

## Evaluation Report for Jenny Smith

Evaluation Date: 11-16-2021

### Evaluation performed by

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### Client Information

Name: Jenny Smith

Sex: Female

Age: 9

Birthdate: 12/16/2012

Address: 1234 Main Street, Greensboro, NC 27402

Phone: (919) 747-4557

### Disorder Classification(s)

F81.00 - Specific reading disorder (including dyslexia) and F81.81 - Disorder of written expression; Specific spelling disorder

### TODAY'S EVALUATION

Jenny Smith was seen today for a language-literacy evaluation via video-conferencing. Prior to the evaluation, Jenny's parent, Elizabeth Smith, completed the background information forms. Elizabeth observed the evaluation. The quality of the audio and video signals during this online evaluation was judged to be acceptable for purposes of the assessments administered. See the following link for a description of the procedures used in this evaluation: <http://bit.ly/1KIIZc8>

### HISTORY & BACKGROUND

#### *Client's Home & School*

Jenny lives with: mother Elizabeth and father Joe. Jenny's first language is English, and English is spoken in the home.

Jenny is in Grade 3 (teacher Ms. Jones) at Greensboro Elementary School.

#### *Reason(s) for This Evaluation (Concerns):*

Elizabeth reported the following:

"Jenny has been behind in reading since Kindergarten. She still struggles with blending sounds, confusing letters, confusing small words, etc. When she doesn't read she loses the skill fairly quickly. She completely stopped reading after last summer, and we spent this past spring getting her back to the level she is at right now. Her school believes she's just a slow reader and needs to

practice more, but I want to ensure that it's not something more serious like dyslexia. I've also noticed a bit of anxiety around reading which involves frequent bathroom trips when she does a lot of reading.”

### *Health History*

Elizabeth Smith reported the following health history:

- Problems with pregnancy: None
- Problems with birth: None
- Problems with infancy/childhood: None

Elizabeth reported that Jenny does not have a history of ear infections. Elizabeth reported that Jenny has not had a hearing screening. Even mild hearing losses can cause major difficulties with literacy acquisition, so a hearing test is recommended. Elizabeth reported that Jenny had a vision screening at the pediatrician in December 2020.

According to Elizabeth, Jenny first took steps at age 12 months, first spoke a word at age 10 months, and first used two-word sentences at age 18 months.

Asked to describe any difficulty with understanding when listening to stories, directions or conversations, Elizabeth reported:

“No, but sometimes she forgets all of the steps if you give her too many instructions at once. She's pretty good at retelling a story though.”

Elizabeth reported the following family history of speech, language, learning or school problems:

“My mother recently admitted that it took her a while to learn how to read. Jenny's father may have dyslexia but was never diagnosed.”

Jenny's primary care physician, Dr. Harrison Welles, prescribes no medications for Jenny.

In regard to parental direct involvement Elizabeth reported:

“I read with her every night during the school year, and multiple times per week during the summer.”

Elizabeth reported the following school-related problems:

“She struggles with reading and reads slowly. She is uncomfortable reading aloud in class. Reading is starting to affect her math grades due to the increase in word problems.”

In regard to allowances or assistive technology offered with school work, Elizabeth reported: None

Jenny is not receiving public school Exceptional Children's (special education) Services.

*Previous Evaluations*

Jenny Smith has not had a recent psycho-educational, speech-language or audiology evaluation.

**SUBJECTIVE OBSERVATIONS**

The following ratings are based on subjective observations during today's evaluation.

	Problem 1	2	Neutral 3	4	No Problem 5
<b>Cooperation</b>					X
<b>Motivation</b>					X
<b>Speech Intelligibility</b>					X
<b>Speaking Fluency</b>					X
<b>Age Appropriate Oral Communication</b>					X
<b>Listening Comprehension</b>					X
<b>Attention</b>					X

## OBJECTIVE RESULTS

Phonological Processing												
ASSESSMENT	Scaled Score	%ile	lower than average				avg	higher than average				
			1%ile	10%ile	20%ile	30%ile	40%ile	50%ile	60%ile	70%ile	80%ile	90%ile
<b>Phonological Processing Index / TAPS-4</b>												
2-Word Discrimination	7	16		X								
3-Phonological Deletion	8	25			X							
4-Phonological Blending	8	25			X							
<b>Phonological Processing Index</b>	8	21			X							
5-Syllabic Blending	6	21			X							
Decoding and Spelling Skills												
			Grade Level									
			Pre-K	K	1	2	3	4	5	6	7	8
Reading familiar words-Independent Level (SDQA)				X								
Reading familiar words-Instructional Level (SDQA) - NA												
Reading familiar words-Frustration Level (SDQA)					X							
Descriptive spelling accuracy at this level (%) - NA												
Test of Written Spelling (TWS-5) (%ile for age)			1st									

