

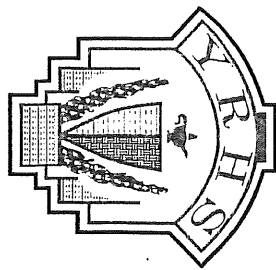
My name is Maren Caskey and I was diagnosed with dyslexia in the summer of 2018. I have recently graduated with great distinction from Yorkton Regional High School, Yorkton, SK with my high school diploma. I was accepted into the University of Calgary's Direct Entry Nursing Program, which will begin in the fall of 2023.

The subject of this essay is how my disability of dyslexia informed my decision to become a nurse. Mathematics and sciences were always a strong interest for me. Following my diagnosis at age 13, I spent my eighth-grade re-learning phonics with my school's resource teacher. This daily instruction resulted in improvement in my ability to read and write and to achieve an over 80% average. As I registered for high school, the school's resource teacher and the vice principal both resisted me registering for the advanced placement (AP) math stream. They stated that I could not be a student with a learning disability and be in an advanced placement stream. I remember thinking, why couldn't I? I was very strong in math and science and I needed the challenge of demanding STEM courses. I persevered and took AP math every semester from grade nine through the end of grade eleven. I could have selected high-school electives which were not writing-focused, but instead, chose humanities courses in mental health and addictions and Psychology 30 which not only gave me more opportunities to improve my writing, but which have also informed my decision to become a nurse. I achieved an over 90% average each year and graduated with great distinction.

Academics have not been the only thing to inform my career choice. During the pandemic, I began to work part-time and selected jobs that would help me to determine whether health care was the right fit for me. At fifteen, during COVID-19, I became a care aide in a private long-term care facility where I provided personal care as a team member to 40 residents. The following year, I began to work as a porter in our local regional hospital, where I transported patients, equipment and documents around the facility. At sixteen, I added another job working for the City of Yorkton as a National Lifeguard and Swimming Instructor. These positions required me to certify in First Aid, AED and CPR-C. I feel that my employment choices have confirmed that I enjoy working with people, providing care, safety supervision and instruction to all age groups, as well as having provided me with real-life experience in several care environments.

Being a person with dyslexia has informed me that I can still pursue whatever subject and profession I choose. It is not a barrier to becoming a licensed healthcare professional. I am aware that nursing studies require both practical and written evaluations. My experiences with lifeguarding have exposed me to multiple medical terminologies which will be a part of my everyday work as a nurse. Lifeguarding and swimming instruction have also exposed me to summative evaluations, which are a combination of written examinations and practical tests. I realize that I often have to work harder to learn, but I have also been a busy student, competitive dancer and cheerleader, a coach and a responsible part-time employee. I know how to work hard, to balance many priorities and to achieve goals that I set.

Did dyslexia specifically inform my decision to become a nurse? I am not certain that it did, but I know that it did not limit me when I was considering my career. I have found that I can achieve in both STEM and humanities courses, that reading strategies have assisted me to become more skilled at breaking down and attacking new words, that I enjoy reading for pleasure despite being a person with dyslexia, and that working hard is most likely the most significant factor in my academic success. I am no longer intimidated or sensitive about my diagnosis. I am open with friends about my diagnosis; dyslexia is an important part of me, but it does not define who I am.



# CERTIFICATE OF GRADUATION

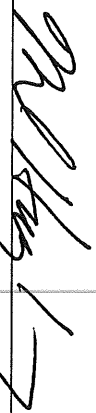
This certifies that

*Maren Caskey*

Has completed the Grade XII course of instruction as prescribed for  
the Province of Saskatchewan.

Graduating with Great Distinction

June 29, 2023  
Date

  
Principal's Signature



## Office of the Registrar

Hunter Student Commons 2<sup>nd</sup> Floor  
University of Calgary  
2500 University Drive NW  
Calgary, AB, Canada T2N 1N4  
ucalgary.ca

Maren Caskey  
67 Good Spirit Cres.  
Yorkton SK S3N 0X1

Tuesday, May 16, 2023

Dear Maren,

We are delighted to offer you admission to the University of Calgary for Fall 2023. Congratulations on your admission into the Bachelor of Nursing with a major in BN-Direct Entry offered by the Faculty of Nursing.

Your student number (UCID) is: 30212928. Please keep your UCID secure and have it ready when corresponding with the University.

