

CASE STUDY Student 2

Kendra Thompson

Liberty University, School of Education

PART 1:

PRE-ASSESSMENT

Teacher Referral Form:

EDUC 699-3

TEACHER REFERRAL FORM

Student: Kyara S. Grade: 6 Teacher: Obaugh

Reason for referral: did not meet benchmark

Please check any items in which the student has difficulty:

✓ Moderate	✓✓ Severe
☒ Sight word recognition	☒ Arithmetic
☐ Phonetic analysis	☒ Spelling
☒ Comprehension skills	☐ Handwriting
☒ Study skills	☐ Speech
☒ Oral reading	☐ Large muscle coordination
☒ Silent reading	☒ Following directions
☐ Hyperactivity	☐ Meticulous
☐ Day dreaming	☐ Frequent crying
☒ Distractibility	☐ Erratic effort
☒ Explosive behavior	☒ Demanding attention
☐ Withdrawal	☐ Uncontrolled behavior
☒ Relationships with peers	☒ Stubbornness

Comments: Student has low frustration point
when asked to read

Teacher observation of writing letters
backwards

Date: 2/5/26 Signature: Lauren Obaugh

Interest Inventory, Form B:

INTEREST INVENTORY, FORM B

[Choose Form A or Form B. The administrator may read aloud and write the answers]
 Direction: Complete the following sentences to express how you really feel. There are no right answers or wrong answers. Put down what first comes into your mind. Work as quickly as you can.

Name Kyaro Grade 5 Date _____

1. Today, I feel mad
2. When I have to read, I don't read
3. I get angry when When Thompson tell me to read
4. To be grown up more responsibilities
5. My idea of a good time Flag football
6. I wish my parents knew I don't like them
7. School is Boring
8. I can't understand why we have to do this
9. I feel bad when Im at school
10. I wish teachers would leave me alone
11. I wish my mother would leave me alone
12. Going to college is Not important
13. To me, books are annoying
14. People think I crazy.
15. I like to read about drama
16. On weekends, I hang with friends
17. I don't know how read
18. To me, homework is boring
19. I hope I'll never break a bone
20. I wish people wouldn't talk about me
21. When I finish high school I want to get my own house.
22. I'm afraid of snakes, spiders.
23. Comic books boring
24. When I take my report card home I throw it in the trash.

Dictated Writing Sample:

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Dictated Writing Sample

Dictate one paragraph at a level appropriate for the student. Include both the writing sample and the analysis.

[For example one paragraph from *Basic Reading Inventory*.]

Name Kyara S. Hand: R___ L ☒

Problems:

___ Alignment

___ Pencil grip

___ Spacing

___ Posture

☒ Margins

___ Speed (Fast/Slow)

___ Letter formation

☒ Reversals/transpositions
normally

Errors:

☒ Capitals

___ Punctuation

___ Words omitted

___ Words substituted

☒ Spelling

Observation Checklist:

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OBSERVATION CHECKLIST: READING BEHAVIOR

Name Kyara S Grade 6 Teacher Obaugh Semester 3

Direction: Tally significant observations day by day. Space at bottom of each section can be used for noting specific errors, interpretations, general impressions, evidence of progress, and recommendations.

Oral Reading and Group Instruction PeriodsWord Recognition Skills

- ☐ Basic sight vocabulary
- ☒ Tries to sound words
- ☒ Tries to pronounce by syllables
- ☐ Tries to analyze structure
- ☒ Substitutes another word
- ☒ Makes wild guesses
- ☒ Reverses letters
- ☐ Reverses words
- ☐ Reverses phrases
- ☐ Uses context clues

Comprehension

- ☐ Answers factual questions correctly
- ☐ Gives main ideas
- ☐ Tells whole story accurately
- ☐ Draws conclusions
- ☒ Makes generalizations
- ☒ Follows directions
- ☒ Gives sensible reasons on thought questions
- ☐ Gives fantastic, irrelevant reasons on thought questions
- ☐ Relates reading to experience
- ☐ Expression in reading

