REASON FOR REFERRAL:
Ethan was referred to the school team as he is having some difficulties with academic work in Mathematics and some social challenges. In Mathematics, Ethan is progressing with difficulty. He demonstrated little understanding of addition and subtraction of fractions and integers. He needed support to apply computational strategies to solve problems involving decimals, fractions and percents. He demonstrated little knowledge of Area and Volume. Ethan required assistance to solve simple equations using a variety of strategies. Extra practise and review was recommended to remediate numeration concepts. Marks in Mathematics were 55 in Number Sense and Geometry, with 52 in Patterning & Algebra and Measurement.

In his last report card, Learning Skills were reported as G’s and S’s with N’s in Cooperation With Others, Conflict Resolution, Problem Solving and Goal Setting. Summary comments noted that Ethan was continuing to give his best effort. Ethan was often reluctant to work with others. He found himself frequently in conflict with his peers and experienced great difficulty resolving conflict.

Ethan appears to be socially and emotionally immature to a certain extent. He is motivated to please his teachers and has developed coping mechanisms which make it appear that he attending and learning in class. He will copy text verbatim without understanding the meaning. What concerns us most is his difficulty seeing the “whole picture”. He is a literal learner who can be taught step-by-step but who does not comprehend the “why” behind the lesson. Ethan’s teachers and parents are concerned as Ethan is preparing for secondary school.

Ethan’s parents provided a psychoeducational report which found the following to be true:

- Overall ability falls with the average range
- Lower Performance than Verbal IQ
- Visual perceptual scores in the low range
- Decoding and spelling to be in the average range
- Reading comprehension in the low range
- Visual spatial sequencing in the low range

Areas of Strength
- Drawing
- Perceptual reasoning (average)
• Attention to visual detail and visual analysis (superior)
• Verbal comprehension (low average)
• Cooperative, hard working student
Areas of Need

- Numeracy skills
- Central auditory processing
- Auditory and work memory
- Attention and focus
- Written expression
- Comprehension of instructions
- Social skills

Ethan was administered the Woodcock Johnson Test of Achievement.

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Ethan is working toward curriculum expectations in all subject areas but Mathematics and Writing, which are well below grade level. His baseline of achievement in both Mathematics and Writing is grade six.

Woodcock-Johnson Tests of Achievement-III
Subtest Descriptors

- The Letter-Word Identification is a test of reading a list of isolated words without having to comprehend the meaning. The Reading Fluency test is a timed test measuring the student’s ability to quickly read simple sentences deciding if the statement is true. The Passage Comprehension test is a cloze style test where an appropriate word for the passage needs to be supplied by the student. Spelling measures the ability to write orally presented words correctly. The Writing Fluency test is a timed test measuring skills in formulating and writing simple sentences quickly.
Writing Samples measure skills in writing responses to a variety of demands. The Calculation test measures the ability to perform mathematical computations. The Math Fluency is a timed test measuring the ability to solve simple number facts quickly. The Applied Problems test is a series of math problems that are read to the student to assess the logic required for problem solving.