Here is some information on how to prepare for your studies at the University of Calgary:

- Accept your offer of admission through your Student Centre using your eID: maren.caskey by **June 15, 2023**.
- Pay the \$500 non-refundable admissions deposit by **June 15, 2023**.
- Maintain your offer of admission by completing all conditions of admission listed in the **status** link of your Student Centre.

We are excited to have you join the University of Calgary community and look forward to welcoming you to our campus. If you have any questions, please feel free to contact us.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jennifer de Roaldes'.

Jennifer de Roaldes  
Associate Registrar, Information, Admissions and Recruitment

SEE OBSERVATIONS BEGINNING ON  
PAGE 5 (IF APPLICABLE)

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LA PAGE 5 (LE CAS ÉCHÉANT)

**Signature of bearer - Signature du titulaire**



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Parent copy  
following meeting  
Jan-30/23  
LDS

	<p><b>Good Spirit School Division</b></p> <p>Good Spirit Education Complex Hwy 9 North 5B Schrader Dr. Yorkton, Saskatchewan S3N 3Z4 <b>Deb Bulitz Registered Psychologist #565</b> Phone: 306 786-5552 Fax: 306 786-5599</p>
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## PSYCHO-EDUCATIONAL ASSESSMENT REPORT

**CONFIDENTIAL: THIS REPORT IS NOT TO BE DUPLICATED. REQUESTS FOR INFORMATION OR FOR A COPY OF THE REPORT SHOULD BE REFERRED TO GOOD SPIRIT S.D. #204.**

<b>Name: Maren Caskey</b>	<b>Grade: 12</b>
<b>Date of Birth: May 18<sup>th</sup>, 2005</b>	<b>Regular academic classes</b>
<b>Age: 17</b>	<b>Student Support Teacher: Mrs. Yeadon</b>
<b>Parents: Shannan Neubauer and Michael Caskey</b>	<b>School: Yorkton Regional High School</b>
<b>Address: Yorkton</b>	<b>Meeting Date: January 30<sup>th</sup>, 2023</b>

*A Psycho-Educational Assessment Report is not a complete statement concerning an individual, and it deals only with a specific time in a person's life. Care must be taken not to characterize the person only on the basis of statements in the report, or to assume that such statements apply indefinitely. The duration of the validity of the findings should be discussed with the author. The report is written primarily for educational purposes and should be read with this in mind. The report should be interpreted to a reader by a person qualified in psychological assessment.*

### STATEMENT OF INFORMED CONSENT:

Written consent was obtained from Maren and her parents for the GSSD Professional Service Providers Team to complete an updated assessment to gain further information about her current learning profile to support her learning needs and access learning supports in her future post-secondary studies.

### REASON FOR REFERRAL

Maren Caskey is a Grade Twelve student at Yorkton Regional High School (YRHS). She was referred for reassessment to support programming and transitioning as she will be graduating from the YRHS this June. Maren has been identified as a student who has benefitted from supports in the educational setting. Updated information will be beneficial to access supports for Maren as she has plans to pursue post-secondary studies in the College of Nursing at the University of Calgary.

## BACKGROUND INFORMATION AND EDUCATIONAL HISTORY

Maren is a 17-year-old female student in Grade 12 at the Yorkton Regional High School (YRHS). She attended Pre-kindergarten at Buena Vista School in Saskatoon and then Kindergarten and Grade One at George Vanier Fine Arts School. She attended St. Michael's School in Yorkton from Grade Two to Grade Eight prior to entering high school at YRHS for Grade 9. Her attendance has been regular throughout her school career. She has consistently been described by staff as a very dedicated and hardworking student. Her parents have been very supportive in helping Maren develop her academic skills. Her early school records indicated that Maren had much difficulty in developing early literacy skills and required extensive support at school and home to develop her emerging skills.

Her teachers and parents first initiated a referral for assessment when she was in Grade Two with concerns about her reading and academic achievement. She was in a daily reading group at St. Michael's School in Yorkton and was observed to make significant gains in a short period of time. It was also noted that she received significant support at home with her daily reading. Elizabeth Hove assessed her cognitive, academic, and behavioural functions to review her overall profile. At this time, Maren's cognitive results were within the **Average** range for her age as were her achievement results as measured by the Woodcock Johnson Tests of Achievement- Third Edition (WJ-III). It was recommended that she should continue extensive reading intervention to reinforce her developing skills. The examiner also noted that there were concerns with Anxiety in both the home and school settings and it was recommended that it was further reviewed and monitored. Maren was reassessed privately in July of 2018 by Debbie MacDonald from Educational Consulting Services in Moose Jaw, SK. Her parents were querying a learning disability. In summary, Maren achieved an overall ability score within the **Average** range (50th percentile) for her age. Academic areas as measured by the WIAT-III, were **Below Average** on her Total Reading Composite (5<sup>th</sup> percentile) as well as on the Oral Reading Fluency (7<sup>th</sup> percentile), Pseudo-word Decoding (3<sup>rd</sup> percentile), Spelling (13<sup>th</sup> percentile), and Math Fluency-Subtraction (13<sup>th</sup> percentile) subtests. She obtained a **Low** score on the Word Reading subtest (2<sup>nd</sup> percentile). The examiner diagnosed Maren with a Moderate Specific Learning Disability in Reading and also noted that Maren self-reported that she experienced anxiety. Several recommendations were made in her report that her parents shared with her school.

