

Student 1: Niki

Niki is a 3rd grade student. She attended the Young 5s program, kindergarten, 1st and 2nd grade prior to the current school year, all in the same school district. Betty's parents reported that there were no concerns during pregnancy or delivery with Niki. She obtained developmental milestones within average time limits and has been a healthy child since birth. Throughout her schooling she has received Title 1 support which provided interventions targeted at sight word recognition and reading rate. The data collected indicates a relatively flat rate of growth – very slight improvement.

Current teacher reports indicate that Niki reads slower than most of her peers. DIBLES data indicates she reads 46 words per minute (class average is 75 words per minute). Although she reads at a slower rate and requires help decoding more words than her peers, Niki does successfully respond to comprehension questions 90% of the time. Niki's calculation skills seem average in comparison to her classroom peers. Her calculation assessment scores this fall have been a 75% and an 80%. Niki's problem solving skills appear stronger than her calculation skills. On assessments in problem solving she obtained scores of 85% and 95% this fall. Niki's writing skills fall in the progressing range with assessment scores of 75%, 73% and 80% so far this year. Niki successfully follows multi-step directions and responds accurately to questions presented regarding information that is presented orally.

During a classroom observation in reading students were required to read three pages of text and then respond to comprehension questions in their reading journals. Niki requested assistance decoding 10 words in the text she was reading. The average of three of her classroom peers was 3 requests for assistance. These same three students required an average of 7 minutes to complete the required reading and Niki required 13 minutes. The classroom teacher read the comprehension questions aloud to Niki. Following this reading of the questions Niki successfully completed 4 out of the 5 items in her journal. Niki was on task throughout the observation period and followed all directions presented by the teacher.

Niki was also observed in her math class. Again, she was attentive throughout the lesson and followed the instructions provided by the teacher. During the lesson, Niki volunteered to respond to 11 of the 15 questions the teacher posed to the class. She was called on 3 times and successfully responded to each of the questions she answered. During the seat work portion of the class, Niki requested assistance in reading the practice problems; however, once these problems were read for her, she completed each of the 7 assigned problems correctly. The teacher reported later that the class average on this assignment was 5 out of 7 problems completed successfully.

Niki's historical grades have been:

	Decoding	Reading Rate	Reading Comprehension	Math Calculation	Math Problem Solving
Kindergarten	Beginning	Beginning	Progressing	Progressing	Progressing
1 st Grade	Beginning	Progressing	Progressing	Progressing	Secure
2 nd Grade	Beginning	Progressing	Secure	Progressing	Secure

Niki's attendance:

Grade	Days Absent
Young Fives	3
Kindergarten	5
1 st Grade	2
2 nd Grade	4

Niki was administered a norm referenced achievement test by the school psychologist and obtained the following results:

Subtest/ Composite	Standard Score	95% Confidence Interval	Percentile
Word Reading	71	66-76	3
Pseudoword Decoding	70	65-75	2
Reading Comprehension	97	84-110	42
Oral Reading Fluency	70	62-78	2
Oral Reading Accuracy	63	51-75	1
Oral Reading Rate	76	66-86	5
Basic Reading	71	67-75	3
Math Problem Solving	96	85-105	39
Numerical Operations	87	78-96	19
Math Fluency	65	58-72	1
Spelling	81	74-88	10
Sentence Composition	88	76-100	21
Sentence Building	86	N/A	18
Sentence Combining	93	N/A	32
Essay Composition	93	83-103	32
Word Count	89	N/A	23
Theme Development & Organization	96	N/A	39
Written Expression	84	77-81	14
Listening Comprehension	96	85-107	39
Receptive Vocabulary	98	N/A	45
Oral Discourse Comprehension	96	N/A	39
Oral Expression	98	87-109	45
Expressive Vocabulary	92	N/A	30
Oral Word Fluency	102	N/A	55
Sentence Repetition	103	N/A	58
Oral Language	96	88-104	39

Does Niki qualify as a student with SLD? If yes, which areas are her strengths and which are her weaknesses? If no, why not?