Peer Relationships

- ☐ Gets along well with girls
- ☐ Gets along well with boys
- ☐ Respects others
- ☒ Disturbs others
- ☐ Works alone only
- ☒ Works well with one other child
- ☐ Uses index
- ☐ Uses table of contents
- ☐ Uses dictionary
- ☒ Uses maps
- ☒ Uses diagrams
- ☐ Uses encyclopedia

Insights for oral reading seems to need more instruction with multisyllabic words and vocabulary

Silent Reading (Free-choice Reading or Library Time)Location of Material

- ☐ Finds suitable book quickly
- ☒ Follows suggestions of other children
- ☐ Has teacher help
- ☒ Selects too advanced books
- ☐ Takes useful notes
- ☐ Uses table of contents
- ☐ Unable to find any book of interest to him

Attitude Toward Reading

- ☐ Engrossed in book
- ☐ Enjoyment evident
- ☐ Independent
- ☒ Dependent upon others
- ☒ Uninterested, resists or avoids reading
- ☒ Easily distracted
- ☐ Other

Reading Level

- ☐ Primer
- ☐ First
- ☐ Second
- ☐ Third
- ☐ Fourth
- ☐ Fifth
- ☐ Sixth
- ☐ Seventh
- ☐ Other

Physical Factors

- ☒ Holds book up
- ☐ Holds book close to face
- ☒ Lip movements
- ☐ Squints
- ☐ Blinks eyes
- ☐ Eyes red or watery
- ☐ Complains of dizziness
- ☐ Bends over book
- ☒ Fatigue posture

Interests

- | | | | | | |
|----------------------------------|---------------------------------|------------------------------------|----------------------------------|--------------------------------------|--|
| ☐ Animals | ☐ Sports | ☐ People | ☐ Art | ☐ Science | ☐ Car, planes, etc. |
| ☐ History | ☐ Music | ☐ Adventure | ☐ Rockets | ☐ Fairy tales | ☐ Armed forces |

Insights for silent reading - doesn't seem interested - uses avoidance like bathroom.

Listening To Story Read AloudInterest

- | | | |
|---|---|--|
| ☒ Listens attentively | ☐ Evident appreciation of story - talks about it | ☐ Tells main ideas |
| ☐ Listens part of the time | ☒ Asks related questions | ☐ Tells whole story accurately |
| ☐ Easily distracted | ☐ Responds to humor and excitement | ☒ Relates ideas to own experiences |
| ☐ Restless and preoccupied | | |

Insights for listening depending on the book - does well and participates more

Pre-Test: IRI Summary Sheet:

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PRE-TEST: BASIC READING INVENTORY PERFORMANCE BOOKLET
Jerry L. Johns, Ph.D.

Student Kyara S Grade 6 Sex: M ☒ (F) Date of Test _____
 School Shelburne mid Examiner K Thomp Date of Birth _____ Age _____

SUMMARY OF STUDENT'S READING PERFORMANCE										
Grade	Word Recognition					Comprehension				
	Isolation (Word Lists)				Context (Passages)	Oral Reading Form A		Silent Reading Form D		
	Sight	Analysis	Total	Level	Miscues	Level	Questions Missed	Level	Questions Missed	Level
PP										
P										
1										
2										
3										
4										
5	14									
6	7									
7										
8										
9										
10										
11										
12										

ESTIMATE OF READING LEVELS

Independent 4 Instructional 5 Frustration 6

LISTENING LEVEL			GENERAL OBSERVATIONS
Grade	Form _____ Questions Missed	Level	
PP			
P			
1			
2			
3			
4			
5			
6			
7			
8			

ESTIMATED LEVEL: _____

INFORMAL MISCUE ANALYSIS SUMMARY						
Types Of Miscues	Frequency of Occurrence			General Impact of Miscues on Meaning		
	Seldom	Sometimes	Frequently	No Change	Little Change	Much Change
Substitutions			✓			✓
Insertions		✓			✓	
Omissions			✓			✓
Reversals		✓				✓
Repetitions	✓				✓	✓

Pre-Assessment Summary:

The purpose of each assessment instrument is to assess where the student is as far as a reading level. The information collected helps the reading specialist identify where to start with intervention and what reading level to instruct the student. By using the word list, it is easier to identify where to start the student on the leveled reading passages. Looking at the words missed on the word list and the errors made in the leveled reading passages, it is easier to identify the difficulties the student may be having. The comprehension assessment helps to see what the student is retaining after reading and if that is also an area of concern.