Informed consent for assessment and background information was obtained from Maren and her parents. Maren lives at home with her parents and the primary language spoken at home is English. She has not had any serious illnesses or injuries. Maren had jaw surgery last year. Her mother did not experience any difficulties during her pregnancy or in childbirth. Maren did not show any developmental delays as a young child. Maren has received learning support in previous grades. She has worked with outside counselling and school counselling as needed in relation to anxiety. Her school attendance has been regular for all grades. Her mother noted that Maren was diagnosed with Dyslexia in the summer of 2018 by Deb MacDonald. Prior to that and at present, she would say that Maren lives with anxiety which has been managed using Cognitive Behaviour Therapy

(CBT). Her mother has observed the leaving dance behind since last year has been significantly supportive of Maren's mental health. Her mother noted "there have been very few days since September where I see the 'old Maren'". She added that Maren is now more positive and optimistic. Her mother noted that she manages her deadlines and conflicts between work, school, and activities well.

She benefitted from a student learning profile, Inclusion and Intervention Plan (IIP up until Grade 11), Record of Adaptations (ROA) and daily use of RTime (learning support with assignments from classroom teachers and Student Support teachers) in her high school years. Support and accommodations have been made available throughout her high school academic classes.

## **TESTS ADMINISTERED**

*Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV)*

*Woodcock Johnson Tests of Achievement - Fourth Edition (WJ-IV)*

*Wechsler Individual Achievement Test - Third Edition (WIAT-III; Canadian Based norms)*

*Symbol Imagery Test*

*Feifer Assessment of Reading (FAR)*

## **BEHAVIOURAL OBSERVATIONS**

Maren is familiar with the examiner from her team meetings in the high school setting. The present reason for assessment and general examination process was explained to Maren by her Student Support Teacher and the examiner and she agreed to proceed with the updated testing. As she talked with the examiner about various things, Maren appeared comfortable and worked very well throughout the testing sessions which took place on nonconsecutive days. Maren was observed to listen very carefully to all given instructions. She was observed to demonstrate with an average amount of motor activity for her age. Maren was observed to use self-talk on some administered subtests. She was reflective in some of her responses and was observed to frequently check her answers. She occasionally asked for directions/questions to be repeated. Maren attempted each task presented to her and persisted with tasks as they became more difficult. She worked very well on a one-on one basis. In conversation during testing, Maren said her favorite subjects were Biology and Mathematics, and Physics was the subject she liked least. Maren reported that she found that reading is an area that is difficult for her particularly long pieces of writing with difficult vocabulary but using audio books for novels is very helpful. She added that Math is not a problem for her. Maren said at home she likes to hang out with friends and read. She has been involved in cheerleading, dance, and swimming as well as the school musical. She was in band when she was in elementary school. She currently works part-time as a lifeguard at the Gallagher Center as well as a cheer leading coach and has also worked at the local care home and hospital. She has volunteered at Snowarama and helped with local food drives. When asked to list some of her good friends, Maren responded Delaney, Tayah, Paige, Elyse, and Ashlynn. When she finishes school, she stated that she plans on

entering the nursing program at the University of Calgary and following her degree, she expressed interest in pursuing further education in post-graduate studies. The following results are believed to be a reliable and valid estimate of Maren's abilities as good rapport was established and she was cooperative and applied good effort throughout testing.

## SUMMARY OF TEST RESULTS

The *Wechsler Adult Intelligence Scale – Fourth Edition* (WAIS-IV) is an individually administered clinical instrument for assessing intellectual ability of adults aged 16 through 89. The WAIS-IV consists of several subtests, each measuring a different facet of intelligence. These scores summarize the student's performance and are described in the following sections. Canadian norms were used in the calculation of Maren's performance.

