

**HEC & TRIPSCY Training, April 10, 2007,
Comprehensive Evaluation Process, Jennifer Pattenau, M.A.**

Chad's Case Study

- Chad is in the fifth grade at Lakeview Elementary School. He has attended Lakeview since kindergarten.
- Chad is in good health. His health history is unremarkable. He has passed recent vision and hearing screenings.
- Chad lives with his parents and little brother. Chad has a close relationship with his family. There are no concerns related to his life circumstances.
- Chad loves sports and is very talented athletically. He also plays the trumpet and is active in the Boy Scouts.
- Chad does well socially and has a large group of friends. However, he tends to be very competitive and can struggle with good sportsmanship which occasionally causes issues on the playground.
- Chad's teacher is very concerned about his ability to pay attention. He often becomes distracted during oral instruction and is unable to answer questions that are asked of him. He also has difficulty following directions and tends to be very disorganized. He is beginning to demonstrate some work avoidance behaviors and likes to be the 'class clown'.
- Chad has been followed by the Educational Support Team for three years due to academic concerns. He has received supplemental instruction from the Title I teacher for reading and writing.
- Chad tends to be a very inaccurate reader which interferes with his fluency and comprehension. Though Chad can often answer specific questions about what he has read, summarizing an entire passage can be very difficult for him as he tends to get disorganized in his thinking. He often struggles to find the words that he needs to explain his thoughts.
- Chad also tends to be quite disorganized in his writing. Though he seems to have an average vocabulary, he doesn't tend to use descriptive wording in his writing. His writing is also full of errors in grammar/usage/mechanics, especially with spelling. Chad does not usually proofread his work.
- Math used to be a relative strength for Chad but math is becoming more challenging for him lately, especially remembering math facts. He likes problem solving though and seems to have strong reasoning skills.
- Chad loves Social Studies and Science but is frustrated with the reading and writing assignments that are now common requirements in these classes.

Chad's Records

School History:

Pre-K Little Duffer's Preschool (Age 4-5), Brownsville Elementary
(Kindergarten)

Lakeview Elementary (Grades 1-present), never been retained, regular school
attendance

Medical History:

Mild concussion at age two - no long term effects

Passed most recent hearing/vision screenings - unremarkable health history

Life circumstances:

Chad lives with his mother, father, and little brother.

Parents are very supportive of Chad and attend all school functions.

Consistent home- school communication

Disciplinary Record:

Detention usually one time per week for either lack of work completion or
clowning in class. Has been sent out of class for being disruptive twice
recently. Behaviors seem to be escalating. Chad is well liked by his peers and
is considered to be a social leader.

After school activities:

Chad loves to play sports and is an active member of the school soccer,
basketball, and baseball teams. He also loves the computer and video games.

Emotional status:

Chad has displayed a limited self esteem in regards to his school performance.
However, he feels good about his athletic skills, feels he has many friends, and
is loved and supported by his family. There are no clinical level concerns.

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Educational Support Team documentation:

1st grade - Chad was first referred to the EST team in first grade due to reading difficulties - he received Reading Recovery training and finished the year on grade level.

2nd grade - Chad received little support in second grade though his teacher did note that it took him a long time to complete reading and writing assignments.

3rd grade - In third grade, Chad's teacher shared concerns about Chad's reading and writing abilities. Results of the DRA showed that he did not meet the standard for reading accuracy or fluency though he did meet for comprehension. Chad's teacher described writing as being very laborious for Chad. He also demonstrated difficulty with organization and mechanics. Chad began seeing the Title 1 teacher for supplemental reading and writing instruction in a small group. This seemed to be the boost that he needed.

4th grade - Chad continued with Title 1 services in fourth grade, however, he became increasingly frustrated with his assignments and began clowning and avoiding his work. His teacher began accommodating the length of his assignments and gave him extra support during recess. This teacher also noted that he was struggling to remember the correct procedures for multi step math calculations and had difficulty remembering his math facts. DRA results at the end of fourth grade showed that Chad was reading two grade levels below his peers. His reading rate was 62 words correct per minute. Chad's parents decided to hire a tutor for the summer to work with Chad 1:1. They expressed the desire to have him tested in the fall if the tutoring did not bring him up to grade level.

5th grade - The EST recently met to review Chad's performance on beginning of the year assessments. He is still performing well below his peers and did not meet the standard for fluency or accuracy on the DRA. The team decided to proceed with a special education evaluation.