

10. Comprehension for Jack is best when information is read to him; in this type of circumstance, he is able to correctly answer questions after listening to a story.

11. Intervention efforts have included the Lexia program, which indicates that his level of performance for decoding improved from mid-kindergarten to beginning 1st grade after 64 sessions out of 84 sessions.

12. Oral reading for Jack is labored; he does not read with expression, intonation, or phrasing. When it comes to multi-syllabic words, he stumbles through them or fails to come close to sounding out the full word, says his teacher.

13. During administration of the GORT-5, Jack read short passages with difficulty. He could not read words with accuracy, having to rely on trying to decode many words as he read. He also guessed at many of the words. For example, he read "father" as "Fred," "likes" as "lives," and "want" as "went."

14. The subtest for math word problems on the WJ-III measures applied reasoning, and that subtest is read to the student.

15. The 2nd-grade teacher says Jack mixes up little words in text such as "were" for "where."

16. He also reverses letters when spelling, such as writing "d" for "b." He also confuses letters with similar appearance, such as "n" for "h."

17. Spelling indicators: Jack spells phonetically and appears to not understand orthographic rules for English spelling.

18. His reading rate is slow.

19. Jack's teacher says he can understand the main idea when information is presented to him, and he can answer questions regarding who, what, when, where, why, and how. Sometimes, though, the information has to be repeated for clarification.

20. When it comes to following directions, Jack struggles with those of two and three steps, reports his teacher.

21. From his family (mother) comes these details:

- Jack may cry because of frustration with reading.
- He likes to put puzzles together.
- She read to him before he started kindergarten.
- He likes drawing and coloring, using computers, writing in journals, and participating in sports.
- She worries about his reading comprehension.
- He was slow to develop language according to accepted developmental milestones, and so at age 5, his mother initiated speech therapy services. (Note: It is unknown whether he continues to receive speech services to date.)
- Also, as a fetus, Jack's heart rate was slow, and following birth, he remained in the hospital for three weeks.

22. Jack's handwriting is legible, but sometimes he writes his letters so small that the words cannot be read.

23. Completing written assignments is an issue.

24. From October to February, he did not increase the length of his stories, and his handwriting began to deteriorate to the point that many words were hard to read.

25. In his writing, Jack sometimes begins sentences with a capital letter and ends with punctuation. But in writing sample from February, the written work was one long sentence that was difficult to read for understanding. His teacher also says sentence construction is hard for him and that he leaves words out when writing sentences.

26. Spelling is also an issue, as was shown in benchmark writing samples from October through February that were provided by his teacher. His spelling included such errors as these:

- “em” for “am,” “put” for “pet,” “wit” for “went” and “wodemelem” for “watermelon,” showing phonological confusion with short vowel sounds and with consonant sounds
- “my” as “mi” and as “me” in several samples
- “nad” for “and”

27. The classroom teacher says that Jack has difficulty expressing himself clearly and fluently, often using imprecise language such as references to “stuff” or “things.” Also, sometimes when questioned, he is unable to supply verbal responses quickly, and he wrestles with oral syntax (nouns, verbs, and pronouns). However, he is able to begin, maintain, and end conversations, as well as tell stories with a beginning, middle, and end.

28. The teacher confirmed Jack’s mother’s opinion that he loves to draw.

29. During formal testing, Jack appeared to be well-rested and attentive.

30. Jack’s older brother has been identified as having Asperger’s syndrome.

31. Progress-monitoring data for reading intervention indicates Jack has met 78% of the exercises at a course level of 1.18.
32. A Learning Disabilities Diagnostic Inventory was given to Jack in October 2013 and again in December 2014.
33. Jack has had a history of allergies and sinus infections.
34. A hearing screening in December 2014 noted no concerns, and his mother said he did not have a history of otitis media.
35. When Jack was screened in January 2015 for vision, the need for further evaluation was noted. A follow-up with the parent indicated that he was examined then for possible vision concerns, and correction was prescribed after he was diagnosed with "lazy eye." (Note: Jack wore his glasses during both days of evaluation.)
36. Formal test results:
- WRMT-III word reading: SS 71 w/ SEM of 65-77 (below average)
 - WRMT-III decoding: SS 83 w/ SEM of 75-91 (below average)
 - TWS-5: SS 58 w/ SEM of 54-62(below average)
 - WJ-III Spelling: SS 76 w/ SEM of 72-80 (below average)
 - GORT-5 accuracy: SS below 70, with SEM of below 69-71 (below average)
 - GORT-5 rate: SS below 70, with SEM of below 69-71 (below average)
 - GORT-5 reading comprehension: SS below 70, with SEM below 69-71 (below average)
 - WJ-III math: SS 95, with SEM 91-99(average)
 - TOWRE-2 sight word efficiency: SS 69, with SEM of 64-74 (below average)
 - TOWRE-2 phonemic decoding efficiency: SS 76, with SEM of 72-80 (below average)

- CTOPP-2 phonological awareness: SS 86, with SEM of 82-90 (below average)
- CTOPP-2 rapid naming: SS 88, with SEM of 84-92 (below average)
- CTOPP-2 phonological memory: SS 85, with SEM of 89-101 (average)
- CTOPP-2 elision: SS 79 (below average)
- WJ-III processing speed: SS 89, with SEM of 85-93 (below average)
- OWLS-II listening comprehension: SS 105, with SEM of 101-109 (average)
- WJ-III math reasoning applied problems: SS 95, with SEM of 91-99 (average)
- OWLS-II oral expression: SS 96, with SEM of 92-100 (average)
- KABC-II vocabulary knowledge (Gc/Knowledge): SS 108, with SEM of 101-115 (average)

Sample