

Reader Profile CI 705

Background

S is a 10 year-old female, in grade 4. She excels academically according to her mother and her most recent report card. She attends The Classical School of Wichita, where she receives language in English and learns Latin. She enjoys to read out loud in class and also enjoys to be read to before she goes to bed at night. S does not attend any special services at her school because they are not provided at her small private school.

S's family socioeconomic status is high and the parental involvement is also high, with a stay-at-home mother and father who is actively involved with helping the children complete homework at night and attends parent conferences when he is able to take off work. English is the primary language spoken at home. She has grown up in literature-rich home. She has two younger siblings, ages 8 and 4. Her mother indicated that S does have some fluency and comprehension problems when it comes to reading, which was brought to her attention by S's teacher. Mom indicates that she had noticed this a little bit at home but thought it was something that would flush out in time. S tends to take longer to complete her reading assignments at home than her younger brother and her mother usually has to talk through the reading comprehension questions with S before she chooses the right answer. Some assessments were being done at the beginning of the Fall 2014 school year concerning S's reading comprehension abilities due to the teacher's concerns regarding possible dyslexia. Since those assessments, a non-formal diagnosis of mild dyslexia has been given to S.

Pre-Assessment

Due to S's teacher's concerns and her mother's observations, I decided to use the Gray Oral Reading Tests-4th Edition (GORT) to test S's capabilities. The GORT-4 is a norm-referenced, reliable, and valid test. It tests oral reading rate, accuracy, fluency, and comprehension skills for individuals 6 years 0 months to 18 years 11 months. The GORT-4 includes a Form A and a Form B. Each form has 14 different stories each ending with five comprehension questions. Performance on the GORT-4 leaves the clinician with the following scores: rate, accuracy, fluency and comprehension. The GORT-4 helps clinicians and teachers identify students that are performing below their peers in oral reading proficiency and might benefit from extra services. It also helps identify strengths and weaknesses of the student in regards to reading skills. The GORT-4 is also a good test to use to assess a child's progress during and through intervention.

Scores are based on tables that are on the bottom of each story page. They correspond with certain age levels. The clinician times the student reading the passage, while marking any errors the student makes. The time is recorded in seconds and the deviations from the print are recorded as well. The clinician asks the student the five questions provided each with four multiple choice answers. The clinician scores the correct comprehension questions. The clinician then uses the time and deviations from print score to find the student's rate and accuracy score

for each story. The rate score and accuracy scores are added together to equal the student's fluency score. The comprehension score is just calculated by how many questions the student answered correctly. Once the student receives a comprehension score of 2 the clinician no longer has the child keep reading the stories because their comprehension level is too low for the remainder of the stories in the form booklet. Below are the scores S received on the pre-assessment of the GORT-4:

Story #	Rate Score	Accuracy Score	Fluency Score	Comprehension Score
1	5	5	10	5
2	5	5	10	5
3	5	4	9	4
4	5	2	7	3
5	5	1	6	2

Because of the parent's observations and the teacher's concerns, I also used a reader self-perception survey with S. I wanted to see how she viewed herself as a reader, especially in the classroom compared to peers. I also wanted to see if she enjoyed reading. I read questions from the self-perception scale, and S could be provide me with the answer (SA=strongly agree through SD=strongly disagree). Overall S had a strong self-perception of her reading skills and only answered a few times with (A=agree) on ones where she was asked what other kids think when she reads. She noted that she doesn't notice or know what other kids are thinking and doesn't know if they like to hear her read or not. After reviewing these results I decided that I did not need to target any sort of counseling or self-motivating activities for S in our time together (although I would of course be encouraging and attempt to plan motivating activities for our sessions regardless).

The test that you selected was extremely appropriate! You did a wonderful job explaining everything in this section. However, only reporting raw scores does not yield significant information. This data doesn't tell us how she compared to age-matched peers &/or whether she is significantly delayed....

Strengths and Weaknesses

S's strengths include that she has a great self-perception of her reading skills and also enjoys reading. S's rate of reading is appropriate for her age but as this can be seen as a strength it can also be seen as a weakness. From my observations her rate of reading is what might cause some of her deviations from the print. A slower rate of reading will be targeted during sessions with S to help her accuracy and her ability to comprehend what she is reading. S is a very motivated child. One weakness I can see is that S likes to move fast-paced through reading and questions

and sometimes doesn't give herself enough time to think about her answer. Strategies will be taught to help her with this.

