

Ionia County Intermediate School District

2191 Harwood Road

Ionia, MI 48846

616-527-4900

Multidisciplinary Evaluation Team Report-Confidential

Student: Richie Rich

Date of Birth: 11-16-01

Grade: 2nd

Examiner: Ms. School Psychologist

Date of Evaluation: 10/29, 11/19, 11/20, & 11/23/09

District/School: Applecore Elementary

Age: 7 years 5 months

Report Date: 12-10-09

Reason for Evaluation

Over the last school year Richie has received intensive, research-based interventions in reading through the ICT process. Despite these interventions he continues to exhibit inadequate achievement in reading to the point that a learning disability is suspected in basic reading skill. Information from this comprehensive evaluation will be used to determine eligibility, and if Richie is eligible, the information will be used to develop an appropriate Individualized Education Program (IEP).

Evaluation Methods

CA 60 file review

Teacher interview

Classroom observation

Review of MLPP data

Kaufmann Assessment Battery for Children-II (KABC-II)

Kaufman Test of Educational Achievement-II (KTEA-II)

Informal assessments

Parent interview

Review of previous interventions

Progress monitoring data

Evaluation Components

In assessing whether Richie has a learning disability and is in need of special education, the evaluation process will address the following major components:

- A. Achievement relative to age or state approved grade level standards
- B. Progress to meet age or grade level standards
- C. Other disabilities and factors
- D. Appropriateness of instruction
- E. Present Level of Academic Achievement and Functional Performance

Achievement Relative to Age or State Approved Grade Level Standards***KTEA-II***

The KTEA-II was administered to assess Richie's skills in the area of reading and writing. The purpose of this assessment is to compare the performance of one student to the performance of other students of the same age. Average scores on this assessment fall between 85 and 115.

Academic Area	Standard Score	Percentile Rank	Range of Performance
Letter and Word Recognition	81	10	Below Average
Reading Comprehension	79	8	Below Average
Reading Composite	78	7	Below Average
Written Expression	81	10	Below Average
Spelling	79	8	Below Average
Written Language Composite	79	8	Below Average
Math Concepts & Applications	84	14	Below Average
Math Computation	98	45	Average
Mathematics Composite	90	25	Average

Richie's letter and word recognition score fell in the below average range and was better than 10 out of 100 other students his age. Richie demonstrated the ability to identify letter names and a small number of sight words. He continues to need skills for decoding CVC words, blends, and other common word patterns. Richie's reading comprehension score fell in the below average range and was better than 8 out of 100 of his same age peers. His comprehension was limited by his ability to identify the words in the sentences or passages that he read. He was able to demonstrate an understanding of individual words but was not able to comprehend one sentence instructions.

Richie's written expression composite score fell in the below average range. His performance was better than 10 out of 100 other students his age. Richie was able to write letters and small words that were dictated to him as well as a basic understanding of punctuation. He had difficulty spelling words phonetically and writing words and sentences that accurately described a picture.

In the area of math concepts and applications, Richie performed in the Below Average range and at the 14th percentile. His difficulty with math concepts and applications may be attributed to his difficulty with reading word problems and instructions as well as his language deficits. Richie's math computation performance fell within the Average range and was better than 45 out of 100 students his age. He was able to identify and sequence numbers, write one and two digit numbers, and solve one digit addition and subtraction problems.

Informal Assessments

Richie was evaluated for his reading skills in September 2009 to begin planning for his education in second grade. His skills were assessed in three different areas; writing known words from memory, hearing and recording sounds in words, and writing with a prompt. All second graders are assessed on these same skills during this time. Richie wrote 13 words from memory; the median score for his class was 38 words. He was able to hear and record 2 sounds in words; the median score for his class was 49

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sounds. On the writing prompt Richie earned a score of 0 out of 6. The median score for his class was a score of 2 out of 6.

Teacher Interview

Richie's 2nd grade teacher, Mrs. Jenks, reports that Richie is a very hard worker and wants to do well but gets frustrated because he is not able to keep up with his peers. Richie has great difficulty reading directions on assignments and understanding them enough to follow them, as well as reading second grade sight words. Richie needs more practice than other students to be successful and also needs support and prompts to complete language arts tasks. When working in a small group with support Richie is able to work without frustration. Mrs. Jenks also reported that Richie is able to complete math assignments at grade level when given additional time, assignments are cut down, and he is allowed to complete the task in a quiet, small group setting. She is not concerned with his skills in math but with his overall ability to process information at a rate equal to her class. Richie's difficulty with processing information in the classroom may be attributed to difficulty understanding parts of language, having typical classroom distractions, or a weakness in the area of short-term memory.

