

**MAURIE** is a 5<sup>th</sup> grade student who has attended this school since 1<sup>st</sup> grade. Maurie has no significant health issues. Vision and hearing normal. Diagnosed with ADHD (Inattentive type) and has taken Ritalin since 2011. Parents recently discontinued because of significant side effects. One parent reports minor problems learning to read but lingering problems with spelling.

Maurie engaged in pre-reading behaviors such as learning letter names, naming shapes and colors, and understanding the purpose and handling of books. He did not learn common nursery rhymes, or the ABC's. During kindergarten and first grade, he displayed limited phonemic awareness skills, did not enjoy reading, and did not learn letter/sound combinations. He has displayed significant reading related problems such as pronouncing long words, imprecise language, lack of fluent reading, stronger comprehension than word reading, and finishing homework. Comprehends much better when read to. Active outside of school with sports, pets and friends.

Maurie began receiving special education services in 2<sup>nd</sup> grade as a student with a SLD with deficits in attention and visual processing. Interventions focused primarily on fluency. Currently Maurie has goals in written language and reading fluency. Services have been provided through small group push in support, note taking support, preferential seating and shortened assignments. Teacher reports positive on work habits, occasional anxiety and lack of work completion.

Primary school based interventions have focused on increasing reading fluency and on written language. Also provided with visual tracking training and Lexia outside of school. No noticeable improvement. Most recent IEP parents were told that Maurie just works slow and needs could be addressed through accommodations rather than special education.

KAUFMAN TEST OF EDUCATIONAL ACHIEVEMENT 3		
Cluster/Subtest	Subtest Score (mean=100)	Percentile
<b>READING</b>		
• Letter and Word Recognition	79 (74-84)	8 <sup>th</sup>
• Nonsense Word Decoding	69 (64-74)	2 <sup>nd</sup>
• Word Recognition Fluency	76 (65-87)	5 <sup>th</sup>
• Decoding Fluency	77 (66-88)	6 <sup>th</sup>
• Silent Reading Fluency	83 (74-92)	13 <sup>th</sup>
• Reading Comprehension	93 (83-103)	32 <sup>nd</sup>
• Reading Vocabulary	95 (88-102)	37 <sup>th</sup>
<b>WRITTEN LANGUAGE</b>		
• Spelling	77 (72-82)	6 <sup>th</sup>
<b>READING RELATED SUBTESTS</b>		
• Object Naming Facility	74 (62-86)	4 <sup>th</sup>
• Associational Fluency	94 (79-109)	34 <sup>th</sup>

WECHSLER INTELLIGENCE SCALE FOR CHILDREN 5			
Composite	Standard Score	Composite	Standard Score
Verbal Comprehension	108	Working memory	83
Visual Spatial	110	Processing Speed	83
Fluid Reasoning	104	Full Scale	98

GRAY ORAL READING TEST 5		
Composite	Scaled Score	Percentile
Rate	5	5 <sup>th</sup>
Accuracy	9	37 <sup>th</sup>
<b>Fluency</b>	7	<b>16<sup>th</sup></b>
Comprehension	8	25 <sup>th</sup>

COMPREHENSIVE TEST OF PHONOLOGICAL PROCESSING 2		
Subtest	Scaled Score	Percentile
Elision	8	25 <sup>th</sup>
Blending Words	6	9 <sup>th</sup>
Phoneme Isolation	8	25 <sup>th</sup>
Memory for Digits	4	2 <sup>nd</sup>
Nonword Repetition	6	14 <sup>th</sup>
Rapid Digit Naming	7	16 <sup>th</sup>
Rapid Letter Naming	5	5 <sup>th</sup>
Composite	Standard Score	Percentile
Phonological Processing	84	14 <sup>th</sup>
Phonological Memory	70	2 <sup>nd</sup>
Rapid Naming	76	5 <sup>th</sup>

PROCESS ASSESSMENT OF THE LEARNER II	
Skills Composite/Subtest	Scaled Score/Percentile
Handwriting Automatic Letter Legibility	6/ 9 <sup>th</sup>
Handwriting Legibility Composite	1/<1 <sup>st</sup>
Handwriting Total Time	8/25 <sup>th</sup>
Orthographic Spelling	
Word Choice Accuracy	2/<1 <sup>st</sup>
Word Choice Fluency	4/2 <sup>nd</sup>
Finger Succession	5/5 <sup>th</sup>

1. Would Maurie qualify as SLD with your current criteria?
2. Complete attached Reading Component Assessment
3. What indicators or contra-indicators of dyslexia are present?

<b>Reading Component</b>	<b>Current Functioning</b>	<b>Relevant Data</b>
<b>Reading Skills</b>		
Phonological Decoding (reading words by sounding out) Accuracy and Fluency Phonological Encoding (spelling words by sounding out)		
Word Identification (reading isolated words) Accuracy and Fluency		
Text Reading Accuracy		
Text Reading Fluency		
Text Reading Comprehension		
<b>Reading Related Cognitive Processes</b>		
Orthographic Processing: (ability to store letter patterns in words)		
Phonological Processing		
Naming Speed		
Phonological Memory: remembering information by "sound"		
Verbal Memory		
Associative Memory		
Verbal Ability		
Visual Spatial Skills		
Working Memory		

**Summarize Maurie's needs:**

**Recommendations/programs (consider programs currently available at your school – investigate online resources).**