Understanding When Listening												
ASSESSMENT	Scaled Score	% -ile	lower than average				avg	higher than average				
			1%ile	10%ile	20%ile	30%ile	40%ile	50%ile	60%ile	70%ile	80%ile	90%ile
<b>Auditory Memory Index / TAPS-4</b>												
7-Number Memory-Forward	13	84										X
9-Word Memory	10	50						X				
10-Sentence Memory	12	75								X		
<b>Auditory Memory Index</b>	12	73								X		
8-Number Memory Reversed	9	37				X						
<b>Listening Comprehension Index/ TAPS-4</b>												
1-Processing Oral Directions	9	37				X						
11-Auditory Comprehension	14	91										X
<b>Listening Comprehension Index</b>	12	70								X		
6-Auditory Figure-Ground	NA	NA										
<b>Vocabulary / EOWPVT &amp; ROWPVT</b>												
	Standard Score	%-ile										
Spoken Vocabulary /EOWPVT	102	55						X				
Listening Vocabulary /ROWPVT	120	91										X
<b>Writing</b>												
See Objective Results section of written report.												
<b>Standardized Tests Abbreviations:</b>												
<ul style="list-style-type: none"> <li>- TAPS-4: Test of Auditory Processing Skills-4th Edition</li> <li>- SDQA: San Diego Quick Assessment of Reading</li> <li>- EOWPVT: Expressive One Word Picture Vocabulary Test</li> </ul>						<ul style="list-style-type: none"> <li>- ROWPVT: Receptive One Word Picture Vocabulary Test</li> <li>- D-REF: Delis Rating of Executive Function</li> </ul>						

### Letter-Sound Assessment

Jenny was shown alphabetic (letter) symbols and asked to say the associated speech sounds for each. Jenny was able to provide correct sound associations for 100% of consonants and 100% of vowels. Jenny pronounced 20 of 20 consonant sounds correctly and 5 of 5 short vowel sounds correctly.

### Passage Reading Accuracy & Speed

Jenny read a Grade 3 passage with 96% accuracy. Her reading rate was 20 correct words per minute (CW/M), which is similar to the oral reading fluency rate of a student in Grade 1.

There are many factors that influence a student's text reading accuracy including their knowledge of the subject matter. For this measure, we have chosen Lexiled reading passages, but we have no way of knowing the student's familiarity with the subject matter. Therefore, the data reported for this measure must be understood in context of the student's total profile.

### Composition Test

Jenny was asked to write for 15 minutes using a prompt. She wrote for 15 minutes and produced 76 total words for a writing rate of 5.1 words/minute. Her spelling accuracy in this sample was 42.1%. Jenny's written composition was judged as follows.

Jenny's story is a simple response appropriate to the prompt. While her narrative is not well developed, this is not unusual for her age. Her word choice seems limited, and many of her sentences seem repetitive. Her spelling is overly phonetic with inconsistent orthographic patterns.

Note: Proficient writing is characterized by close to 100% accuracy on all the following items.

	0% 1	25% 2	50% 3	75% 4	100% 5
1. The length of the student's sample (e.g., # of sentences) is age-appropriate.		X			
2. The student's letters are legible and oriented correctly.				X	
3. The student used upper-case and lower-case letters appropriately.				X	
4. The student's words are evenly spaced.				X	
5. The student's writing begins at the left margin and ends at the right margin.					X
6. The student's spelling is accurate.			X		
7. The student's sentences are grammatical.					X
8. The student's punctuated sentences accurately.				X	
9. The student's composition makes sense based on the writing prompt.					X
10. The student used age-appropriate discourse structures (e.g., narrative or expository elements, paragraph organization, etc.		X			

### Sentence Dictation

Jenny was given 5 sentences to write from dictation for a total of 38 words. She represented 87% of the words dictated, and spelled 18.2% accurately. Handwriting was rated as follows.

Note: Proficient writing is characterized by close to 100% accuracy on all the following items.

	~0% 1	~25% 2	~50% 3	~75% 4	~100% 5
1. Letters were legible and oriented correctly.			X		
2. Upper-case and lower-case letters used appropriately.			X		
3. Words were evenly spaced.		X			
4. Writing begins at left margin and ends at right margin.					X
5. Writing was oriented to the baseline.				X	
6. Words were spelled correctly.		X			

### CLINICAL IMPRESSION<sup>1</sup>

F81.00 - Specific reading disorder (including dyslexia) and F81.81 - Disorder of written expression; Specific spelling disorder

### SUMMARY

Jenny's literacy skills are not functional for grade-level work. She cannot access printed curricular materials at her grade level.

Jenny's decoding and spelling skill development appears to be disrupted by difficulties in speech sound awareness and memory.

Reading comprehension requires adequate vocabulary and listening comprehension skills. Based on today's assessments, Jenny appears to struggle with these spoken language skills.

<sup>1</sup> This report documents outcomes of assessments given during one assessment period. Every attempt has been made to collect a representative sample of data, including the use of standardized tests. The results of this report should be used in conjunction with other data, including but not limited to a detailed developmental and educational history, extended behavioral observations in diverse settings, and outcomes from other standardized and/or educational assessments, in planning educational programming for the student. Any single report cannot completely document a student's diverse strengths and weaknesses and thus should be interpreted with caution.

The significant difference between Jenny's lower expressive and higher receptive vocabulary scores is consistent with word-finding (aka lexical access) difficulties, a processing problem known to disrupt the acquisition of literacy skills.

