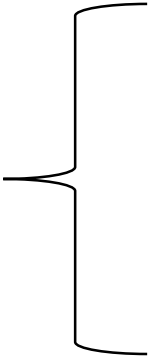


Case Study: DAISY**FALL SEMESTER**

1. Daisy is a 7-year-old, 2nd-grade student at ANY elementary in ANYWHERE ISD.
2. Daisy's primary language is English, and she has attended school in ANYWHERE ISD since kindergarten.
3. Daisy had a total of 13 absences in KG, 10 absences in 1st grade, and currently has 5 absences in 2nd grade.
4. Daisy has a history of behavioral difficulties since kindergarten including classroom disruptions, failure to follow adult directives, and aggression towards peers. Positive traits noted by teachers include highly sociable, loves to talk, and is a "great storyteller."
5. During the testing sessions, Daisy was sociable and cooperative. She did, however, engage in avoidance behaviors (*e.g., changing subject, attempting to engage examiner in off-topic conversations, offering to tell a story*) when presented with reading and writing tasks. Daisy did indicate to the examiner that she enjoyed art, music, and PE at school.
6. Daisy currently has failing grades in reading/language arts, with marginal grades noted in all other subjects. She has been rated as "below expectations" in early literacy skills since kindergarten. Daisy's teacher notes that she can perform basic math calculations but struggles with story problems.
7. Daisy has received 12 weeks of computer-based and direct-teach reading intervention: eight weeks in the spring semester of 1st grade and four weeks in the current school year.
8. A STAR literacy diagnostic report for the current school year (Fall-BOY) indicates that Daisy has not yet mastered the following skills: alphabetic principle, print awareness, and rhyming. Daisy can identify letters and most sounds consistently. She has some difficulty identifying short vowel sounds and frequently confuses /b/ and /d/. Informal assessment of letter/sound knowledge conducted by the examiner showed that Daisy can name all letters of the alphabet but could not produce sounds for g/j/w/e/u.
9. Her current classroom teacher indicates that Daisy struggles with rhyming skills and sight word identification. Her Guided Reading level is A (kindergarten). Most of her classroom peers are on levels H-L (2nd grade). Informal fluency data indicates that she reads between 5-10 wcpm with poor accuracy. Fluency norms* indicate that she should be reading approximately 50 wcpm for her grade level.



10. Daisy's reading intervention consists of 30-minute lessons on the LEXIA system, three times per week (12 weeks total). LEXIA reports indicate minimal progress. Four weeks ago, Daisy was added to a pull-out (direct-teach) reading group that focuses on writing and comprehension skills. She participates in this group for 20 minutes daily, five days per week.

11. Her reading group teacher indicates that Daisy exhibits serious syntax, punctuation, and spelling errors. Her writing is often illegible. The teacher also notes that Daisy can retell a story orally that has been read to her, but if asked to read a story independently, she is unable to recall specific details or basic story elements.

12. Her writing samples from the WJ-III also indicated poor sentence structure awareness, poor letter formation, and serious spelling deficits. Daisy was able to complete simple sentences by providing one or two words but struggled when asked to generate sentences independently.

13. Daisy's reading comprehension skills were also below average. She was able to provide a missing word to a short written prompt but appeared to rely heavily on picture cues.

14. Daisy was able to complete simple addition and subtraction problems. She did show evidence of difficulty in lining up number columns correctly with regrouping or multi-digit problems.

15. Daisy's mother is aware of her problems in school and has noted that she also had learning problems growing up. Daisy's mother indicates that she is aware of her behavior difficulties at school and notes that Daisy "doesn't like school, especially reading".

16. Daisy's older sister is served in special education for a specific learning disability in the areas of reading and writing.

17. Based on school records (September 2014), Daisy's hearing and vision are within normal limits, unaided. No significant physical or medical concerns are noted. Birth history is unremarkable, and developmental milestones appear to have been met within expected time frames.

18. All scores indicated are Standard Scores with a Mean of 100 and Standard Deviation of 15. Scores of 90-110 are within the average range of performance.

Standardized Testing (Fall 2014)

- Phonological Awareness (CTOPP)= 81
- Rapid Naming Facility (CTOPP)= 72
- Phonological Memory (CTOPP)= 78
- Letter Word ID (word recognition) (WJ-III)= 80
- Word Attack (Nonsense Words) (WJ-III)= 88
- Spelling (WJ-III)= 65
- Writing Samples (WJ-III)= 71
- (Listening) Oral Comprehension (WJ-III)=91
- Oral Expression (WJ-III)- 94
- (Academic) Picture Vocabulary- 87
- Math Calculation (WJ-III)= 89
- Passage Comprehension (WJ-III)=82
- Reading Fluency (WJ-III-could not complete practice items—testing discontinued)