Case Study

- Jane Doe
- Kindergarten
- 5 years, 9 months old

Case Study: Reason for Referral

- Pre-K teacher reported being “puzzled” by Jane. She exhibited skills in some pre-reading areas and difficulties in others.
  - Jane could recognize most letters of the alphabet and had learned the sounds of those same letters.
  - She had learned few sight words.
- Jane’s Pre-K teacher referred her for a screening to determine if she experienced any problems in comparison to other kids at her grade level.
Evaluator Questions...

1. What information will we need to address a referral for screening?

2. What information is important to analyze at the Kindergarten level?

Planning for Evaluation

• What info is needed?
  - Analysis of Oral Language
  - Analysis of pre-reading skills
    - Phonemic Awareness, sight word development, pre-fluency

• Predictions?
  - Child likely developing letter recognition and sound-symbol relationship, but may have difficulties with cognitive speed and processing?
    - Often in such referral cases attention and processing speed can be implicated in early difficulties.
    - We may need to refer for other evaluations (cognitive) based on results?
Jane’s OLAI-2 Results

<table>
<thead>
<tr>
<th>Learning Behavior</th>
<th>PreK</th>
<th>K–3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>35%</td>
<td>9%</td>
</tr>
<tr>
<td>Print Concepts</td>
<td>/8</td>
<td>9 /11</td>
</tr>
<tr>
<td>Repeated Sentences</td>
<td>/29</td>
<td>19 /29</td>
</tr>
<tr>
<td>Story Retelling</td>
<td>Word Count</td>
<td>49%</td>
</tr>
<tr>
<td></td>
<td>Story Elements</td>
<td>/3 /4</td>
</tr>
</tbody>
</table>

**OLAI-2 Summary and Profile**

- **Overall** Stage II (Basic) with mixed results
  - Overall learning behavior is flexible, but with impulsive tendencies when learning becomes difficult.

- **Phonemic Awareness** (Least Experienced) only able to identify 35% of the sounds in a dictated sentence
  - Demonstrated an impulsive (flight) response style, concerned with finishing quickly.
OLAI-2 Results (cont.)

- **Print Concepts** (Most Experienced) able to identify 9/11 features of print concepts
- **Repeated Sentences** (Basic) able to repeat 19 of the 29 dictated sentences verbatim
  - Demonstrated impulsivity (flight) by responding quickly, attempting to finish quickly
- **Story Retelling** (Basic) able to use 49% of the word count and include 3/4 story elements

WRMT-III Letter Identification

- **Description:** Name uppercase and lowercase letters presented visually in the stimulus book.
  - Contains 17 items
- Jane accurately identified 12 out of 17 letters (percentile rank of 32, Avg. range).
  - She had a high visual similarity between her errors and the letter prompts; she misidentified v as u, g as a, and d as b. She also replied “I don’t know” to J and Y.
WRMT-III Phonological Awareness

• **Description:**
  – Consists of five sections
    • 33 total items
  – Examinee completes a series of tasks requiring the demonstration of phonemic awareness concepts.
  – Key pre-reading skills

*Note:* Children learn to distinguish larger phonological units before smaller ones.
  – Syllables (e.g., cow – boy)
  – Onset-rime (e.g., c-ow; fr-ont)
  – Phonemes (c-o-w)

Rapid Automatic Naming (RAN)

• **Description:** Examinee is presented with an array 36 items
  – These are familiar objects, colors, numbers, or letters
  – Task is to name these items as quickly as possible.
Score Summary
Test Comparisons

<table>
<thead>
<tr>
<th>Test</th>
<th>Standard Score</th>
<th>Test</th>
<th>Standard Score</th>
<th>Difference</th>
<th>Sig</th>
<th>Effect Size</th>
<th>Freq.</th>
<th>Relative Strength</th>
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</thead>
<tbody>
<tr>
<td>LID</td>
<td>93</td>
<td>PhA</td>
<td>86</td>
<td>7</td>
<td>NS</td>
<td>.01</td>
<td>&lt;10%</td>
<td>&lt;5%</td>
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<tr>
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<td>RAN</td>
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</tbody>
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Summary of Results

**Strengths**
1. Understanding of Print Concepts
2. Ability to recall critical elements and words of a story heard auditorily

**Weaknesses**
1. Impulsive learning style
2. Inconsistent phonemic awareness, most often impacted by impulsivity.
   1. Deletion, rhyming, last-sound
Case Study: Developing an Instructional Plan

- Based on the information gathered during the assessment, do we develop an instructional plan?

- Is she in a good position to become a fluent reader?

- If yes on an intervention plan, then what should we focus on?