Jenny's testing pattern suggests specific problems in the area of decoding and spelling with strength in listening comprehension. This pattern is consistent with dyslexia. In concordance with the National Institutes of Health and the International Dyslexia Association, dyslexia is diagnosed when listening comprehension skills are significantly stronger than are word reading (decoding) and spelling skills. Furthermore, Jenny's writing sample is characterized by difficulties with spelling, handwriting and written language formulation, a pattern consistent with dysgraphia.

## **RECOMMENDATIONS**

### *Suggested Intervention*

Consensus research confirms that all students benefit from a structured literacy approach (i.e., one that thoroughly explains how words are pronounced and spelled). This approach is the only one that research confirms to work for struggling readers and writers with dyslexia. Additionally, struggling readers and writers often need more intensive instruction, delivered one-on-one or in very small, academically homogeneous groups.

The results of this evaluation demonstrate that Jenny needs intervention to address language processing difficulties as follows:

- structured literacy, a word structure approach for improving decoding, spelling, written language, and handwriting (i.e., Lexercise Structured Literacy Curriculum™ starting at Level 4 based on a score of 95% on the Lexercise Z-Screener and 92% on the Lexercise Nonsense Word Assessment)
- dysgraphia intervention, an approach that develops ergonomic, automatic letter formation, and handwriting skills (a component of the Lexercise Structured Literacy Curriculum™)
- sentence writing, an approach to strengthen sentence formulation (i.e., Lexercise Spectacular Sentences™ Curriculum)

### *Additional Considerations*

In addition to the use of a science-backed literacy intervention as described above, the American Academy of Pediatrics endorses several aspects of daily life as foundations for learning and for general well-being:

-Adequate nutrition and sleep enable the brain to store and process new information efficiently. Children should get 8-12 hours sleep per night, depending on their age.

-Regular exercise stimulates the growth of new brain cells, improves attention and helps control stress. Children need at least 1 hour of vigorous exercise a day.

-Media-free time (e.g., the dinner hour) and zones (e.g., bedrooms) create opportunities for reading, play, conversation, and rest.

It will take some time for therapy to improve Jenny's language processing, so in the meantime, family and teachers should be aware that Jenny's identified language processing weaknesses may cause difficulties with the following tasks:

#### Working Memory

- Learning facts and terms (math facts, science terms)
- Note taking
- Copying from the board or textbook
- Following instructions of more than a few steps

#### Listening Comprehension

- Responding appropriately to questions
- Following instructions for assignments
- Completing word problems
- Following stories read aloud
- Mastering procedures or formulas
- Following instructions given to the whole class
- Taking notes or mastering content from a lecture
- Drawing conclusions; summarizing

#### Reading

- Completing assignments in the time allotted
- Completing word problems
- Reading comprehension
- Identifying important details or main idea
- Copying from the board
- Copying from textbooks
- Following written instructions
- Reading aloud in class

#### Writing

- Completing written assignments
- Transcription (letter formation)

- Spelling
- Formulating clear, concise and grammatically accurate sentences
- Math calculations (lining up math problems)

#### Word Retrieval

- Formulating unrehearsed responses to oral questions
- Selecting correct words to respond to questions
- Responding to open-ended questions
- Fill-in-the blank assignments (recalling terms)

#### Executive Function

- Completing assignments
- Turning in assignments
- Following instructions of more than one step
- Adapting to changes in routine
- Prioritizing tasks independently

Emotional and Mental Health (Consult your healthcare provider if concerns arise.)

- Excessive stress and anxiety
- Increased risk of depression

#### *Suggested Accommodations*

While assistive technologies and/or accommodations cannot improve reading and writing skills, they can be a useful adjunct to treatment.

#### Presentation Accommodations

- Calculator
- Larger print
- Fewer Items per page
- Audiobooks
- Speech-to-Text software
- Text-to-Speech software
- Electronic dictionary
- Spelling checker
- Grammar check
- Verbal instructions
- Repetition of instructions
- Text/Instructions given orally or in audio-format
- Audio record assignment instructions and/or lectures for later playback

#### Response Accommodations

- Mark answers in test book instead of on separate answer sheet
- Dictate to scribe or record oral responses on audio-recorder

- Record oral responses using a recording device
- Point to or select response choices
- Type (keyboard) response
- Reduced homework assignments

#### Setting Accommodations

- Individual or small group
- Reduce visual and/or auditory distractions (e.g., separate desk or location within classroom)
- Distraction-free setting (separate room)
- Alternative furniture arrangement

#### Timing/Scheduling Accommodations

- Flexible scheduling (e.g., several sessions vs one)
- Extended time
- Allowing for more frequent breaks
- Dividing long assignments into shorter chunks

The Lexercise website contains a wealth of information, including descriptions of therapy approaches and technologies that have been proven effective for various language-literacy disorders.

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Jennifer Garcia, M.Ed, Lexercise Clinical Educator

## APPENDIX

### Evaluator Qualifications

For guidance on who is qualified to diagnose dyslexia and the presence of language processing difficulties see [Who is Qualified to Diagnose Dyslexia?](#).