

Practicum Report

Student: [REDACTED] **Intervention Began:** November, 2011
Age: 11 **Grade:** 5th **Intervention Terminated:** n/a – ongoing
Therapist/Teacher: Deb Scott

Referral:

[REDACTED] was enrolled at Bolin Elementary in the late spring of 2011 in the fourth grade. She was referred for dyslexia evaluation by Deb Scott – SSI teacher, through a SIT (Student Intervention Team) meeting in October, 2011. Her referral was prompted by Mrs. Scott noting [REDACTED] difficulty and lack of progress in a small reading intervention group. [REDACTED] was experiencing significant difficulty in reading and was assessed with DRA to be two or more years below grade level. She has difficulty in comprehension, fluency, and accuracy, and difficulty in written expression.

Initial Evaluation:

[REDACTED] strengths are in math computation but experiences poor performance in working memory, reading comprehension, fluency, and accuracy. Her teachers report a significant deficit in her ability to complete work independently and accurately in all subject areas and [REDACTED] needs additional support to receive passing grades of 70.

Sharon Laney, Bolin's Dyslexia Therapist, assessed [REDACTED] for dyslexia in October, 2011. Based on the assessment and criteria for Allen ISD, [REDACTED] was given an identification of dyslexia and was entered into the program in November, 2011 with the approval of her parent. She qualifies as a student with a disability and protection under 504.

In February, 2012, [REDACTED] was further evaluated by Bolin's diagnostician, Cindy Shelton, at the recommendation of the SIT committee and parent to determine eligibility for Special Education services. [REDACTED] was found to be eligible with a learning disability in reading, reading comprehension, and working memory.

[REDACTED] will continue to receive services in Dyslexia Therapy using the Take Flight program, provided by Deb Scott, SSI teacher and Dyslexia Therapist in Training, and will begin receiving additional instruction and support for reading with Cathy McCraw, Special Education teacher in Resource. [REDACTED] will have access to Resource for all subjects. She will take STAAR-M for reading with dyslexia accommodations and STAAR with test read and small group accommodations for math and science this school year.

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Description of Work:

Intensive remedial work was begun using Take Flight curriculum and multisensory teaching methods on November 16, 2011. The basic language retraining places special emphasis on the auditory, visual, and word attack aspects because of [REDACTED] demonstrated needs.

Her attendance is regular and her cooperation is excellent. Her classroom teachers are cooperative and supportive. Grades for spelling and dictation are currently provided to her Language Arts and Reading teacher for inclusion on her report card. These grades cover work on Instant Word lists in the Take Flight program.

Interim Evaluation:

After four (4) months of work, it is determined by committee (SIT – Student Intervention Team) to continue dyslexia therapy for [REDACTED]. [REDACTED] is making good progress in the program, scoring 100% on all evaluation areas of the Mastery Check for Book 1. [REDACTED] is currently near the completion of Book 2 and is expected to complete or be close to completion of Book 3 before the end of the school year.

With 504 accommodations in place, [REDACTED] is beginning to experience success in the classroom. Her spelling has shown improvement and she reports that she enjoys writing. She is utilizing the public library to check out books on CD, with the help of her parent, and is reading and re-reading the books (which are on her grade level) to enhance comprehension and support vocabulary development.

[REDACTED] parent expresses appreciation and gratitude for [REDACTED] evident progress and requests her desire for [REDACTED] to continue receiving instruction in the Take Flight program.

[REDACTED] Language Arts and Math teachers have noted an increase in confidence and improvement in her class work, with the 504 accommodations to support her success.

Summary and Recommendations:

[REDACTED] has made excellent progress and continues to benefit from the Take Flight program, although she has not completed the full course. It is recommended that her intervention be continued through the upcoming school year, 2012-2013.