Maren, with a chronological age of 17 years and 6 months achieved an overall, Full Scale IQ score within the **Average** range (25th percentile). The chance that her "true" cognitive ability score is somewhere between 85 and 95 is about 95 out of 100. Present test results suggest that Maren's verbal reasoning, perceptual reasoning, and processing speed skills are stronger compared to her working memory skills. Her current profile is very similar to her previous assessment in 2017. Her profile presents some variability in each domain, and these will be discussed with areas of strength and challenge.

Maren achieved an **Average** score (58th percentile) for her age on the Verbal Comprehension Index, which measures verbal knowledge, and understanding obtained by formal and informal education and reflects the ability to apply verbal skills to new situations. Maren's verbal comprehension subtest scores ranged from **Average** to **Above Average** for her age. On the subtest measuring verbal concept formation and capacity for associative thinking (Similarities; 37th percentile), her performance was **Average** for her age. She was able to recognize similar characteristics between several given words and as they progressively became more difficult, and she also had success in recognizing similar characteristics with more complex concepts. Her comprehension skills were within the **Above Average** range, (98th percentile) which reviewed her practical knowledge and judgment of social situations and can be noted as a personal strength for Maren. She was able to give several varied reasons for why things are done in society showing exceptionally strong social understanding and comprehension. Her vocabulary skills were within the **Average** range (50<sup>th</sup> percentile). Her score on tasks measuring factual knowledge and general information was **Above Average** (84<sup>th</sup> percentile) for her age and can be noted as another personal strength for Maren.

Maren's Working Memory Index score, which measures skills of short-term memory, working memory, mental computation, and attention skills, was in the **Low Average** range for her age (12th percentile) and can be noted as a personal area of weakness. The Working Memory Index measures the student's ability to attend



or concentrate and also involves numerical proficiency and sequencing skills. Working Memory is the ability to hold information in mind temporarily while performing some operation or manipulation with that information, or engaging in an interfering task, and then accurately reproducing the information or correctly acting on it. Maren obtained a **Below Average** score on tasks requiring her to repeat mixed groups of numbers and letters (16th percentile). On certain tasks measuring her short-term auditory memory, working memory, and ability to concentrate, she obtained a **Below Average** score (9th percentile) compared to others her age. The supplemental Arithmetic subtest was also administered to review her mental computation and problem-solving skills. Maren was observed to listen to the problems carefully and occasionally asked for a problem to be repeated. Maren's mental computation and application of basic arithmetical processes skills were in the **Average** range (25th percentile) compared to other students her age. This domain is a more challenging area for Maren. Working Memory can be thought of as memory control involving reasonably higher order tasks and it presumes attention and concentration (Prifiteria, Weiss, and Saklofske, 1998).

Her Perceptual Reasoning Index score was in the **Average** range for her age (25<sup>th</sup> percentile). This index score reflects the ability to interpret and organize visually perceived material while working against a time limit. On subtests measuring her nonverbal reasoning abilities, Maren's scores ranged from **Average** to **Below Average** range. Maren's performance on tasks measuring her ability to visually comprehend shapes necessary to form a given design from visually presented material was **Average** (50th percentile). This was a personal strength in this domain. Her ability to construct a given design from its separate parts into a whole was also in the **Average** range (37th percentile). On the Matrix Reasoning subtest, where Maren was required to select a response that would complete the given matrix, she obtained a **Below Average** score for her age (9th percentile). She was reflective at times, but at times sometime quick to choose her visual response. This task is also a measure of visual information processing and abstract reasoning skills.

Maren achieved an **Average** score (25th percentile) on the Coding subtest. This subtest provides information about her eye-hand coordination, short-term memory, and attention skills. Maren carefully and accurately on this task. On another task measuring visual discrimination and visual-perceptual scanning ability, Maren also achieved an **Average** score (Symbol Search; 37th percentile) compared to others her age. These two subtests comprise the Processing Speed Index, where Maren achieved an **Average** score (27th percentile) compared to others her age.

Maren's academic achievement was assessed by Student Support Teacher, Mrs. Yeadon in Ju8ne of 2022, using the *Woodcock Johnson Tests of Achievement - Fourth Edition* (WJ-IV; Canadian Based norms) to measure how Maren is performing in the academic subject areas of Reading, Mathematics, Written Language, and Academic Fluency. Maren's scores varied from the **Low Average to High Average** range for her age. Maren's personal strength was her performance on Reading Recall which was **High Average**. On subtests and clusters reviewing her skills in Written Language, Word Attack, and Sentence Reading Fluency, she

achieved **Average** scores for her age. She obtained a **Low Average** score on the subtest reviewing her Sentence Reading Fluency. All other composite and subtest scores were within **Average** range for her age. These areas included Broad Reading, Reading Fluency, Broad Written Language, Academic Applications, Spelling, Academic Skills, Academic Fluency, Applied Problems, Passage Comprehension, Oral Reading, Sentence Writing Fluency, Broad Mathematics, Math Calculation Skills, Calculation, and Math Fact Fluency.