The easiest assessment is the word list option because students just read through the words and you can quickly calculate where to start the student on the leveled readers. The most difficult assessment to administer and score was the leveled reading passages and the comprehension questions because you have to follow along as the student reads and then deciding if the answer to the comprehension questions are good enough to pass a correct answer.

The instrument that worked best with the student was the word lists because they were not overwhelmed by the directions. They did not see the word list and shut down because they knew they would be finished fast. The most difficult assessment to do with the student was the writing assessments because when the student could not spell something, the student would shut down and complain about writing.

I felt all of the instruments of assessments provide useful information. The word list helped to see which reading passage to start with, the reading passage leads to the comprehension assessment. The writing of the passage helps to see how students use spelling in context and how to instruct them with spelling and writing as well as reading.

PART 2:

TEACHER COLLABORATION

Date of Collaboration: Friday, February 6th

Names of Teachers: Obaugh, Turner, Thompson

Teacher Collaboration Summary:

The teachers provided feedback on their concerns they have noticed when working with the student. Ms. Obaugh works with Kyara in the general education classroom and has had concerns all year. Ms. Obaugh has noted that Kyara is often off task, exhibits avoidance to work behaviors, and will often shut down once any type of reading or writing assignments are assigned. She has also noticed that Kyara will flip or reverse letters when writing.

The feedback from this meeting and the data that has been collected through various assessments all year and the intervention data taken for this case study will allow me to plan useful intervention instruction for Kyara and help me to guide Ms. Obaugh with her instruction and differentiation for Kyara in the general education classroom.

When meeting, we collaborated with each other on using different digital and print materials in the general education classroom when assignments are assigned so that Kyara can access the assignments at her instructional level. By using DIFFIT, Ms. Obaugh can make the passage more accessible to Kyara by putting it on a 4th grade reading level so that she can still read the assignment like the other students but it is where she can access the information and then respond. This is how Kyara can have assistance in the general education classroom but I will be in charge of her Tier 3 intervention during homeroom time to address the major gaps in her reading and writing skills.

PART 3:

INSTRUCTION

Lesson Plan #1 *(Note: Other lesson plan templates may be substituted)*

Objective:	Student will divide and decode VCCV words (e.g., <i>napkin</i> , <i>basket</i>) with 80% accuracy.
Activities:	• Explicit modeling of VCCV division (rabbit rule). • Mark vowels, divide between consonants. • Read syllables separately, then blend. • Word list practice + quick dictation. • Controlled sentence reading.
Results:	The student can divide and decode VCCV words with 100% accuracy by the end of the lesson. We will continue to take data points on this.
Rationale:	Direct instruction in VCCV patterns reduces guessing and provides a rule-based decoding strategy.

Lesson Plan #2 *(Note: Other lesson plan templates may be substituted)*

Objective:	Increase automaticity with VCCV words.
Activities:	• Review division routine. • Timed repeated reading of word lists. • Roll-and-Read style decoding game. • Decodable passage containing VCCV words.
Results:	The student did good job recalling how to divide syllables. The student shows some progress in speed of reading words. The decodable passage did prove to be somewhat difficult for her as far as reading fluently.
Rationale:	Repeated reading builds accuracy and fluency, supporting word recognition.

Lesson Plan #3 *(Note: Other lesson plan templates may be substituted)*

Objective:	Students will decode VCV words (e.g., <i>pilot</i> , <i>cabin</i>).
Activities:	• Model both division options. • Practice identifying long vs. short vowel sounds. • Sort words by syllable type. • Sentence reading practice.

Results:	The student is starting to understand syllable division with more ease. She can identify long and short sounds. She was able to sort the syllable types quickly. She does better with words in isolation than in context.
Rationale:	Flexible syllable division improves decoding of unfamiliar multisyllabic words.

Lesson Plan #4 *(Note: Other lesson plan templates may be substituted)*

Objective:	Apply VCV decoding in connected text.
Activities:	• Guided practice dividing words. • Word building with letter tiles. • Dictation of VCV words and sentences. • Short decodable passage.
Results:	The student was able to successfully complete these tasks. I think using manipulatives was helpful for her.
Rationale:	Encoding strengthens orthographic mapping and reinforces decoding.

