



# A Case Study

## Why is Kaylee Struggling to Master Grade-Level Objectives?

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# Agenda

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## Analyze case study data to determine

- 1) why Kaylee has not responded to reading interventions;
- 2) if Kaylee has a Specific Learning Disability;  
and
- 3) what interventions are needed to improve Kaylee's academic skills and social-emotional behaviors.



# Background Information

# Introducing Kaylee . . .

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- Kaylee is 9.1/2 years old and in the second grade at Riverdale Elementary.
- She has had academic difficulties since preschool.
- Her parents and teacher referred Kaylee for a psychoeducational evaluation because of concerns regarding Kaylee's academic progress and behavior.

# Academic History

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Age	Grade/Setting
Infancy-5 years	Home Daycare
5 years	Pre-Kindergarten
6 years	Kindergarten
7 years	Kindergarten
8 years	Grade 1
9 years	Grade 2

# Classroom Observations

## Regular Classroom

K was observed during reading. The 6 students in the group were reading aloud from a grade-level text. K did not follow along when others were reading and she struggled to name words when she was reading aloud. Later, she struggled to name high frequency words on flashcards.

## Intervention Classroom

K was in a small group of three. When reading aloud, she made few errors in a mid-first grade level text.

# Interviews

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Parents	Mother concerned about K's academic and interpersonal difficulties.
Teachers	Regular and intervention classroom teachers concerned about K's learning ability.

# Screening Results

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Social Skills	Ratings on the <i>Social Skills Improvement System</i> indicated K was experiencing moderate difficulty.
Language	K's score on the <i>CELF-4 Screening Test</i> was below criterion.





# Why Has Kaylee not Responded to Instruction and Interventions?

## Wechsler Individual Achievement Test–Third Edition

Subtests	Standard Score (Mean=100)	Percentile Rank	Descriptive Classification
Word Reading	77	6	Below Average
Pseudoword Decoding	82	12	Below Average
Reading Comprehension†	84	14	Below Average
Oral Reading Fluency†	66	1	Low
Spelling	72	3	Below Average
Sentence Composition	81	10	Below Average
Numerical Operations	95	37	Average
Mathematics Problem Solving	97	42	Average
Math Fluency-Addition	97	42	Average
Math Fluency-Subtraction	96	39	Average

Word Reading Speed: 95% of students in normative sample had higher scores.

Pseudoword Decoding Speed: 98% of students in normative sample had higher scores.

† Score for Reading Comprehension and for Oral Reading Fluency is based on grade 1 item set.

# Phonological Processing

**Comprehensive Test of Phonological Processing (CTOPP)**

<b>Composite</b>	<b>Standard Score (Mean=100)</b>	<b>Percentile Rank</b>	<b>Descriptive Classification</b>
<b>Phonological Awareness</b>	<b>94</b>	<b>34</b>	<b>Average</b>
<b>Alternate Phonological Awareness</b>	<b>85</b>	<b>16</b>	<b>Below Average</b>
<b>Phonological Memory</b>	<b>85</b>	<b>16</b>	<b>Below Average</b>
<b>Rapid Naming</b>	<b>91</b>	<b>27</b>	<b>Average</b>

# Cognitive Abilities

<b>Differential Ability Scales–Second Edition (DAS-II)</b>			
<b>Composite/<i>Cluster</i>/Core Subtest</b>	<b>Standard Score (Mean=100)</b>	<b>T-Score (Mean= 50)</b>	<b>Percentile Rank</b>
<b>Special Nonverbal Composite</b>	<b>89</b>		<b>23</b>
<b><i>Verbal Ability</i></b>	<b>73</b>		<b>4</b>
<b>Word Definitions</b>		<b>37</b>	<b>9</b>
<b>Verbal Similarities</b>		<b>30</b>	<b>2</b>
<b><i>Nonverbal Reasoning Ability</i></b>	<b>90</b>		<b>25</b>
<b>Matrices</b>		<b>44</b>	<b>27</b>
<b>Sequential and Quantitative Reasoning</b>		<b>44</b>	<b>27</b>
<b><i>Spatial Ability</i></b>	<b>91</b>		<b>27</b>
<b>Recall of Designs</b>		<b>45</b>	<b>30</b>
<b>Pattern Construction</b>		<b>45</b>	<b>30</b>

# Diagnostic Subtests

<b>Differential Ability Scales-Second Edition (DAS-II)</b>		
<b>Diagnostic Subtest</b>	<b>T-Score (Mean= 50)</b>	<b>Percentile Rank</b>
<b>Recall of Sequential Order</b>	<b>42</b>	<b>21</b>
<b>Recall of Digits Backward</b>	<b>39</b>	<b>13</b>
<b>Speed of Information Processing</b>		
<b>Speed of Information Processing</b>	<b>51</b>	<b>53</b>
<b>Rapid Naming</b>	<b>38</b>	<b>12</b>
<b>Recall of Objects – Immediate</b>		
<b>Recall of Objects – Immediate</b>	<b>42</b>	<b>21</b>
<b>Recall of Objects – Delayed</b>	<b>41</b>	<b>18</b>
<b>Recall of Digits Forward</b>	<b>41</b>	<b>18</b>

