LISA SLOE (actual evaluation – names have been changed – Questions? Michael Self-Bence mselfben@fwps.org 253-945-4135)

OVERVIEW & SUMMARY:
Lisa Sloe is a delightful 2nd grade student who transferred to Exampleton Elementary this school year. Lisa was referred by her teacher, Sam Teachington, for learning challenges in reading and math. Mr. Teachington observes that Lisa seems to know how to solve arithmetic calculations, but is very slow at doing so, and that she can read words, but has very slow fluency of about 7 to 9 words per minute. Records from Lisa's previous schools indicates a history of challenges with slow reading fluency and math fluency. To address these concerns, Mr. Teachington has been providing Lisa with differentiated classroom instruction in reading and math, and Lisa has also been receiving daily Title I small group reading intervention since September.

In January, Lisa was referred for this initial evaluation to determine her eligibility and need for Special Education. This evaluation included record review, parent and student interview, gathering information and observations from teacher, and testing of Lisa's cognitive and academic skills.

MAIN CONCLUSIONS:
1) **STRENGTHS**: Lisa is a polite and thoughtful student who demonstrates many cognitive "brain" skills for learning as well developed as most children her age, including crystalized knowledge and language skills, fluid reasoning and problem solving, mental processing speed, auditory processing, working memory, long-term free-recall memory, and long-term associative memory for learning new information, as well as significant normative strengths in visual processing skills. Academically, Lisa demonstrates math reasoning skills, untimed word attack skills, and orthographic processing skills as well developed as most children her age.

2) **CHALLENGE AREAS**: Lisa is experiencing significant challenges learning how to read, write, and perform arithmetic related to deficit in rapid automatic naming (RAN).

   Scientists have found that some children with reading fluency disabilities are very slow on tasks that involve quickly naming lists of letters, numbers, or colors. To read effectively, a brain needs to retrieve at lightning speed considerable layers of lexical or word information from long-term memory, such as letters, sounds, phonics, whole-words, word meanings, and knowledge connected to the word and the word in context. If a brain is slower in retrieving the most basic of lexical information, such as letter names, this is indicative of broader deficit in lexical retrieval that may explain the reading fluency difficulties a student may be experiencing.

   Lisa appears to have knowledge of letter names, phonics, and sight words, but her brain is not sufficiently quick at retrieving that information from long-term memory, and this impacts her reading fluency. Lisa's RAN deficits may also be contributing to the writing and math challenges she is experiencing, although our knowledge about the core cognitive deficits involved with writing and math is less well understood.

3) **RECOMMENDATIONS**: It is recommended that an "Individual Education Program" (IEP) be developed for Lisa with instructional goals that target reading, writing, and math skills. It is recommended that she continue to attend her general education class, and receive these IEP services through a "Resource Support Program."

HEALTH & DEVELOPMENTAL EVALUATION:
EXAMINER: School Psychologist

OVERVIEW: Information about Lisa's health and developmental situation was obtained from record review, parent interview, and student interview.

FAMILY: Lisa lives with her mother and father, Shelly and David Sloe, and several siblings. Lisa's mother reported that she herself experienced reading difficulties in elementary school, as did Lisa's 16-year-old sister Candy, who was evaluated and determined not eligible for special education in the Other district. Also, Lisa's aunt is reported to have undiagnosed "ADHD."

LANGUAGE: Lisa's family speaks English.

BIRTH HISTORY: Lisa's birth history is positive for pregnancy challenges and early delivery. Lisa was the product of a Kell antigen sensitized pregnancy or "anti-Kell". The Kell antigen system is a group of antigens on the human red blood cell surface which are important determinants of blood type. Like Rh disease, where there is a incongruous blood type between mother and fetus, anti-Kell involves incongruous Kell antigens between mother and fetus, and special medical care and monitoring is needed, including blood transfusions. Lisa was delivered 5 weeks early via planned C-section because "mom's body tried to react to the baby." Lisa was born breathing and a little small (5 pounds, 6 ounces), and she required light therapy for jaundice and had some difficulties eating.

DEVELOPMENT: Lisa's early development is unremarkable. Mom reports that Lisa walked at about 9 months, spoke first words at about 8 months, was using 2-3 word sentences by age 2 years, and there were no developmental concerns.

