



## Case Study: Peter

Peter is eleven years old and a pupil in fourth class. According to Circular 02/05 he presents with Stage 2 learning difficulties. He attends learning support three times a week in a group of three (maths) and he receives in- class support once a week (comprehension skills).

### Reading

Results of class screening tests:

Class	Test	Date Administered	Percentile Rank (PR)
First class	MICRA-T level 1	May 2003	3
Second Class	MICRA-T level 2	May 2004	6

Class	Test	Date administered	Vocabulary PR	Comprehension PR	Overall score PR
Third	DPRT Level 3	May 2005	14	7	8

### Results from diagnostic assessment

His scores on the Neale Analysis of Reading and the Schonell Graded Reading and Spelling tests are as follows:

Test	Date Administered	Accuracy percentile	Comprehension
NARA	June 2004	6	No score
NARA	June 2005	13	3



Test	Date administered	Chronological age	Reading age
Schonell Graded Reading test	June 2004	9 years 7 months	7 years 5 months
Schonell Graded Reading test	June 2005	10 years 7 months	8 years 6 months

Test	Date administered	Chronological age	Spelling age
Schonell Graded Spelling test	June 2004	9 years 7 months	6 years 3 months
Schonell Graded Spelling test	June 2005	10 years 7 months	7 years 9 months

Miscue Analysis of Peter's oral reading in May 2006 reveals that:

- he self corrects and uses syllabification skills to decode with success
- while he reads accurately he does not pause at punctuation marks
- he finger points and does not read in a natural voice
- he responds to comprehension questions in full sentence answers but relies on locating the answer in the text and is unable to re-word answers in his own words.



Further examination of his miscues reveals the word analysis skills that Peter employs when reading:

Text	Error	Graphic similarity Beginning/ middle/ end	Context: Acceptable/ unacceptable	Cueing strategy: Semantic/ syntactic/ grapho- phonic
Perched	perch-ed	decoded 3 chunks	Unacceptable- did not check for meaning or for sound	Visual - grapho- phonic
Nervously	neverly	Problem with medial syllable	Unacceptable- did not check meaning or sound	Visual- grapho- phonic
Rescue	rees/cue	Mispronounced beginning- vowel	Unacceptable-did not check meaning or sound	Visual - grapho- phonic

## Writing

Examining a sample of Peter's class writing using the Writing Indicators for second class reveals that he is able to:

- space letters and words correctly
- write a simple account based on own experiences
- complete a full page
- approximates spellings of difficult words
- make appropriate use of full stops and capital letters.



## Maths

Examination of Peter's miscues shows his current level of knowledge, the gaps in his understanding and strategies which he uses:

Current level of understanding	Gaps in understanding	Strategies pupil uses
<p>Peter is able to:</p> <ol style="list-style-type: none"><li>1. make a number less than 1000 using Dienes</li><li>2. name and recognise the larger number in a pair to total 9999</li><li>3. add with renaming to total 999</li><li>4. add using zero</li><li>5. write from dictation numbers to total 999</li><li>6. multiply a 2 digit number by 2</li><li>7. able to make a given amount using a selection of coins</li><li>8. able to count on to the next euro</li><li>9. use cards to display digital time</li></ol>	<p>Peter was unable to:</p> <ol style="list-style-type: none"><li>1. write numbers less than 9999 from dictation</li><li>2. multiply 3 digit number by a 2 digit number</li><li>3. multiply a 2 digit number by a 2 digit number</li><li>4. access multiplication tables</li><li>5. make a euro using four coins</li><li>6. exchange 2 ten cent coins for 20 cent</li><li>7. show a variety of times using the analogue clock</li><li>8. name the multiplication sign</li></ol>	<p>Peter is able to:</p> <ol style="list-style-type: none"><li>1. manipulate concrete materials e.g. Dienes, coins, number cards</li><li>2. use fingers to count in 2s, 4s</li><li>3. talk aloud and express himself clearly</li><li>4. repeats the question to keep himself on task</li></ol>



## Oral language/ social skills

In a one to one situation he is able to:

- § initiate and sustain a conversation on a specific topic with confidence
- § recognise the needs of the listener (waits his turn, makes eye contact: Oral language indicator 7, second class)
- § express himself well and has clear enunciation (indicator 2, Oral language third class).

### Conclusion

In the learning-support room Peter co-operates well but in the mainstream classroom he is slow to settle down to work and depends on teacher's prompts and reminders. He enjoys reading about sporting and factual events. He likes history and geography and has a good store of general knowledge. Peter is a good hurler and is on the school under 12 hurling team. His favourite TV programme is 'The Simpsons'. His favourite subjects are PE and history. He also likes working on the computer.