Progress to Meet Age or Grade Level Standards

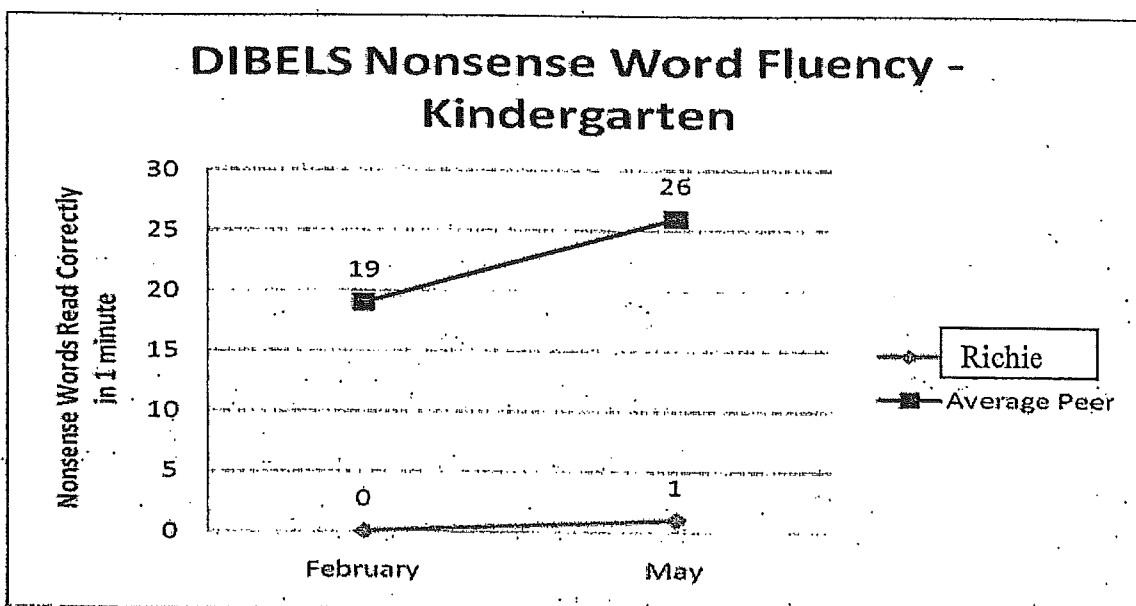
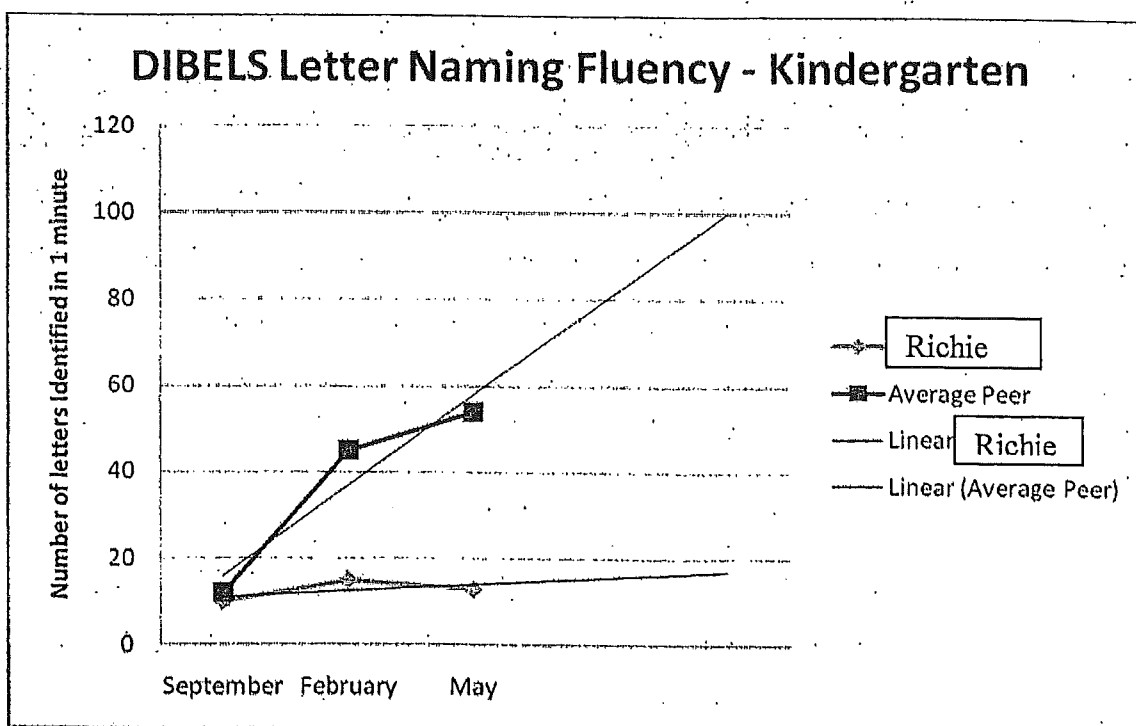
Review of Previous Interventions