On the *Wechsler Individual Achievement Test –Third Edition* (WIAT-III), Maren's scores ranged from **Below Average to Above Average** for her grade level. The WIAT-III is an updated individualized administered achievement test that provides information on how a student is performing academically in the core subject areas compared to her same age peers. Maren performance across academic areas varied and each area will be reviewed.

On the Word Reading subtest, Maren scored in the **Average** range (42nd percentile) and was observed to have success in reading several sight words correctly. She was successful in trying to sound out several words but was observed to have difficulty at times with vowel sounds and word endings. On the Pseudoword Decoding subtest, she again was successful with sounding out several items but at times struggled with word endings and vowel combinations (**Average**; 21st percentile). On the Reading Comprehension subtest, she read carefully, and she chose to read silently. She was observed to read slowly and intentionally and reread for answers she was unsure of. She achieved an **Average** score (32nd percentile) for her age level. Overall, she achieved an **Average** score on her Basic Reading (30th percentile) composite.

She achieved an **Average** score (42nd percentile) on the Oral Expression subtest; with **Average** scores on subtests reviewing Sentence Repetition (16th percentile) and Oral Word Fluency (21st percentile) components. On the Expressive Vocabulary subtest component, she achieved an **Above Average** score for her age (91<sup>st</sup> percentile) which can be highlighted as a strength for Maren in this domain. On the Oral Discourse Comprehension component, Maren was required to answer questions to verbally presented material and achieved an **Average** score (55<sup>th</sup> percentile). She was observed to listen carefully and was able to recall information that she had heard. Her performance was in the **Average** score on the subtest component reviewing her Receptive Vocabulary skills (81st percentile). Her Listening Comprehension subtest performance was **Average** (73rd percentile) compared to others her age level.

Maren's composite score measuring her Mathematics skills was **Average** for her age (79th percentile). She was able to complete several mathematical questions and work through tasks to arrive at the correct solution (Numerical Operations; **Average**, 70th percentile). On the Math Problem Solving subtest, she was able to solve several word problems and scored in the **Average** range (81st percentile) compared to others her age level. Maren also achieved **Average** scores on the Math Fluency composite (23rd percentile) as well as on the Math Fluency Multiplication (42nd percentile) and Subtraction (27th percentile) subtests. Her

performance on the subtest for Addition (12<sup>th</sup> percentile) was **Below Average**. She worked accurately but did not complete as many questions as would be expected for her age. During these fluency tasks, Maren whispered to herself while working and occasionally used her fingers to tap out her answers while counting up or down.

Maren's skills as measured by the Written Expression composite score were within the **Average** range for her age (25<sup>th</sup> percentile). Her Sentence Composition skills were **Average** (32<sup>nd</sup> percentile). Maren achieved an **Average** score (34<sup>th</sup> percentile) on the Sentence Combining task. Her performance on the Sentence Building subtest component was also **Average** (34<sup>th</sup> percentile). She achieved an **Average** score on the Essay Composition subtest (30<sup>th</sup> percentile) with an **Average** Word Count (32<sup>nd</sup> percentile) and an **Average** performance (27<sup>th</sup> percentile) on the Theme Development and Text Organization. Her independent writing tasks were observed to have few spelling and grammar errors. Her performance on the Spelling subtest was **Average** (27<sup>th</sup> percentile). Her current academic results are much higher in several areas compared to when she was previously assessed.

### Symbol Imagery Test

The Symbol Imagery Test is a standardized, norm-referenced test designed to measure a student's symbol imagery for sounds and letters within words. Symbol imagery is the ability to create mental imagery for the sounds and letters within words. It develops both phonological and orthographic processing, and it is essential to the development of word attack, word recognition, spelling and accurate, fluent contextual reading. The Symbol Imagery Test results show large to very large correlations with measures of phonemic awareness, word attack, word recognition, spelling, and paragraph reading fluency and comprehension measures. Student scores on the Symbol Imagery Test relate to how well a student is synthesizing and processing knowledge about letters, sounds and their corresponding relationship in literacy.