Student 2: Betty

Betty is a fifth grade student. Betty was born three weeks premature and had mild jaundice at birth. Her speech was mildly delayed; however, she developed other developmental milestones within average time limits. Betty frequently catches colds during the fall and winter months; however, her parents did not report any serious illnesses or other health concerns. Betty entered school in kindergarten and is currently attending her fourth school, and this is her first year at her current building. Records from her prior school districts indicate that Betty received support in both math and reading in her kindergarten, 2nd and 3rd grade years; however, the interventions employed and data on her progress were not provided. Betty obtained grades of satisfactory in the areas of learning and social behaviors on her report card each year, and all her academic grades were listed as progressing.

Betty obtained the following MEAP scores:

Grade	Mathematics	Reading	Writing
3 rd	Partially Proficient	Partially Proficient	Not Proficient
4 th	Partially Proficient	Not Proficient	Partially Proficient

Betty's attendance has been as follows:

Grade	Days Absent
Kindergarten	20
1 st Grade	8
2 nd Grade	12
3 rd Grade	19
4 th Grade	16
5 th Grade	6 (12/15/2010)

Teacher reports indicate that Betty obtained a DIBELS oral reading fluency score of 83 words per minute on the fall assessment and has been working with the classroom paraprofessional on her decoding skills for 10 minutes each day. Her weekly progress monitoring data on the ORF measure has been:

Week	Words Per Minute
1	82
2	88
3	90
4	93
5	93
6	98

Betty's teacher reported that she frequently has to repeat directions to Betty in class. He does not feel that Betty is not paying attention when he first provides instructions; however, Betty appears to require additional time to process these directions and repetition seems to help. In math, Betty's calculation skills and problem solving skills appear to be relatively even. Her teacher reported that Betty volunteers answers one to two times per class period and correctly responds 50% of the time. She makes errors in both her calculations and problem solving logic. Her math assessments have been 65%, 70% 80%, and 60% in the area of calculation and 70% 85%, 60%, and 60% on math problem solving assessments. Betty's teacher indicated that she is generally able to express herself on paper in a manner that can be deciphered by adults. However; on occasion, he is unsure which words Betty is trying to use because of

her spelling. She tends to write as little as possible to complete assignments and her grammar appears to be immature in comparison to her peers. Although Betty's teacher would like to see her writing improve, he is more concerned with her reading and math skills.

During a classroom observation in Betty's math class she raised her hand once to respond to a question that required her to create and solve a two step math problem. She did not provide the correct response when she completed the problem at the overhead. Betty and the classroom teacher then worked together to complete the problem. Betty had successfully set up and solved the first part of the problem; however, she had chosen the incorrect operation to complete the second step. During the seat work portion, Betty required the use of a number line to complete $\frac{3}{4}$ of the problems presented. Three other students out of the class of 27 also required the use of a number line. Throughout the class period, Betty looked around the room at her peers during transitions between activities and modeled their actions. She was generally the last or next to last student to settle in and begin the assigned tasks.

During an observation in Betty's ELA class, students were reading in the Accelerated Reader books. Ninety percent of her peers were reading books with 20 lines of text per page and no pictures. Betty was reading a book with 5 lines of text per page and large pictures. Betty appeared to be focused throughout the reading period and turned to the next page with approximately the same speed as her peers. On the AR comprehension quiz, she obtained a below average score.

The team decided that additional testing was warranted and the School Psychologist administered a norm referenced achievement tests. Betty obtained the following results:

Composite/Subtest	Standard Score	95% Confidence Interval	Percentile
Broad Reading	57	52-62	0.2
Letter-Word Identification	54	48-61	0.1
Reading Fluency	72	65-79	3
Passage Comprehension	67	57-77	1
Broad Math	75	69-81	5
Calculation	77	66-87	6
Math Fluency	70	66-75	2
Applied Problems	87	81-93	20
Broad Written Language	57	50-65	0.2
Spelling	61	53-70	0.5
Writing Fluency	65	54-76	1
Writing Samples	72	60-84	3

Does Betty qualify as a student with SLD? If yes, which areas are her strengths and which areas are her weaknesses? If no, why not?