HEALTH: Lisa's health history is positive for pediatrician concerns that Lisa is small in size, but Lisa is otherwise reported to be in good general health, with no history of any ear infections, allergies, serious physical illnesses, seizures, serious accidents, head injuries, or continuing medical problems.

HEARING & VISION: Lisa's hearing and vision were screened this school year to be satisfactory.

EDUCATION: Lisa did not attend any formal preschool before entering kindergarten at Last Elementary in the Other district. She attended kindergarten and 1st grade at Last, before coming to Exampleton in the 2nd grade. Lisa's mother reported that Lisa "loves school" but "struggles with timed tests."

STUDENT INTERVIEW: Lisa was interviewed by School Psychologist, as part of developing rapport before testing. She was able to answer questions about herself, including spelling her first and last names, giving her age and birth month and date (but not year), and sharing information about her family, including who she lives and her many sibling's ages and grades. Lisa's favorite food is fruit and favorite colors are yellow, blue, and purple. Lisa reported that she likes school, including "friends, [her] nice teacher Mr. Teachington, [and the] nice playground." She does not like rainy-day indoor recess because she likes to play outside. Lisa's strengths include "monkey bars, running, gymnastics, summersaults, cartwheels, math, [and] writing," and her challenge areas include "reading" which Lisa says is "hard" for her.

COGNITIVE EVALUATION:
EXAMINER: School Psychologist

OVERVIEW: How does Lisa's profile of cognitive "brain" skills for learning compare with others her age? What are her strengths and weaknesses?

To answer these questions, on 2/26 and 3/4/2013, Lisa completed a tailored battery of individually administered, cognitive tests that included portions of the Differential Ability Scales (DAS-2), Kaufman Assessment Battery for Children (KABC-2), and Comprehensive Test of Phonological Processing (CTOPP-2). Lisa's results are judged to be valid and reliable as interpreted. She demonstrated an appropriate level of interest and cooperation with the standardized testing procedures, did not require any modifications to the standardized protocol, and appeared to be showing her best effort overall.

- The results show how well Lisa performed compared to a group of students the same age from across the United States.

- Most children (68 in 100, or 68%) demonstrate skills in the "Average" range with Standard Scores (SS) from 85 to 115.

- Scores below 85 indicate a possible "Normative Weakness" that may impact school learning.

GENERAL INTELLECTUAL ABILITY: Formerly referred to as "IQ" (intelligence quotient), general intellectual ability is a one-number average that attempts to quantify the mental ability underlying results of various tests of cognitive ability. General intellectual ability scores below 70 are relevant to identifying "Intellectual Disability" (the new term for "mental retardation").

Lisa obtained a general intellectual ability score on the KABC-2 comparable to most children her age (Fluid Crystallized Index SS=99; 47th Percentile Rank; 93-105 = 95% Confidence Interval). Lisa does NOT have a general intellectual disability. Children who score in the average range (85 to 115) can generally be expected to be successful in school.

PROFILE OF COGNITIVE ABILITIES: Lisa completed assessments of seven broad cognitive abilities relevant to school learning (See "Profile of Cognitive Skills for Learning" at end of report).

1) CRYSTALLIZED KNOWLEDGE includes the breadth and depth of a person's acquired knowledge, the ability to communicate one's knowledge, and the ability to reason using previously learned experiences or procedures.

   Lisa's crystallized knowledge and language skills are as well developed as most children her age. She demonstrated "average" performance on three different measures of crystallized knowledge and language skills (KABC-2 Verbal Knowledge SS=95, Riddles SS=105, Expressive Vocabulary SS=110). Overall, Lisa's breadth and depth of acquired knowledge is like most children her age, and she is capable of using language to communicate her knowledge with others.

2) FLUID REASONING includes the ability to reason, form concepts, and solve problems using unfamiliar information or novel procedures.

   Lisa's fluid reasoning skills are as well developed as most children her age. She demonstrated inductive fluid reasoning in the "average" range on two different measures (KABC-2 Pattern Reasoning SS=100, Story Completion SS=90). Overall, Lisa is as capable as most children her age at reasoning, forming concepts and solving problems.

3) MENTAL PROCESSING SPEED is the ability to fluently perform mental tasks automatically, especially when under pressure to maintain focused attention or concentration.

   Lisa's mental processing speed is like most children her age. She demonstrated fast performance at making simple quantitative comparisons (DAS-2 Speed of Information Processing SS=87).