# NEPSY-II Subtests

Subtest	Scaled Score (Mean= 10)	Percentile Rank	Descriptive Classification
List Memory	4	2	Below Expected Level
Narrative Memory-Free Recall	3	1	Well Below Expected Level
Narrative Memory-Free & Cued Recall	8	25	At Expected Level
Affect Recognition	9	37	At Expected level
Theory of Mind	--	2-5	Below Expected Level

# Language Evaluation

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- Based on her scores on the CELF-4, Kaylee was diagnosed with a Speech/Language Impairment.
- She exhibited weaknesses in
  - receptive and expressive language,
  - content and structure, and
  - verbal working memory.
- Ratings on the pragmatics profile suggested that Kaylee's language skills adversely affected her communication in both social and academic situations.

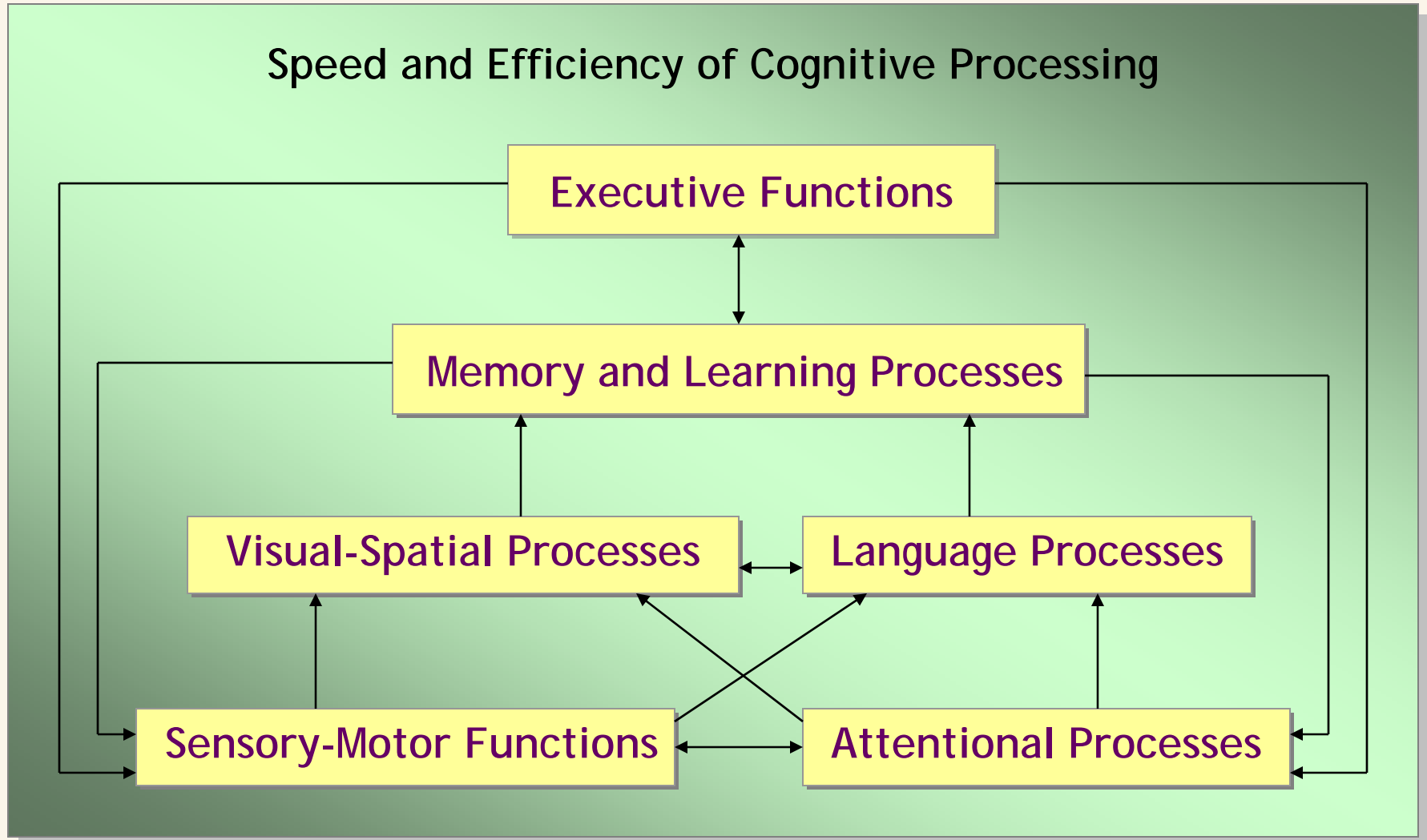


# Does Kaylee have a Specific Learning Disability?



# Cognitive Strengths and Weaknesses

(Miller, 2007)



# Academic Skills

Strengths	Weaknesses
<ul style="list-style-type: none"><li>• Math calculation.</li><li>• Math problem-solving.</li><li>• Math fluency-addition and subtraction.</li></ul>	<ul style="list-style-type: none"><li>• Naming real words accurately and fluently.</li><li>• Naming non-words accurately and fluently.</li><li>• Spelling.</li></ul>

