

Name: Isaac Johnson
Address:
Phone:
Date of Birth: 07/20/08
Grade: 2nd
School: Central School
Chronological Age at Time of Testing (CA): 7
Parents' Names: Rosemarie Johnson, David Johnson
Teacher: Mr. D'Ambrosio
Referred by: Mr. D'Ambrosio
Date/s of testing: 11/28/15
Date of report: 11/29/15
Examiner: Rose Jones

Reason for referral

Isaac is consistently having problems in the area of speech. It is hard for his peers, teachers and parents to understand him. It is normal for young children to make speech errors, but testing needs to be conducted to determine if Isaac would benefit from extra support in this area of his education, since this problem is still adversely affecting his relationship with others and his education.

Background history

Family history

Isaac grew up in New Rochelle, NY, with his parents and two siblings. He currently lives in New Rochelle, NY near Iona where his father, Mr. Johnson, works. He graduated from Iona College with a B.S. in Marketing and Mrs. Johnson has a Bachelor's Degree in English from Iona.

His brother, Fred, is nine years old. Maggie, his sister is 5. Most of his extended family lives in Ohio. His grandmother on his father's side lives in Alaska. They get to see each other for the holidays, such as Christmas. Mrs. Johnson's parents come to visit and stay with the family several times a year. David and Rosemarie have not been able to travel to visit family recently because of Fred's health who suffers from complications from Lyme disease. There is a history of allergies in the family, but this has never interfered with Isaac's academic or after-school activities.

Developmental history

Isaac's development is where it should be for a second grader, his doctors have not reported any other problems other than his food allergies. He could only eat certain foods that his doctors recommended when he was younger. They would run tests (give him a series of injections) and keep track of what made him break out. Now he has built up a tolerance for more food groups and the main items he cannot ingest are dairy and nuts. All of Isaac's developmental milestones were reached in the normal limits, since he was a baby and until now.

Isaac is becoming more coordinated in sports and started learning how to play soccer. He also tries hard to make his work perfect, enjoys board games and has a growing interest in words and developing more of a vocabulary. Another area of growth for Isaac has been in his listening skills. Isaac is an outgoing child with many friends.

Academic history

Isaac was ecstatic about starting school because he knew that is what his older brother did everyday. In Kindergarten, Isaac was placed in the speech program for difficulties with pronunciation. He was having trouble pronouncing all of the letters of the alphabet. Isaac continued speech therapy in first grade. His first grade teacher, Mrs. Smith, said he was a joy to have in class. She agreed that Isaac would benefit from speech therapy and was also wanted him to practice his handwriting.

Mr. D'Ambrosio, his second grade teacher, also confirmed he needs speech therapy. Mrs. Cerrano, Isaac's speech therapist, works with him twice a week and states he is making progress but still has a few areas he needs to grow in, they are currently focusing on three letters: r, b, and d. He receives therapy on an individual basis and the service emphasizes remediation in expressive articulation. His parents notice that when he is tired that it is really hard to understand him, which shows how much effort he puts into making himself understood on a regular basis. In math Isaac receives challenging homework because his independent level is high in math. He is a hard worker. While Isaac is ahead of his peers on a reading level, his teacher recommends that Isaac continue to read with his parents at home everyday and practice recalling and writing down important parts of stories. Mr. D'Ambrosio also suggested that Isaac needs to slow down while reading and practice strategies that will help him remember what he is reading.

At Central Elementary School, the teachers use a grade scale of 1-4. Isaac usually receives a 3, which is satisfactory. Teachers have stated that they rarely give out a 4 to students. Isaac loves to work in groups and his parents always receive positive feedback about his behavior in class. He continues to move forward in his education. His educators need to ensure he is meeting standards and goals by informal or formal assessments to monitor his progress and make sure his needs are being met.

Social history

Isaac has always been a friendly child that enjoys making people feel welcome. His best friend attends the same school as he does but he also enjoys playing with his neighbors because they have grown up together. He may be a little shy in new situations but is able to warm up to people easily. Isaac thrives in group settings, he enjoys working with his classmates. He likes to include everyone in activities and enjoys playing with friends. They have always gotten good reports from his teachers and are content with his academic performance. He enjoys doing his homework and attending school.

Isaac enjoys spending his time outside. He loves throwing the football round with his brother and father. Over the summer he attended a soccer camp and took lacrosse classes. He enjoys reading books or having books read to him at home before bed. Since Isaac is an amiable child and tends to be a follower. He loves going to play at his friends' houses. He loves trucks, Lego's and super heroes. Currently, his favorite book is the Star Wars dictionary. He is an organized individual that takes pride in completing tasks well.

Description of Procedure

In the beginning of the session, Isaac was nervous about being tested. He demonstrated this because he was fidgeting in his seat and had a lot of questions about the test; he asked what would happen if he didn't know something. He did not like the idea of not being able to erase a mistake. Once we started he seemed more comfortable and would make comments like "this is easy, I know how to do that." He likes to please his teacher and do his work. He got frustrated when he did not know what to do as the test increased in difficulty. Once he was passed his independent level he admitted that he was not sure what to do. While I reminded him that it is a test and to try his best, it is

good to know he is not afraid to ask for help when he really needs it. He has a hard time sitting still, but once he was able to focus he was committed to his work.