4) VISUAL PROCESSING is the ability to use visual information to learn, including perceiving, remembering, manipulating, and thinking with visual patterns.

   Lisa's visual processing skills are more strongly developed than most children her age. She demonstrated "normative strengths" on two different measures of visual processing (KABC-2 Rover SS=125, Triangles SS=125). Overall, Lisa is highly capable at using visual information to learn.

5) AUDITORY PROCESSING is the ability to use sound information to learn, including perceiving, analyzing, and synthesizing auditory patterns. This includes the ability to identify, isolate, and mentally analyze speech sounds (i.e., phonological awareness), which is important for reading development.

   Lisa's auditory processing skills are as well developed as most children her age. She demonstrated phonetic synthesis skills for blending sounds into spoken words (e.g., What word do these sounds make? /sh/ /ee/ /p/ = sheep) on the upper cusp of the "average" range (CTOPP-2 Blending Words SS=115). She demonstrated phonetic analysis skills for isolating the sounds in spoken words (e.g., What is the last sound in the word pan?) in the "average" range (CTOPP-2 Phoneme Isolation SS=90). She demonstrate phonetic analysis skills for segmenting the sounds in spoken words (e.g., Say "dog" without saying /d/) on the lower cusp of the "average" range (CTOPP-2 Elision SS=85). Overall, Lisa's performance indicates appropriate auditory processing skills for reading development.

6) SHORT-TERM MEMORY is the ability to take in and hold information in memory, and then use it within a few seconds. This includes memory span (remembering elements in order) and working memory (holding information in memory while mentally processing that information). All thinking occurs in working memory, so it is critical to all school learning.

Lisa's short-term memory is as well developed as most children her age. She demonstrated "average" memory span for recalling sequences of spoken numbers (CTOPP-2 Memory for Digits SS=85; KABC-2 Number Recall SS=90; DAS-2 Recall of Digits Forward SS=94) and above average for recalling sequences of hand gestures (KABC-2 Hand Movements SS=120). Lisa's low performance on a fifth test (KABC-2 Word Order SS=75) appears to have been an invalid measure of her true memory span. Lisa also demonstrated "average" working memory on two different tests (DAS-2 Recall of Digits Backward SS=88, Recall of Sequential Order SS=103). Overall, Lisa's short-term memory span and working memory are like most children her age.

7) LONG-TERM MEMORY is the ability to store and efficiently retrieve newly learned or previously learned information. This includes recall memory, associative memory, and rapid naming.

Lisa demonstrated free recall memory for things she had seen (DAS-2 Recall of Objects SS=87) and associative memory for learning new information (KABC-2 Atlantis SS=105, Rebus SS=95) as well developed as most children her age. When asked to remember information after about a 20 minute delay, Lisa's long-term memory was also like most children her age (DAS-2 Recall of Objects Delayed SS=96; KABC-2 Atlantis Delayed SS=105, Rebus Delayed SS=105), which means that she is capable of retaining information she has previously learned.

However, Lisa demonstrates a significant normative weakness in a specific type of long-term memory important for reading development called "rapid automatic naming" or "RAN". On the CTOPP-2 Rapid Naming tests, Lisa was asked to quickly name a series of digits or letters, and her performance was much slower than most children her age (Digits SS=75, Letters SS=80). To ensure that Lisa's slow performance was not simply a fluke, on a different date she was administered the CTOPP Rapid Naming tests, and again was much slower than most children her age (Digits SS=70, Letters SS=70, Colors SS=55). Lisa's difficulty is not due to a lack of knowledge of number, letter, or color names (she knows this very well), rather a difficulty in the speed she can access and retrieve lexical or word information from long-term memory.

Scientists have found that some children with reading fluency disabilities are very slow on tasks that involve quickly naming lists of letters, numbers, or colors. To read effectively, a brain needs to retrieve at lightning speed considerable layers of lexical or word information from long-term memory, such as letters, sounds, phonics, whole-words, word meanings, and knowledge connected to the word and the word in context. If a brain is slower in retrieving the most basic of lexical information, such as letter names, this is indicative of broader deficit in lexical retrieval that may explain the reading fluency difficulties a student may be experiencing.

Lisa appears to have knowledge of letter names, phonics, and sight words (see "Reading Eval" section), but her brain is not sufficiently quick at retrieving that information from long-term memory, and this impacts her reading fluency. Lisa's RAN deficits may also be contributing to the writing and math challenges she is experiencing, although our knowledge about the core cognitive deficits involved with writing and math is less well understood.