Title I Para-educator support - Kindergarten thru present
Reading Recovery – 9/08-5/09 (1st grade)
Instructional Consultation Team – 10/08-4/09 (1st grade)
Leveled Literacy Intervention – 10/09 to present (2nd grade)

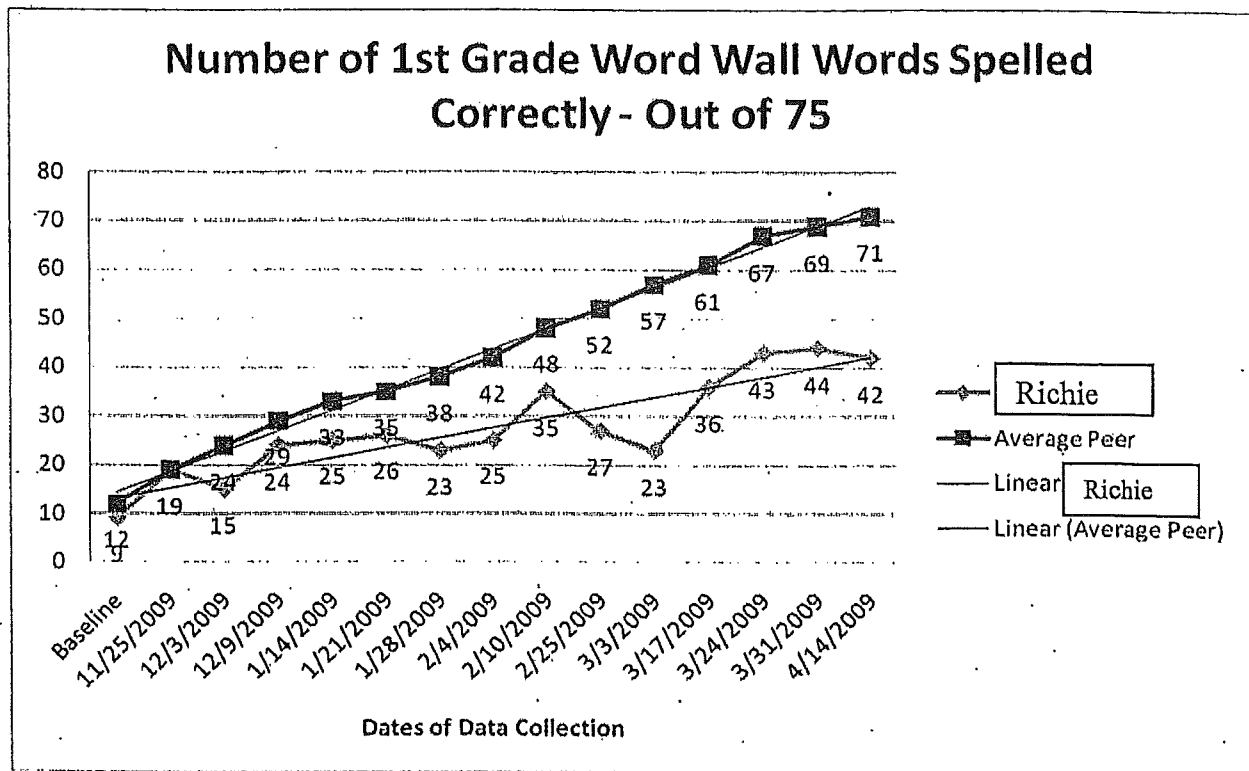
Progress Monitoring Data

In September 2007, February 2008, and May 2008 of Richie's kindergarten school year DIBELS Benchmark Assessments were given. In September Richie began at "low-risk" in the area of letter naming fluency but by the end of the school year in May he was considered "at-risk" due to his lack of progress in letter identification. Richie only gained three letters in a span of 8 months. In the area of phoneme segmentation Richie made some progress moving from "some risk" in February to "emerging" in May. In the area of nonsense word fluency Richie lacked progress from February to May. In February he earned a score of zero and in May he earned a score of one, both scores placed Richie in the "at-risk" category. Richie was referred for speech and language services in October 2007 and has been receiving services ever since. Richie's progress in Letter Naming Fluency and Nonsense Word Fluency are illustrated below along with the progress of an average peer.

