

EDUC 622 Client Report Packet: Reading

EDUC 622 Client Report	Possible points	Points received
<i>Required components:</i> <ul style="list-style-type: none"> • Cover sheet/Teacher referral form • Interest inventory (Form A or B) • Dictated writing sample • Observation checklist: Reading • Test summary sheet <ul style="list-style-type: none"> - John's <i>Basic Reading Inventory</i> - OR other reading test available to you 	10 10 10 10 20	
<i>Narrative description:</i> <ul style="list-style-type: none"> • Client background • Test behavior and test results • Recommendations 	10 10 20	
<i>Client Report Total</i>	<i>100</i>	

Examiner's name: Latara Salisbury	
Client's name Jerry	
Client's age: 13	Grade: 8 th grade
Client background	
<p>Jerry is a 13-year old special education student who is diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). Because of his disability, it was discovered at an early age that Jerry exhibits difficulty in reading, writing, and comprehension. Although he has developed from needing a reading specialist, Jerry still requires accommodations for any assignments that pertain to reading in which he receives assistance through a resource class 30 minutes two times a week. Overall, Jerry has maintained good academic standing with at least a "C" average in his major courses. At the start of his academic career, Jerry had difficulty with managing his behavior while in the classroom as he would be easily distracted. Socially, Jerry has few friends as he distances himself from his peers. Jerry exhibits an outgoing personality telling stories of his experiences of working on the farm with his grandfather and his love for building things.</p>	
List of Assessments	
<ul style="list-style-type: none"> • Teacher Referral Form • Interest Inventory, Form A or B • Dictated Writing Sample • Observation Checklist: Literacy • Test Summary Sheet [choose ONE] <ul style="list-style-type: none"> - <i>John's Basic Reading Inventory</i> summary sheet (provided) - other reading test available to you [scan summary sheet] 	
Narrative description of test behavior and explanation of test results:	
<p>Forms A of the word lists were given to Jerry at an 8th, 9th, and 10th grade level to assess his oral reading. At an independent level, Jerry showed his ability to automatically recognize sight words given from an 8th grade word list. Jerry scored 18 out of 20, with two of the words being that of</p>	

analysis. These words, *custody* and *embassy*. Jerry immediately corrected them after sounding them out. When giving a word list from the 9th grade level, it was evident that Jerry was comfortable with the words although he could not pronounce *crochet*, and *siesta* without assistance. Jerry was challenged with the 9th grade word list, but was not frustrated, rather he scored a total of 18 out of 20 reflecting the instructional level. It was not until Jerry was given a 10th grade word list that he exhibited a level of frustration; weak word recognition as there were many unknown words and the rate of pronouncing the words were slow or not at all. His total score was 13 out of 20; with the incorrect words being *exponent*, *illogical*, *predominant*, *fictitious*, *cuticle*, *panorama*, and *inquisitive*. Overall, Jerry's word recognition skills are automatic as he performs on 8th-grade level.

Jerry's comprehension skills were assessed at an 8th grade level using Form A focusing on content, oral reading and silent reading. Before reading the given passage, Jerry was asked to tell what he thought the story meant with just the title. Jerry eagerly responded stating: "a scientist wanting to find a cure for a disease." After reading the story, Jerry was asked the comprehension questions in which he missed two. When asked, "What was the key to the experiment?" Jerry responded, "to activate the medicine." When asked, "What would the radium reaction do?" Jerry responded, "make people immortal." These responses reflect Jerry's ability to comprehend but at an independent and instructional level. Jerry's oral reading score was also that of instructional as he scored 95% word recognition with 5 miscues. Jerry was not told that he was being timed while reading the passage, due to the fear of him being anxious, but he was able to read the 100 word passage in 1 minute. Observing Jerry while reading a passage from Form D it was evident that Jerry would have some difficulty with retelling what the story was about. He scored at an instructional/frustrational level as he missed 3 questions. It would be appropriate to say that Jerry's ability to retell the story was satisfactory for he had a strong sense of the overall content and was able to identify some of the key events and some important facts. In conclusion, Jerry's comprehension level expresses his ability to read orally and understand the information at an instructional level.

After reading to Jerry a passage from the 6th grade level, Jerry responded to the comprehension questions missing one of the questions. When asked questions from 7th grade level, Jerry missed 2 questions and the third passage was at the 8th grade level where Jerry missed 2 of the questions explaining why his listening level is at the 7th/ 8th grade level.