SUMMARY: Lisa's profile of cognitive skills was assessed in February and March 2013 using a cross-battery approach. Lisa's general intellectual ability is well within the "average" range.

Lisa demonstrates many cognitive "brain" skills for learning as well developed as most children her age, including crystalized knowledge and language skills, fluid reasoning and problem solving, mental processing speed, auditory processing, working memory, long-term free-recall memory, and long-term associative memory for learning new information, as well as significant normative strengths in visual processing skills.

However, Lisa demonstrates significant normative weaknesses with rapid automatic naming (RAN). To read effectively, a brain needs to retrieve at lightning speed considerable layers of lexical or word information from long-term memory, such as letters, sounds, phonics, whole-words, word meanings, and knowledge connected to the word and the word in context. If a brain is slower in retrieving the most basic of lexical information, such as letter names, this is indicative of broader deficit in lexical

retrieval. Lisa appears to have knowledge of letter names, phonics, and sight words (see "Reading Eval" section), but her brain is not sufficiently quick at retrieving that information from long-term memory, and this impacts her reading fluency. Lisa's RAN deficits may also be contributing to the writing and math challenges she is experiencing.

READING EVALUATION:
EXAMINER: School Psychologist

OVERVIEW: Lisa's reading skills were evaluated using a combination of classroom assessments and teacher observations, and standardized testing.

CLASSROOM/TEACHER OBSERVATIONS: Lisa's classroom teacher, Mr. Teachington, is concerned about her reading, specifically with fluency and phonics. He notes that Lisa is "slow to decode" and seems to "forget phonics." On the Developmental Reading Assessment (DRA) Lisa is showing skills at a level 2, which is a beginning level, and very low for a student in 2nd grade. Lisa has been receiving additional targeted Title I reading intervention daily since September 18, and has shown little improvement.

TESTING: Lisa completed select tests of the Woodcock Johnson Tests of Achievement (WJ-III) on 2/28/2013 with C. Sample, Special Education Teacher, and the Test Of Word Reading Efficiency (TOWRE) on 2/26/2013 with School Psychologist. Lisa's results are judged to be valid and reliable as interpreted. She demonstrated an appropriate level of interest and cooperation with the standardized testing procedures, did not require any modifications to the standardized protocol, and appeared to be showing her best effort overall.

- The results show how well Lisa performed compared to a group of students the same age from across the United States.

- Most children (68 in 100, or 68%) demonstrate skills in the "Average" range with Standard Scores (SS) from 85 to 115. Scores below 85 indicate a possible "Normative Weakness."

- Grade equivalent scores (GE) are also given, which are the least reliable of scores, and should be viewed only as general estimates of the level at which Lisa might be instructed.

SCORES:
WJ-III Basic Reading Skills Composite: SS=83, GE=1.8
- Letter Word Identification: SS=79, GE=1.6
- Word Attack: SS=90, GE=2.0

WJ-III Reading Comprehension Composite: SS=71, GE=1.3
- Reading Vocabulary: SS=79, GE=1.2
- Passage Comprehension : SS=75, GE=1.4

Other Reading Tests:
- WJ-III Reading Fluency: SS=70, GE=K.2
- TOWRE Sight Word Efficiency: SS=66
- TOWRE Phonemic Decoding Efficiency: SS=80

SKILLS DEMONSTRATED: Lisa demonstrates phonics knowledge for decoding unfamiliar words (i.e., word attack) as well developed as most children her age. However, Lisa is very slow at applying her phonics skills to decoding familiar and unfamiliar words, as well as, very slow at fluently reading text. Lisa can identify letters and many words, and she can read simple words, phrases, and sentences with comprehension, but her skills in these areas are not as well developed as most children her age.

DISCREPANCY: Although "severe discrepancy" is not supported by research as a scientifically valid approaching to identifying learning disabilities, academic achievement composite scores significantly below a general intellectual ability score (using the published OSPI tables) is one criteria Washington State recognizes for special education eligibility for "Specific Learning Disability" (See "Discrepancy Analysis" at end of report).

Lisa's standard score in basic reading skills (SS=83) almost meets, and in reading comprehension (SS=71) does meet the Washington State specific learning disability "severe discrepancy" criterion (for Lisa: SS=<82).