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In October, 2008 an ICT request for assistance was initiated by Mrs. Bolton, Richie's 1st grade teacher. Through the instructional assessments completed it was determined that basic reading skill would be the initial focus area. Richie was assessed on writing the 1st grade word wall words and achieved a baseline accuracy rate of 9 words written accurately. Mrs. Bolton then implemented three interventions which provided Richie with additional repetition and exposure to the 1st grade words. These interventions were, word tic-tac-toe with a partner 3 times a week, word wall activity pages daily, and individual support from the para-educator on a daily basis. Each activity focused on 3-4 words at a time to avoid overloading Richie's working memory. The goal was to write 60 of the words accurately. Richie's progress, as well as his class average, is illustrated in the chart below.



Richie did not reach the goal of 60 words and his rate of progress is significantly slower than that of his peers when examining the slope of the "linear" lines on the graph above. At the end of 5 months of ICT intervention he had mastered 42 words. Overall, Richie's peers averaged a rate of progress of 4.2 words per week, whereas Richie averaged a rate of 2.4 words per week.

Based on Richie's first grade report card, he was not able to meet state standards in the area of reading, reading comprehension or writing but met more than half of the math standards. On this year's report card dated from September to November, Richie did not progress to meet any of the state standards in the area of Language Arts. He earned a "4" indicating he "cannot do this, needs help and much more practice" in the area of reading comprehension in second grade level text.

Other Disabilities and Factors

Cognitive Functioning: KABC-II

The KABC-II was administered to assess Richie's general ability skills. This test provides normative information about how a student compares with other students of the same age. Standard scores falling between 85-115 are considered average on the KABC-II.

	Standard Score	Percentile	Range of Performance
Sequential/Short-Term Memory	85	16	Average
Simultaneous/Visual Processing	106	66	Average
Learning	108	70	Average
Planning	99	47	Average
Mental Processing Index	98	45	Average

Standard scores in the range of 85-115 are considered average on the KABC-II.

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Richie's mental processing index standard score fell within the range of 92-104. Richie would be expected to score in this range 9.5 out of 10 times. This score is considered to fall in the average range. Richie would likely score better than 45 out of 100 students his age on this assessment. Richie's standard scores on the Verbal Comprehension, Processing Speed, Perceptual Reasoning, and Working Memory all fell within the average range. Overall, Richie performed very similarly to other students his age on this assessment. Although Richie performed in the Average range in short-term memory, when compared to his performance in other areas, this is considered a personal weakness for Richie. Due to Richie's weakness in short-term memory he will benefit from additional time to learn a concept as well as additional repetitions of, exposure to, and practice with material so that he can retain it in his long-term memory.

Classroom Observation

Richie was observed in his second grade general education classroom during reading instruction. Richie participated in the classroom activities, but had difficulty completing them accurately and within the same time frame as other peers. During an independent activity he became teary eyed and was clearly frustrated that he did not understand what the instructions were asking him to do. Once they were read to him and explained he completed his work. He was quiet and engaged during instruction, but seemed to lack confidence in his performance. Richie did not offer to read aloud or answer teacher questions while in the whole group setting. He exhibited age appropriate skills in the areas of attention, cognition, motor, social/emotional, and self help.

CA60 Review

Richie is a second grade student attending Ellis Elementary School. He began his school career in Kindergarten also at Ellis Elementary. Richie had difficulty meeting expectations in math such as identifying numbers, putting numbers in order, counting by 1's, 2's, and 5's. Richie met most expectations in language arts but was not able to read the 18 sight words expected of him. He ended the school year reading at a Rigby level 1. Kindergarteners are expected to read at a level 3 by the end of the school year. Teacher report indicates that Richie lacked self-confidence and became frustrated easily, but he also worked hard and was a pleasure to have in class.

During Richie's 1st grade year he received a number of academic supports one of which was Reading Recovery. Richie made progress in his reading level and early literacy skills but remained in the "well below average" category. Richie also received support from ICT interventions which were explained previously. Based on Richie's first grade report card, he was not able to meet state standards in the area of reading, reading comprehension or writing but met more than half of the math standards. Richie's teacher also reported that he works hard but needs more time to process information. By the end of the school year he was reading at a Rigby level 7. First grade students are expected to be reading at a Rigby level 16 by the end of the school year.