Recommendations

Recommendations (for future instruction and any additional assessment) to:

In order for Jerry to be successful in the classroom recommendations for Jerry would include being able to continue having resource twice as week for 30 minutes each time where he is able to work on in-class assignments, review tests/quizzes and do homework. If further assistance is needed, this should be allotted to him. Jerry should be given the ability to have more time on assignments and tests. Parents should actively participate in Jerry's development by encouraging him to. To monitor progress, assessments should be given to Jerry every 6 months.

TEACHER REFERRAL FORM

Student: Jerry Grade: 8th Teacher: Latara Salisbury

Reason for referral: Jerry has exhibited persistent reading problems in the areas of accuracy and/or fluency of basic word identification, comprehension and listening skills primarily due to distractibility.

Please check any items in which the student has difficulty:

✓ Moderate

✓ ✓ Severe

Sight word recognition

Arithmetic

Phonetic analysis

Spelling

Comprehension skills

Handwriting

Study skills

Speech

Oral reading

Large muscle coordination

Silent reading

Following directions

Hyperactivity

Meticulous

Day dreaming

Frequent crying

Distractibility

Erratic effort

Explosive behavior

Demanding attention

Withdrawal

Uncontrolled behavior

Relationships with peers

Stubbornness

Comments: _____

Date: May 31, 2011 Signature: Miss. Latara S. Salisbury

INTEREST INVENTORY, FORM A

[Choose Form A or Form B. Administrator may read aloud and write the answers]

Direction: Answer the following questions to express how you really feel. There are no right answers or wrong answers. Put down what first comes into your mind. Work as quickly as you can.

Name Jerry Grade 8th Date May 31, 2011

1. What games do you like to play best of all? GTA (Grand Theft Auto)
2. What other game do you like? Madden
3. What do you like to make? Food
4. Do you have pets? Yes
5. What are your hobbies? Riding four wheelers
6. Suppose you could have one wish which might come true, what would it be? Having Money
7. What is your favorite television program? South Park
8. What is the best book you ever read? Rage of Angels
9. Do you have any books of your own? About how many? 1
10. Does anyone read to you? How often? They don't
11. Do you go to the library? No
12. Do you read comic books? What is your favorite comic book? No
13. What magazines or newspapers do you like best? Sports
14. What kind of work do you want to do when you finish school? Builder
15. What school subject do you like best? Math
16. What school subject do you like least? History

Adapted from Harris & Smith, *Reading Instruction, Diagnostic Teaching In The Classroom*, 3rd Ed

DICTATED WRITING SAMPLE

Dictate one paragraph at a level appropriate for student.
[For example one paragraph from *Basic Reading Inventory*.]

Name Jerry Hand: R X L

Problems:

<u> X </u> Alignment	<u> </u> Pencil grip
<u> X </u> Spacing	<u> X </u> Posture
<u> X </u> Margins	<u> </u> Speed (Fast/Slow)
<u> X </u> Letter formation	<u> </u> Reversals/transpositions

Errors:

<u> X </u> Capitals	<u> </u> Punctuation
<u> X </u> Words omitted	<u> </u> Words substituted
<u> X </u> Spelling	

_____	_____
_____	_____
_____	_____

OBSERVATION CHECKLIST: READING BEHAVIOR

Name Jerry Grade 8th Teacher Latara Salisbury Semester Fall 2011

Direction: Tally significant observations day by day. Space at bottom of each section can be used for noting specific errors, interpretations, general impression, evidence of progress, and recommendations.

Oral Reading and Group Instruction Periods

Word Recognition Skills

- Basic sight vocabulary
- Tries to sound words
- Tries to pronounce by syllables
- Tries to analyze structure
- Substitutes another word
- Makes wild guesses
- Reverses letters
- Reverses words
- Reverses phrases
- Uses context clues

Comprehension

- Answers factual questions correctly
- Gives main ideas
- Tells whole story accurately
- Draws conclusions
- Makes generalizations
- Follows directions
- Gives sensible reasons on thought questions
- Gives fantastic, irrelevant reasons on thought questions
- Relates reading to experience
- Expression in reading

Peer Relationships

- Gets along well with girls
- Gets along well with boys
- Respects others
- Disturbs others
- Works alone only
- Works well with one other child
- Uses index
- Uses table of contents
- Uses dictionary
- Uses maps
- Uses diagrams
- Uses encyclopedia

Insights for oral reading Jerry is a strong reader but it is evident that he has some difficulty with recognizing words that are in a higher level, moreover, due to his hyperactivity, Jerry struggles with taking his time causing him to omit, substitute words, reverse them or miss questions pertaining to story.