# Pattern of Strengths and Weaknesses

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**Processing Strength**  
**DAS-II Spatial Ability**  
**SS = 91**

**Achievement Weakness**  
**WIAT-III Basic Reading**  
**SS = 80**

**Processing Weakness**  
**DAS-II Verbal Ability**  
**SS = 73**

# Written Language Problems and the Three Word Forms (Berninger, 2003)

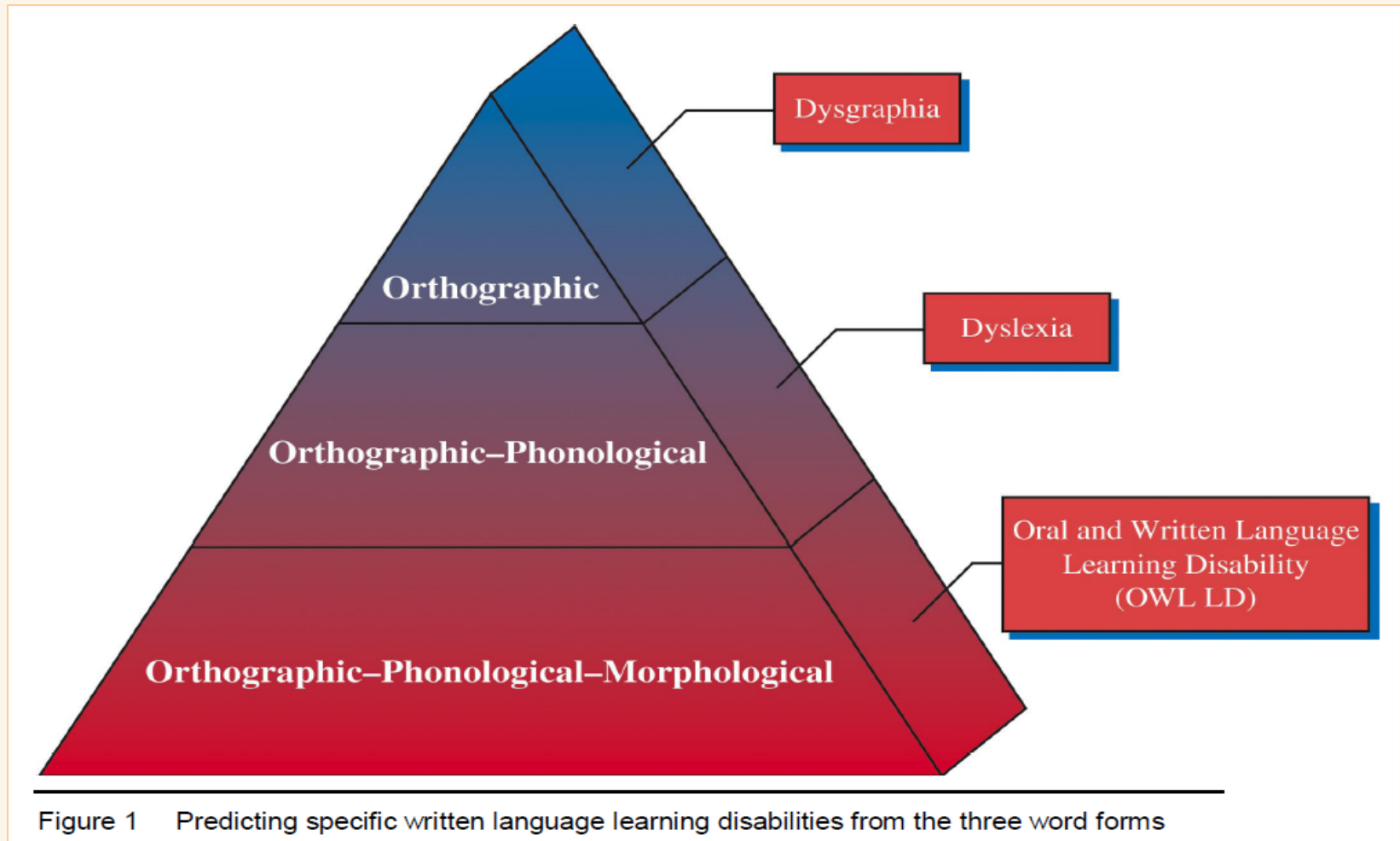


Figure 1 Predicting specific written language learning disabilities from the three word forms



# Recommendations

# Academic

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- Continue instruction in phonological awareness and add direct, explicit instruction in orthographic awareness and fluency.
- Provide reading books that are at her instructional level.
- To improve her ability to process verbal information,
  - pair verbal with visual information.
  - provide simple one-step instructions.
- Provide explicit instruction in vocabulary.
- Encourage verbal responses from Kaylee.

# Social

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- Provide opportunities for Kaylee to engage in structured play activities with one or two same-age peers.
- Integrate into daily activities structured social skills instruction.
- Have Kaylee continue to participate in the social skills support group offered by the school counselor. To accommodate Kaylee's language difficulties, the counselor will want to consult with the speech/language pathologist.



## Customer Service

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## Questions and Comments

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