On this year's report card dated from September to November, Richie did not progress to meet any of the state standards in the area of Language Arts. Richie met 5/7 of the math standards this trimester and was very close to meeting the other two. Mrs. Jenks, Richie's 2nd grade teacher stated that Richie has a positive attitude, works hard, and is motivated to learn material presented to him. He is also currently receiving daily small group intervention with Mrs. Lamborne through the Leveled Literacy Intervention program.

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Richie's has missed 9 days of school this year and arrived late 2 days. He has one disciplinary referral from last school year. Health records indicate he has passed his most recent school hearing and vision screenings. Student enrollment data indicate that Richie, and his parents, speak English as their native language.

Parent Interview

Richie's father reported that Mrs. Rich carried Richie full-term without complication. Richie was a healthy child that did not suffer any major injuries or illnesses. He had chronic ear infections as a toddler but did not need tubes. The infections have since stopped. Richie has had recent vision and hearing screenings, passing both. He reportedly began walking and talking at a normal age although he has had difficulty with articulation throughout his development. Richie's parents recently divorced but his father reports that Richie is coping well with the changes and that he and his ex-wife communicate well and are amenable. They currently have a joint custody agreement in which Richie lives with his father for one week and his mother the next. Mr. Rich stated that mathematics is Richie's academic strength and that he enjoys playing Pokémon and computer games at home.

Appropriateness of Instruction

Richie has demonstrated consistent school attendance and has received appropriate, research-based classroom instruction in the general education setting. Additional, research-based interventions have been provided for Richie throughout his educational career. Student progress data has also been collected and analyzed and is referenced earlier in this report.

Eligibility Recommendation

Based on information gathered as part of this evaluation it is evident that Richie:

1. Demonstrates a lack of achievement relative to age or state approved grade level standards in the area of Basic Reading skills.
2. Demonstrates insufficient progress to meet age or grade level standards in the area of Basic Reading Skills.
3. Does not have other disabilities/factors as a primary cause of his academic difficulties
4. Has been provided with systematic, appropriate, research-based instruction
5. Has a need for special education programs and/or services

Based on the above considerations it is the recommendation of this examiner that Richie meet eligibility requirements for a Specific Learning Disability in the area of Basic Reading Skill. Final determination of eligibility will be made by the IEP Team.

Present Level of Academic Achievement and Functional Performance

Richie is a sweet-natured and hard working 2nd grade student that has struggled with early literacy skills since the beginning of his academic career. He has participated in numerous interventions, such as Title I, Reading Recovery, and ICT. Information from grade level universal screenings indicates that Richie is currently reading at a Fountas and Pinnell level C. He began the year reading at a level A. Second grade students are expected to begin the year reading at a level H and progress to a level M by the end of the school year. Richie participated in ICT interventions from November to April in 1st grade to address his

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sight word knowledge. Richie began the intervention with a baseline of 9 words. His goal was to have 60 words, which he did not reach. At the end of 5 months of ICT intervention he had mastered 42 words. His rate of progress was significantly slower than that of his peers when examining the slope of the "linear" lines on the graph displayed previously. Overall, Richie's peers averaged a rate of progress of 4.2 words per week, whereas Richie averaged a rate of 2.4 words per week. While he showed progress, his rate of progress was not adequate to meet age/grade level expectations. On the KTEA-II where average standard scores range from 85-115, Richie achieved a standard score of 79 on Reading Comprehension, which indicates he is functioning higher than 8 out of 100 of his same age peers. This data indicates that instruction in the general education classroom, even with specific research-based interventions, has not been sufficient for Richie to acquire grade appropriate reading skills. Therefore, special education programs and/or services are necessary.

Recommendations

1. Provide Richie with small group instruction in word study and reading comprehension strategies.
2. Richie may benefit from additional time on assignments and/or shortened assignments due to his difficulties with processing verbal instructions, reading directions, and completing work in the time expected. This will allow Richie to demonstrate his knowledge without overwhelming him.
3. Read instructions to Richie to assure his understanding.
4. Provide Richie with positive support and praise to continue to build his self-confidence.

Richie was a pleasure to work with! If you have any additional questions or concerns please contact me at your convenience at 616-555-1111 or by email at schoolpsychologist@schoolpsychologist.com.

Ms. School Psychologist, NCSP
School Psychologist

Date