MARKERS FOR LEARNING DISABILITY: Despite well-developed knowledge of phonics letter-sound knowledge for decoding unfamiliar words, as well as, for spelling unfamiliar words, Lisa is very slow at applying these skills to reading familiar and unfamiliar words, and she is very, very slow at reading text. On the WJ-III Reading Fluency test, Lisa read only two 4-word sentences in 3 minutes.

Lisa's difficulties with reading fluency, and related challenges with comprehension, appear to be due to a deficit in efficient retrieval of lexical or word information from long term memory. To read effectively, a brain needs to retrieve at lightning speed considerable layers of lexical or word information from long-term memory, such as letters, sounds, phonics, whole-words, word meanings, and knowledge connected to the word and the word in context. If a brain is slower in retrieving the most basic of lexical information, such as letter names, this is indicative of broader deficit in lexical retrieval that may explain the reading fluency difficulties a student may be experiencing. Lisa appears to have knowledge of letter names, phonics, and sight words, but her brain is not sufficiently quick at retrieving that information from long-term memory, and this impacts her reading fluency and comprehension.

IEP RECOMMENDATIONS: Lisa requires a Special Education "Individual Education Program" (IEP) with goals for increasing her reading skills, including:

1) Applying her phonics letter-sound skills to support fluent decoding of grade-level words and text

2) Increasing reading fluency with grade-level text.

3) Increasing automatic sight word recognition of grade-level high frequency words

4) Demonstrating comprehension of reading words by explaining word meanings (e.g., giving a synonym or antonym, using word in a sentence).

5) Demonstrating comprehension of a variety of texts (e.g., informational/expository, literary/narrative) including stating main idea, summarizing, making inferences and predictions, organizing information that supports a prediction or inference, explaining sequences, and analyzing story elements (e.g., point of view, setting, plot, cause and effect).

MATHEMATICS EVALUATION:
EXAMINER: School Psychologist

OVERVIEW: Lisa's math skills were evaluated using a combination of teacher observations and standardized testing.

CLASSROOM/TEACHER OBSERVATIONS: Lisa's classroom teacher, Mr. Teachington, is concerned about her math, specifically with fluency. When Lisa is solving arithmetic problems she is very slow. Lisa takes 7 to 12 seconds to solve very simple arithmetic problems (e.g., 5+1=) that most 2nd graders solve in seconds.

TESTING: Lisa completed select tests of the Woodcock Johnson Tests of Achievement (WJ-III) on 2/28/2013 with C. Sample, Special Education Teacher. Lisa's results are judged to be valid and reliable as interpreted. She demonstrated an appropriate level of interest and cooperation with the standardized testing procedures, did not require any modifications to the standardized protocol, and appeared to be showing her best effort overall.

- The results show how well Lisa performed compared to a group of students the same age from across the United States.

- Most children (68 in 100, or 68%) demonstrate skills in the "Average" range with Standard Scores (SS) from 85 to 115. Scores below 85 indicate a possible "Normative Weakness."

- Grade equivalent scores (GE) are also given, which are the least reliable of scores, and should be viewed only as general estimates of the level at which Lisa might be instructed.

SCORES:
WJ-III Math Calculation Skills Composite: SS=79, GE=1.8
- Calculation: SS=84, GE=2.0
- Math Fluency: SS=68, GE=1.0

WJ-III Math Reasoning Composite: SS=100, GE=3.0
- Applied Problems: SS=104, GE=3.3
- Quantitative Concepts: SS=96, GE=2.4

SKILLS DEMONSTRATED: Lisa demonstrated that she can add and subtract simple facts, but she is very slow at doing so. On the WJ-III Math Fluency test, Lisa accurately solved only 11 mixed simple addition and subtraction facts in 3 minutes, a level of performance typical of children nationally who are just starting 1st grade.

Despite very slow calculation skills, Lisa Demonstrates well developed conceptual understanding of addition and subtraction. She applied her skills to solving a variety of applied math story problems, including problems involving recognizing quantities, counting subsets, and adding and subtracting in the context of orally presented problems with pictures (e.g., "You have 6 oranges and eat 1; Now how many do you have?"). Lisa also read time to the hour, read temperature from a thermometer, use a calendar, and added mixed coins under 30 cents, although she did not show knowledge of coin names.