Silent Reading (Free-choice Reading or Library Time)

Location of Material

- Finds suitable book quickly
- Follows suggestions of other children
- Has teacher help
- Selects too advanced books
- Takes useful notes
- Uses table of contents
- Unable to find any book of interest to him

Attitude Toward Reading

- Engrossed in book
- Enjoyment evident
- Independent
- Dependent upon others
- Uninterested, resists or avoids reading
- Easily distracted
- Other

Reading Level

- Primer
- First
- Second
- Third
- Fourth
- Fifth
- Sixth
- Seventh
- Other -8th

Physical Factors

- Holds book up
- Holds book close to face
- Lip movements
- Squints
- Blinks eyes
- Eyes red or watery
- Complains of dizziness
- Bends over book
- Fatigue posture

Interests

- Animals
- Sports
- People
- Art
- Science
- Car, planes, etc.
- History
- Music
- Adventure
- Rockets
- Fairy tales
- Armed forces

Insights for silent reading Silent reading seems to be difficult for Jerry has he is easily distracted whether it is daydreaming or if he does not find the book interesting so he rather talk about something that is irrelevant to what he is reading. Jerry stated that he finds it difficult to read by himself because if he has a question about something he is unable to ask the teacher without disturbing the class.

Listening To Story Read Aloud

Interest

- Listens attentively
- Listens part of the time
- Easily distracted
- Restless and preoccupied
- appreciation of story-talks about it
- Asks related questions
- Responds to humor and excitement
- Tells main ideas
- Tells whole story accurately
- Relates ideas to own experiences

Insights for listening Despite having difficulty with being anxious and distracted, Jerry listens effectively and is able to comprehend on the same level as he is oral reading.

BASIC READING INVENTORY PERFORMANCE BOOKLET

Jerry L. Johns, Ph.D.

Student Jerry Grade 8th Sex: M F Date of Test May 31, 2011

School J.T Henley Middle Examiner Latarata Salisbury Date of Birth November 11, 1998 Age 13

SUMMARY OF STUDENT'S READING PERFORMANCE										
Grade	Word Recognition						Comprehension			
	Isolation (Word Lists)				Context (Passages)		Oral Reading Form A		Silent Reading Form D	
	Sight	Analysis	Total	Level	Miscues	Level	Questions Missed Level	Questions Missed	Level	
PP										
P										
1										
2										
3										
4										
5										
6										
7										
8	18	2	20	Ind.	5	Inst.	2	Inst	3	Ind/Ind.
9	18	-	18	Inst.	ESTIMATE OF READING LEVELS Independent _____ Instructional <input checked="" type="checkbox"/> Frustration _____					
10	16	-	16	Frustr.						
11										
12										
LISTENING LEVEL			GENERAL OBSERVATIONS							
Grade	Form D8183		During the testing process, it was evident that Jerry's ADHD has slightly impacted Jerry's reading ability at an 8 th grade level, however, he still shows difficulty in the area of comprehension, specifically, silent reading. Jerry performs better when he is reading aloud as he is more focused. While doing silent reading, Jerry was easily distracted as he would read a few lines and then stop and talk about something irrelevant to that of the test. He would also fold the corner of the page back and forth while he was reading. When he was finished reading, he seemed relieved and anxious to answer the questions pertaining to the story although he knew he might not know the answers. Moreover, the assessment process was too familiar to Jerry as he not only expressed this but it was evident through the way in which he was anxious to have it completed so that he could move on to something else.							
	Questions Missed	Level								
PP										
P										
1										
2										
3										
4										
5										
6	1	Ind.								
7	2	Ind/Inst								
8	2	Ind/Inst								
ESTIMATED LEVEL: 8										
INFORMAL MISCUE ANALYSIS SUMMARY										
Types Of Miscues	Frequency of Occurrence			General Impact of Miscues on Meaning						
	Seldom	Sometimes	Frequently	No Change	Little Change	Much Change				
Substitutions		X			X					
Insertions	X									
Omissions	X									
Reversals	X									
Repetitions	X									