Behavior Observations

I was able to observe Isaac at his house while I was interviewing his parents. Being the middle child, he sometimes has to fight to get attention. The behavior trend that I focused on was the way he acts when he wants attention. For the checklist, I was looking for positive behaviors I could observe in the home environment.

Figure 1- Isaac’s ABC chart

Antecedents-Behaviors-Consequences (ABC) Chart			
Name: Isaac Johnson	Grade: 2 nd	Teacher:Mr. D’Ambrosio	Date:
11/28/15			
Observation by: Rose Jones		Setting: Isaac’s home	

	A	B	C
Time	Antecedents	Behavior	Consequences
2:00 p.m.	Isaac needs help getting a toy. He asks his parents but they are talking to another adult.	He speaks louder and louder until he is yelling.	His parents get upset, but give him what he wants.
2:20 p.m.	Isaac wants permission from parents. His parents are helping his sister.	Isaac pokes his parents and repeats their names.	His parents explain they are busy, but give him permission for what he wants.
2:45 p.m.	Isaac wants a snack.	If his parents don't respond immediately he gets really close to their face and interrupts what they are doing.	His parents tell him to stop, explain why, but eventually help him when they get a chance.

Figure 2-Behavior checklist

Behavior	Observed	Not observed
Shares and takes turns.	X	
Is comforting and helps others when needed.	X	

Likes to help others.	X	
Reacts appropriately when frustrated (such as not hitting, yelling).		X
Is able to express wants and needs verbally.	X	
Accepts personal responsibilities (whether good or bad).	X	
Engages in a conversation	X	

Interview

Isaac is a happy child that is always eager to learn new things. His favorite subject is currently math and his second favorite is art. When he grows up he wants to be an artist, but what he wants to be changes sometimes. Spelling is Isaac’s least favorite subject. When I asked him about his least favorite subject, he really had to think about it; I asked him to choose one and then he said spelling. This indicates he genuinely does enjoy school. He does not like it when the teachers do not give him breaks and he has to work for long periods of time.

Basketball and football are the sports he enjoys playing the most. He has been attending a soccer camp for the past two years over the summer and loves it. His best friend goes to Central School and he enjoys playing with him at recess. He likes to play the game Madden on the iPad, with Lego's or his trucks in his free time. Maggie and Isaac are Isaac's two favorite people to play with.

Wechsler Individual Achievement Test-2 (WIAT-II)

Name of Subtest	Standard Score	Classification/Range	Percentile Rank	Grade Equivalent
Word Reading	110	High Average	75%	2:9
Numerical Operations	120	Superior	91%	3:0
Spelling	109	Average	73%	2:6

The Word Reading subtest of the WIAT-II assesses Isaac's ability to read familiar words aloud from a list. Both accuracy and speed of response are measured. On this subtest, Isaac performed above average range, earning a standard score of 110. As indicated by his percentile rank of 75, Isaac performed well or better than 75 percent of all students when compared to the norms of his age.

Numerical operations subtest evaluates the student's ability to identify and write dictated numerals and solve written calculation problems and equations involving all basic operations. On this subtest, Isaac performed in the superior range earning him a standard score of 120. As indicated by the percentile rank of 91, Isaac performed as well or better than 91 percent of all students when compared to the norms for her age.

The spelling subtest of the WIAT-II measures the student's ability to spell a word

by its meaning in a sentence. On this subtest Isaac performed in the average range earning a standard score of 109. As indicated by his percentile rank of 73, Isaac performed as well or better than 73 percent of all students when compared to the norms for her age.

(a) Conclusions:

Isaac Johnson is a 7 year old second grade boy who was administered the WIAT-II for the purpose of assessing his academic achievement. Results of the WIAT-II indicated that Isaac obtained above average scores in Word Reading (75th percentile) and numerical operations (91st percentile). The lowest score he received was still in the average range in spelling (73rd percentile). The results of testing, observation, history and interviews all seem to indicate that Isaac is achieving milestones and is where he needs to be academically for his age.

(b) Recommendations:

1. Recommendations to the school:

Isaac is making progress with the speech therapy that he receives, and should continue going until he no longer has trouble with the remaining letters he is working on. His scores on the WIAT-II show there is no need to add additional supports at this time.

2. Recommendations to the teacher:

Based on the results of Isaac's spelling subtest, he would benefit from spending time practicing in the following areas:

1-He needs instruction in the alphabet principle and its alternations in the direction of phonemes to a 1-or 2-letter spelling unit. Isaac also needs guided practice in spelling a target word in a dictated sentence.

2-Isaac would benefit from extra time spent on systematic and explicit instruction of spelling rules.

3. Recommendations to the parent:

Continue to encourage your child to read at home. Ask him questions after the

story to check for comprehension. Reading is also a great way to expose children to new vocabulary and help spelling. Allow Isaac to practice spelling through an educational website such as spelling city or working with words three times a week (the link is on Mr. D'Ambrosio's class page). This will reinforce the instruction he is receiving from his general education teacher and all of us working together will help Isaac get the most out of his education.