Section	Description	Raw Score	
A	Student Sees and Recalls Unconnected Letters	7	
B	Student Sees and Recalls Letters in Nonwords	8	
C	Student Hears and Spells Nonwords	7	
D	Student Sees and Manipulates One-Syllable Nonwords	7	
E	Student Sees and Manipulates Multisyllable Nonwords	5	
Total Raw Score	Standard Score	Percentile Rank	Descriptor
34	91	27 <sup>th</sup>	Average Range

The *Feifer Assessment of Reading* (FAR) is an individually administered measure of reading ability normed for students in prekindergarten through college. The examiner selected certain subtests to further review Maren's profile of reading skills.

## Phonological Index (PI)

The Phonological Index (PI) is related to a student's ability to independently sound out unfamiliar words in print and to sequence multiple sounds together in order to accurately recognize a specific word. It is made up of several subtests measuring phonological processing and word-decoding skills. Maren's PI score is at the 5<sup>th</sup> percentile. This indicates that her phonological processes are in the **Moderately Below Average** range and that she is functioning the same as or better than 5% of her peers in the same grade. Students who score within the Moderately Below Average range have weaker skills in decoding both familiar and unfamiliar words in print. Further, this score suggests that her phonological skills are a weakness. In other words, compared to grade-level peers, this score is more than one standard deviation below the mean score from the normative sample. Students with deficits in phonological processing in this range are at risk for or have developed a reading disorder consistent with dysphonetic dyslexia. The hallmark feature of dysphonetic dyslexia includes an inability to bridge letters and sounds successfully and a tendency to over-rely on the visual characteristics of the printed word form. Consequently, these readers have a tendency to look at the first letter and guess on words rather than sequence multiple sounds together to cue word-recognition skills. Often, beginning readers struggle to sound out words, since letter sounds are not necessarily perceived as unique entities but instead are perceived as overlapping bursts of sounds that become difficult to decipher.

## Phonemic Awareness (PA)

The PA subtest is a series of four tasks arranged in a hierarchy of increasingly more sophisticated phonemic processing skills. These four interrelated tasks are designed to measure the ability to hear and decipher specific sound boundaries in words. This subtest is comprised of tasks that tap the ability to categorize the acoustical properties of words, understand the sequential arrangement of sound properties embedded within words, deconstruct words into natural syllable breaks, and spatially manipulate sounds in words. Her phonemic skills are in the **Below Average** range and that she is functioning the same as or better than approximately 21% of peers in the same grade. Scores within the Below Average range on the PA subtest suggest difficulty with sound recognition and awareness skills and inconsistencies deciphering individual acoustical properties in words. There may also be limitations with phonological working memory skills, since these students often have difficulty categorizing and manipulating sounds within words.

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## Nonsense Word Decoding (NWD)

The NWD subtest requires the student to decode a series of individual nonsense words presented in order of increasing difficulty. Since nonsense words are essentially a series of made-up or invented words and completely unfamiliar to students, orthographic strategies that rely on visual recognition and cuing often have little value. Therefore, students have to rely primarily upon their decoding

skills to identify a nonsense word. Maren's decoding skills are in the **Below Average** range and that she is functioning the same as or better than 10% of peers in the same grade. Further, this score is more than one standard deviation below the normative sample's mean score, which suggests that Maren Caskey's decoding skills are an area weakness. Scores in the Below Average range on the NWD subtest suggest difficulty utilizing "bottom-up" or rule-based strategies to sequentially decode phonemes within novel words. Such scores often indicate that the student has weaker decoding skills, and therefore struggles to transfer these skills to the printed word form. An inability to develop adequate grapheme-phoneme connections leads to marked inconsistencies when decoding individual words in print, and often leads to inaccurate spelling skills.

#### Isolated Word Reading Fluency (ISO)

The ISO subtest requires the student to read a list of words that begins with grade-level text presented in order of increasing difficulty. This is a 60-second test of rapid and automatic word-recognition skills for words that are presented out of context. Because contextual cues cannot be utilized, the student must use decoding automaticity skills for familiar words. Once again, recent research (de Oliveira et al., 2014; Kirby & Savage, 2008) has expanded the notion that decoding skills also includes rapid and accurate word recognition. Therefore, the ISO subtest extends the notion of decoding by incorporating the element of time to assess automaticity of decoding skills independent of context. Maren's ISO score indicates that her decoding automaticity skills are in the **Moderately Below Average** range and that she is functioning better than approximately 2% of peers in the same grade. