

## 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	Stage II	Stage III
	Least Experienced	Basic	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	Stage II	Stage III
	Least Experienced	Basic	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**.

## 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.



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## 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	8	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.

**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: NUMBERS: **4**

RAN SUBTOTAL: LETTERS: **3**

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

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

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## Score Summary

Norms Used:  Age  Grade

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

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# Test Comparisons

ADDITIONAL COMPARISONS										
TEST COMPARISONS (Tables A.18/A.19)										
Test Standard Score	Test Standard Score	Difference	Sig. (circle)	Freq.	Relative Strength	Test Standard Score	Test Standard Score	Difference	Sig. (circle)	Relative Strength
93 LID	86 PhA	= 7	NS .05 .01	<-15% <-10% <5%		86 PhA	75 RAN	= 11	NS .05 .01	<-15% <-10% <5%
93 LID	75 RAN	= 18	NS .05 .01	<-15% <-10% <5%	LID			=	NS .05 .01	<-15% <-10% <5%

## 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?