Lesson Plan #5 *(Note: Other lesson plan templates may be substituted)*

Objective:	Decode multisyllabic words with plural endings.
Activities:	• Teach base word + suffix routine. • Blend base word first, then add ending. • Controlled reading practice.
Results:	The student has worked with morphemes all year long but we took the time to go back over several that were already taught this year and practice the ones that she really had a hard time with. She seemed to pick up on a few more by the time we were finished.
Rationale:	Teaching morphemes reduces cognitive load and supports word recognition.

Lesson Plan #6 *(Note: Other lesson plan templates may be substituted)*

Objective:	Decode words with -ed and -ing endings.
Activities:	• Teach three sounds of -ed. • Base word + suffix blending routine. • Word sort by suffix sound.

	Decodable text practice.
Results:	The student was able to complete this task quickly after a review of the previous lesson. She still struggles with decodable text in context and not just in isolation.
Rationale:	Morphological awareness improves decoding and supports comprehension.

Lesson Plan #7 *(Note: Other lesson plan templates may be substituted)*

Objective:	Identify syllable types in multisyllabic words.
Activities:	- Mark vowels and consonants. - Label syllable types. - Decode each syllable separately. - Blending practice and fluency drill.
Results:	This is where the student needs a lot of practice. She is able to mark the vowels and label the syllables. She still needs practice with the types. She again is able to do words in isolation but is still not automatic. The drills will help over time.
Rationale:	Understanding syllable types strengthens vowel accuracy in longer words.

Lesson Plan #8 *(Note: Other lesson plan templates may be substituted)*

Objective:	Decode and recognize compound words.
Activities:	- Identify two base words. - Read each part separately. - Compound word matching game. - Sentence reading.
Results:	It is difficult to find larger multisyllabic words for the student to practice with this skill. She was able to do lower grade level compound words. Again, the sentence reading with fluency is where she struggles the most but she did well.
Rationale:	Breaking words into meaningful units improves automatic recognition.

Lesson Plan #9 *(Note: Other lesson plan templates may be substituted)*

Objective:	Apply multiple syllable strategies independently.
Activities:	• Mixed word list (VCCV, VCV, suffixes, compounds). • Timed decoding probe. • Error correction with guided feedback. • Short controlled passage.
Results:	Working independently is very difficult for her. She did not like the timed probe at all. Giving feedback seemed to be the best support for her when she would make an error and I could ask her to try again.
Rationale:	Cumulative review ensures transfer and mastery.

Lesson Plan #10 *(Note: Other lesson plan templates may be substituted)*

Objective:	Demonstrate improved decoding accuracy and fluency.
Activities:	• Pre/post word list comparison. • Decodable passage fluency timing. • Student self-reflection on strategy use.
Results:	The student liked to progress monitor and see her growth. She wants to do better and gets easily frustrated so it is good when I can find something to help motivate her.
Rationale:	Progress monitoring documents growth and reinforces metacognitive strategy use.

Summary of Instruction:

The instruction given was really something that I would have done for a struggling reader in elementary grades. This particular student is low and has a lot of insecurities so starting her off on lower level skills was a strategy to help build her up a little so she would not come into the remediation with a negative focus. I focused on how words can be split up into syllable types to show her to break up the words once they get larger. I also wanted her to think about morphology because she does struggle with this in her current ELA classroom. I used research based practices from Reading Rockets, UFLI, and the STARI program. I also used the digital and print resources from those but mostly UFLI lessons.

Reflection of Instruction:

Overall, the strategy and resource most effective were the UFLI lessons because they go in a strategic sequence of learning. The student was able to grow from the previous lessons used. The biggest difficulty was keeping the student on task and keeping her from shutting down. She gets easily frustrated and needed frequent breaks as well as encouragement to keep going. I did not really have any unexpected results other than she still needs to work on words in context and not just in isolation. I am going to keep working with her on these skills and reading more in context. Overall, the experience was good. I think we will be using my data to move forward with more testing for this student and her needs. Having this extra data on her is a great resource for the meeting to show where she is struggling even with intensive remediation.