Great information here! It also would have been important to ensure that she had mastered the full range of phonological/phonemic awareness AND word level reading (i.e., sight words and decoding/phonics). Students who have NOT mastered these skills will struggle with becoming fluent. The only way to know is to test...

Instructional Program

Rate, accuracy, and comprehension skills will be targeted with S. I will spend 45 minutes with S one time a week. I would like for the session to be an hour but S is involved in many activities and her mother needs the session to only be for that long. We will hold our sessions in the basement of her home where we are free from distractions and noise. I will bring a different reading passage or short story to each session accompanied with reading comprehension questions.

Each session we will work on slowing down S's rate of oral reading so that she is able to comprehend what she is reading while still reading out loud. This will be targeted using a timer, a short story or passage, and modeling from the clinician (myself). I will start out with having S really slow down her rate of reading, to a level that wouldn't be maintained long term but would help her see the difference in her accuracy and ability to recall what she just read when she reads a little slower compared to super fast. A running record will be used to track data.

We also will work on strategies to help her answer comprehension questions. We will work on picking up clues from the context of the story and ways to figure out what are important statements and what information isn't as important. For these activities I will bring an iPad so that we can look up definitions or explore contextual clues from the story so she can gain a deeper understanding of things in the stories we are reading. I will also have prepared comprehension questions, and other materials depending on the story we are reading that week.

To help S eliminate the amount of deviations from print that she is currently making we will again work on the slowed rate of reading and also, work on identifying those times where she does deviate from the print. I will have her read orally and then following a deviation I will stop her right away and have her re-read that part of the sentence. I will ask her what made her deviate (switching the words in her head, inserting new words, etc.). I am hoping this process will help her self-correcting skills.

It sounds like you had a number of very good ideas! This section would have been strengthened by more descriptions (see assignment instructions/rubric)

Post-Assessment

At the end of meeting with S for 10 weeks, I gave her the GORT-4 again. Below are her scores on the post-assessment GORT-4:

Story #	Rate Score	Accuracy Score	Fluency Score	Comprehension Score
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1	5	5	10	5
2	5	5	10	5
3	5	4	9	4
4	5	4	9	4
5	5	3	8	3

After working with S for 8 weeks, we saw some improvements in her overall scores from the GORT-4. Her rate score stayed at 5, which was what we wanted. Her accuracy, fluency and comprehension scores all improved by a couple of points on the post-assessment. Her comprehension level was up to her grade-level after working together for eight-weeks which was great progress to see. Her fluency score also increased in story #4 and #5.

When testing, it is impossible to interpret raw data without standardized scores. Percentiles can especially be helpful in telling how a student performed compared to other students her age. It also is not known how to account for maturation and regular/general education experiences that would have occurred without intervention.

Summary

Overall, S was a joy for me to work with. I am not very experienced in literacy clients as this is my first semester as a student clinician but I was thankful for the opportunity to work with her. We were able to achieve a good amount of progress throughout my time with her this semester and I think leave her with some helpful strategies to further her reading capabilities in the future. At this point in time, S's private school still does not offer special services for reading, but her mom and teacher are both keeping a close eye on her literacy skills and will reassess at a later time if they see any vast differences in her reading skills compared to her peers. I recommended that her mom practice the strategies we worked on together with S when she reads with her at night, nothing too intensive, maybe for 5 minutes each day before bedtime. Again, overall, I believe S now has some strategies and tools to be successful in reading at this point and with her teacher and mother keeping a watchful eye on her abilities S does not need individualized therapy.

Works Cited

<http://www.newman.esu8.org/vimages/shared/vnews/stories/504ce2012e8ff/GORT%20summary%20for%20CILT.pdf>

Overall, well done! If you still are in contact with the family, consider sharing the range of fluency building strategies found in the texts. I also posted a video for the class to view (of T. Rasinski).

If they have not already, those early foundational literacy skills might need to be fully tested. I typically use the CTOPP, the Woodcock, AND the GORT for any struggling readers. There are however, a number of different word level reading tests and PA tests. ☺

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