DISCREPANCY: Although "severe discrepancy" is not supported by research as a scientifically valid approaching to identifying learning disabilities, academic achievement composite scores significantly below a general intellectual ability score (using the published OSPI tables) is one criteria Washington State recognizes for special education eligibility for "Specific Learning Disability" (See "Discrepancy Analysis" at end of report).

Lisa's standard score in math calculation skills (SS=79) DOES and math problem solve (SS=100) DOES NOT meet the Washington State specific learning disability "severe discrepancy" criterion for Lisa: SS=<82).

MARKERS FOR LEARNING DISABILITY: Mathematics disabilities are indicated by deficits in computation skills, which Lisa demonstrates. Lisa does not demonstrate any weaknesses in cognitive skills, such as working memory, associated with math difficulties. It is possible that Lisa's difficulty with rapidly retrieving number names from long-term memory is contributing to her low fluency with arithmetic.

IEP RECOMMENDATIONS: At this time, it is recommended that Lisa receive a Special Education "Individual Education Program" (IEP) with goals for increasing her math skills, including:

1) Quickly recall addition facts and the related subtraction facts for sums through 20 (2nd grade standard)

2) Multi-digit addition and subtraction without regrouping, working toward with regrouping

WRITTEN LANGUAGE EVALUATION:
EXAMINER: School Psychologist

OVERVIEW: Lisa completed select tests of the Woodcock Johnson Tests of Achievement (WJ-III) on 2/28/2013 with C. Sample, Special Education Teacher. Lisa's results are judged to be valid and reliable as interpreted. She demonstrated an appropriate level of interest and cooperation with the standardized testing procedures, did not require any modifications to the standardized protocol, and appeared to be showing her best effort overall.

- The results show how well Lisa performed compared to a group of students the same age from across the United States.

- Most children (68 in 100, or 68%) demonstrate skills in the "Average" range with Standard Scores (SS) from 85 to 115. Scores below 85 indicate a possible "Normative Weakness."

- Grade equivalent scores (GE) are also given, which are the least reliable of scores, and should be viewed only as general estimates of the level at which Lisa might be instructed.

SCORES:
Written Expression Composite: SS=77, GE=1.6
- Writing Fluency: SS=70, GE=K.2
- Writing Teachingtons: SS=86, GE=1.9

Other Writing Tests:
- Spelling: SS=75, GE=1.4
- Spelling of Sounds: SS=93, GE=2.3

SKILLS DEMONSTRATED: Lisa demonstrated using phonics letter-sound knowledge to spell unfamiliar words as well as most children her age; and yet Lisa skills for spelling familiar words are well below most children her age. An examination of Lisa's spelling finds that she often uses phonetic spelling (e.g., she spelled /x/ as "cks"), but does not yet know many spelling patterns. For example, she spelled the /ee/ sound as "e", /ai/ as "a", -ed ending as "t" and "-id", and –le ending as "l".

Lisa demonstrated that she can write her name, simple words, and simple sentences, although writing is very effortful for Lisa and she is very slow at writing. For example, on the WJ-III Writing Fluency test, Lisa wrote only one sentence in 7 minutes, a level of performance typical of children nationally who have just started kindergarten.

DISCREPANCY: Although "severe discrepancy" is not supported by research as a scientifically valid approaching to identifying learning disabilities, academic achievement composite scores significantly below a general intellectual ability score (using the published OSPI tables) is one criteria Washington State recognizes for special education eligibility for "Specific Learning Disability" (See "Discrepancy Analysis" at end of report).

Lisa's standard score in written expression (SS=77) DOES meet the Washington State specific learning disability "severe discrepancy" criterion (for Lisa: SS=<82).

MARKERS FOR LEARNING DISABILITY: Writing disabilities are indicated by deficits in spelling skills, which Lisa demonstrates. It is possible that Lisa's difficulty with rapidly retrieving lexical information from long-term memory is contributing to her low writing fluency and spelling difficulties.

IEP RECOMMENDATIONS: At this time, it is recommended that Lisa receive a Special Education "Individual Education Program" (IEP) with goals for increasing her writing skills, including:

1) Increase spelling skills. Suggest that spelling instruction be incorporated into reading instruction (e.g., spelling reading words and vice versa).

2) Increasing sentence writing skills, including consistently applying capitalization and punctuation rules appropriate for grade level, working toward writing more complex sentences with details, adjectives, and examples.

