

**Case Study: DAISY**

**FALL SEMESTER**

1. Daisy is a 7-year-old, 2<sup>nd</sup>-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 1<sup>st</sup> grade, and currently has 5 absences in 2<sup>nd</sup> 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 1<sup>st</sup> 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 (2<sup>nd</sup> 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.

**Commented [KM1]:** Noting both age and grade level provides an immediate indication of the student’s history and sets the foundation for age/grade comparisons. Noting Daisy’s primary language rules out the special considerations appropriate for an ELL student.

**Commented [KM2]:** Daisy’s attendance history shows multiple absences. The committee will need to consider the impact this may have had on her achievement and whether her absences have been significant enough to be the primary cause of her academic deficits. Also note the positive aspects indicated by teachers. High oral language skills can be an area of unexpectedness.

**Commented [KM3]:** Behavior is a complex topic. Is her behavior a contributing factor to her academic difficulties? Is her behavior the result of her academic difficulties? A combination of those two? When behavior concerns are noted in the classroom, it’s important to compare the student’s behavior at home and in more structured setting (testing session). Data points 5 & 12 may provide more information for interpreting the underlying function or “why” of her behavior.

**Commented [KM4]:** Educational history is an important part of the initial data gathering process. Difficulties with early literacy skills (phonological awareness, alphabetic principle) are often documented as early as kindergarten for students with dyslexia. Math calculation or math reasoning can also be potential areas of unexpectedness. Note that Daisy does better with calculation than word problems. This could be an indication that Daisy’s poor reading skills are underlying her difficulties with word problems.

**Commented [KM5]:** Data points 6-11 will provide much of the informal diagnostic information included in the report template. Make note of the comparison to peer groups as well- Daisy is well below age/grade level expectations compared to the performance of other students in her class. This information will be used to confirm or question the results of formal testing noted later.

**Commented [KM6]:** \*Based on Hasbrouck-Tindal oral reading fluency norms

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.

**Commented [KM7]:** An example of informal data and formal test results providing corroborating information about student performance.

**Commented [KM8]:** Diagnostic information that can support both decision-making and intervention decisions. Early readers (KG & 1<sup>st</sup>) often rely on picture cues to aid comprehension. By 2<sup>nd</sup> grade text is beginning to transition away from such scaffolding techniques and students who do not have adequate decoding and fluency skills will often begin to show significant declines in comprehension.

**Commented [KM9]:** Math is often used as a potential area of unexpectedness. Note that Daisy was able to solve calculation problems but showed difficulty when she had to regroup or 'line up' number columns. Compare this with her noted difficulties with handwriting.

**Commented [KM10]:** Note the information obtained from the parent in data points 15-16. Family history of learning difficulties is also evident.

**Commented [KM11]:** Vision and hearing are exclusionary factors which must be addressed.

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.

**Commented [KM12]:** Standard scores will be included under each skill area on the report template. Both the CTOPP (Comprehensive Test of Phonological Processing) and WJ-III (Woodcock-Johnson Tests of Achievement-Third Edition) were utilized in conjunction with informal data gathered for Step 1 of the evaluation process.

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)