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

Performance Summary

	PreK	K–3
Phonemic Awareness	%	35 %
Print Concepts	/8	9 /11
Repeated Sentences	/29	19 /29
Story Retelling — Word Count	%	49 %
Story Elements	/4	3 /4

LEARNING BEHAVIOR

	Flexible	Fight	Flight
Phonemic Awareness			X
Print Concepts	X		
Repeated Sentences			X
Story Retelling	X		

Performance Profile

PRESCHOOL	Stage I — Least Experienced	Stage II — Basic	Stage III — Most Experienced
Phonemic Awareness	< 30%	30 – 40%	> 40%
Print Concepts	< 4	4 – 5	6 – 8
Repeated Sentences	< 14	14 – 18	> 18
Story Retelling — Word Count	< 30%	30 – 40%	> 40%
Story Elements	< 2	2	3 – 4

GRADES K–3	Stage I — Least Experienced	Stage II — Basic	Stage III — Most Experienced
Phonemic Awareness	< 40%	40 – 50%	> 50%
Print Concepts	< 6	6 – 8	9 – 11
Repeated Sentences	< 18	18 – 24	> 24
Story Retelling — Word Count	< 40%	40 – 50%	> 50%
Story Elements	< 3	3	4

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**.

4

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)*
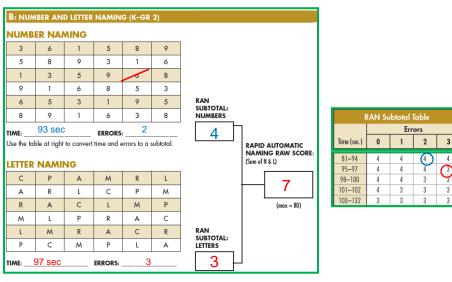 - – *Phonemes (c-o-w)*

PEARSON

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.

PEARSON

5

3 ◤◢◤ RAPID AUTOMATIC NAMING

Range: PK–Grade 2

🛑 **DISCONTINUE RULE:** Completion of designated section
NOTE: Any task with four or more errors cannot be scored.

B: NUMBER AND LETTER NAMING (K–GR 2)

NUMBER NAMING

3	6	1	5	8	9
5	8	9	3	1	6
1	3	5	9	6	8
9	1	6	8	5	3
6	5	3	1	9	5
8	9	1	6	3	8

TIME: _93 sec_ **ERRORS:** _2_

Use the table at right to convert time and errors to a subtotal.

RAN SUBTOTAL: NUMBERS = **4**

LETTER NAMING

C	P	A	M	R	L
A	R	L	C	P	M
R	A	C	L	M	P
M	L	P	R	A	C
L	M	R	A	C	R
P	C	M	P	L	A

TIME: _97 sec_ **ERRORS:** _3_

RAN SUBTOTAL: LETTERS = **3**

RAPID AUTOMATIC NAMING RAW SCORE: (Sum of N & L) = **7** (max = 80)

RAN Subtotal Table

Time (sec.)	Errors			
	0	**1**	**2**	**3**
81–94	4	4	4	4
95–97	4	4	4	3
98–100	4	4	3	3
101–102	4	3	3	3
103–132	3	3	3	3

PEARSON

Score Summary

Norms Used: ☐ Age ☒ Grade

◤◢◤ SCORE SUMMARY

	Raw Score	STANDARD SCORE		Confidence Interval ☒ 90% ☐ 95% (A.5/A.6)	%ile Rank (A.9)	GSV	Equiv. ☒ Grade ☐ Age (A.7/A.8)	RPI (A.20–A.23)	COMPARISON TO TOTAL READING Total Reading SS ____				
		Test (A.1/A.3)	Cluster (A.2/A.4)						Diff. (Test or Cluster–TR)	Sig. (A.12	Freq. –A.15)	Personal Strength (PS)/ Weakness (PW)	
1. Letter Identification	12	93		88 – 98	32	477 A	K.0	80 /90	____	NS .05 .01	<15% <10% <5%	PS	PW
2. Phonological Awareness	10	86		80 – 92	18	460 B	<K.0	79 /90	____	NS .05 .01	<15% <10% <5%	PS	PW
3. Rapid Automatic Naming	7	75		66 – 84	5	396 C	<K.0	2 /90	____	NS .05 .01	<15% <10% <5%	PS	PW
READINESS ▶ 254 (Sum) ▶	75	71 – 79	5	444 (A+B+C)/3	<K.0	25 /90	____	NS .05 .01	<15% <10% <5%	PS	PW	

PEARSON

6

Test Comparisons

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?