3) Using a writing process (e.g., four square) to organize her ideas with the goal of writing paragraphs of related sentences with beginning, middle, and end (2nd grade target).

OTHER EVALUATION:
EXAMINER: School Psychologist

OVERVIEW: Lisa completed select tests of the Woodcock Johnson Tests of Achievement (WJ-III) on 2/28/2013 with C. Sample, Special Education Teacher. Lisa's results are judged to be valid and reliable as interpreted. She demonstrated an appropriate level of interest and cooperation with the standardized testing procedures, did not require any modifications to the standardized protocol, and appeared to be showing her best effort overall.

- The results show how well Lisa performed compared to a group of students the same age from across the United States.

- Most children (68 in 100, or 68%) demonstrate skills in the "Average" range with Standard Scores (SS) from 85 to 115. Scores below 85 indicate a possible "Normative Weakness."

SCORES:
Oral Expression Composite: SS=89
- Story Recall: SS=109
- Picture Vocabulary: SS=84

Listening Comprehension Composite: SS=99
- Understanding Directions: SS=98
- Oral Comprehension: SS=100

SKILLS DEMOSNTRATED: Lisa demonstrated oral expression and listening comprehension skills as well developed as most children her age.

CONCLUSION: Specially designed instruction in communication is not recommended.

DISCUSSION:
Lisa does not achieve adequately for her age or meet grade level standards in reading, writing, and math. The causes Lisa's reading difficulties appear to be due to very slow retrieval of lexical or word information from long-term memory, a marker for reading fluency disabilities. Lisa has the phonics letter-sound knowledge for decoding and spelling unfamiliar words, but she is very slow at using this knowledge. Lisa's reading of familiar and unfamiliar words, reading of text, and sentence writing, are all very slow for children her age. Specially designed instruction to increase Lisa's reading and writing fluency is recommended.

Lisa is also very slow at performing math calculations. Although it is unclear what cognitively is exactly causing this difficulty, it is possible that Lisa's difficulty with rapidly retrieving number names from long-term memory is somehow related to her low math fluency. In any event, specially designed instruction to increase her math fact fluency is recommended.

The evaluation group determined that Lisa is eligible for Special Education under the "Specific Learning Disability" (SLD) eligibility category based on severe discrepancy (for OSPI compliance) and patterns of strengths and weaknesses diagnostic of a specific learning disability.

Lisa's learning difficulties are NOT primarily the result of other factors including:

1) A lack of appropriate instruction in reading or math: Lisa HAS received appropriate instruction in reading and mathematics provided by qualified personnel, including additional targeted intervention in reading and math skills through differentiated classroom instruction, daily intervention, and daily tutoring. She HAS received repeated assessments of achievement at reasonable intervals which was provided to parents through her report card and parent conferences.

2) A visual, hearing, or motor disability: Lisa does NOT have visual, hearing, or motor disabilities.

3) Intellectual disability (formerly called "mental retardation"): Lisa does NOT demonstrate an intellectual disability.

4) Emotional disturbance: Lisa does NOT demonstrate any significant emotional or behavioral disturbances.

5) Cultural factors: There are no cultural factors that would be the primary cause of Lisa's learning difficulties.

6) Environmental or economic disadvantage: There are no environmental or economic factors present that would be the primary cause of Lisa's learning difficulties. The identification of RAN deficits suggests that there are cognitive reasons contributing to Lisa's learning challenges.

7) Limited English proficiency: Lisa speaks English.

Adverse Educational Impact:
Lisa's learning disability has an adverse impact on her learning success in reading, writing, and math.

Relate Results to General Education:
Because of the identified disability and adverse educational impact, Lisa has needs that cannot be addressed exclusively through education in general education classes with or without individual accommodations, and she needs Special Education.

Lisa requires SDI in reading, writing, and mat to increase fluency with those skills. Special education instruction in these areas should supplement and not supplant general education instruction in these areas.

Lisa should continue to receive all general education assignments and homework, but her classroom teacher must modify and shorten assignments to her current academic levels. Assignments and homework should emphasize quality over quantity. Lisa's fluency in different skills can also be measured relative to her own personal baseline. Suggest that Lisa's classroom teacher consult at least monthly with the Special Education teacher to determine how Lisa's class work will be appropriately modified and adapted.