

Do you know a Kim?



Kim is a 9-year-old third grader at Jefferson Elementary School. She has struggled with reading and writing since kindergarten, but during the fall, her teacher noticed that she was falling significantly behind classmates. She was referred to the school psychologist Dr. Ray Herschl for evaluation.

Testing

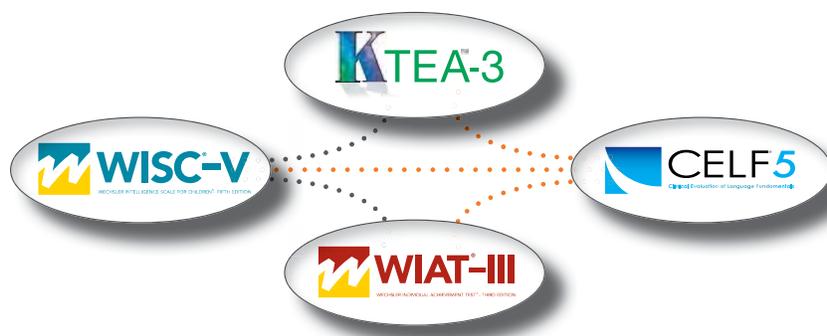
Dr. Herschl administered a battery of subtests from the Wechsler Intelligence Scale for Children—Fifth Edition (WISC®-V), Wechsler Individual Achievement Test—Third Edition (WIAT®-III), Kaufman Test of Educational Achievement—Third Edition (KTEA™-3), and Clinical Evaluation of Language Fundamentals—Fifth Edition (CELF®-5).

Kim's performance on the WISC-V indicated average verbal comprehension skills (VCI SS = 102) and a weakness in

processing speed (PSI SS = 84). Given her reading difficulties, Dr. Herschl started by assessing her phonological skills using the KTEA-3 Phonological Processing subtest. Results indicated average performance (PP SS = 94). The Patterns of Strengths and Weaknesses (PSW) analysis, available in the WISC-V and KTEA-3 report, was not consistent with a phonologically based reading disorder.

Dr. Herschl decided to follow up by assessing Kim's retrieval skills, using the KTEA-3 Rapid Automatic Naming (RAN) subtest. Kim exhibited a weakness on this subtest (RN SS = 81), indicating retrieval problems that are a hallmark of reading disabilities.

Due to Kim's history of spelling and written composition difficulties, Dr. Herschl completed additional testing using the WIAT-III Essay Composition, Sentence Composition, and Spelling subtests. The results revealed a significant weakness in written expression (WE SS = 78), and her performance on



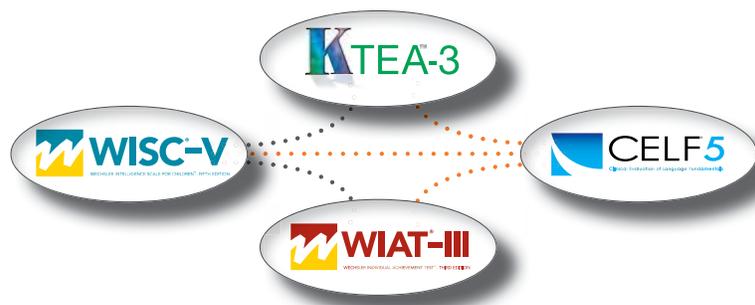


Essay Composition indicated a specific deficit in grammar and mechanics. The PSW analysis between the WISC-V and WIAT-III subtests signified a pattern of scores consistent with a learning disability profile.

Because of the pattern of Kim's difficulties on the WIAT-III, Dr. Herschl was concerned about a language-based etiology. To gain further insight, he administered several subtests from the CELF-5. Results uncovered a weakness on the Expressive Language Index (ELI SS = 84) relative to her performance on the Receptive Language Index. This suggested difficulty with language structure, specifically the formulation of grammatically correct compound and complex sentences.

Outcome

Overall, the integration of test scores across cognitive, achievement, and language batteries was critical in helping Dr. Herschl formulate proper intervention recommendations. Although Kim's initial presentation of basic reading and spelling problems may have suggested an orthographic or phonological issue, her expressive language/grammar weaknesses indicated a morphological deficit instead. As a result of Dr. Herschl's use of the CELF-5, along with selected written expression subtests on the WIAT-III and phonological subtests on KTEA-3, he was able to recommend appropriate interventions. These included learning specific grammar rules (e.g., subject-verb agreement, verb tense agreement) and advancing from writing short simple sentences to compound sentences and complex sentences.



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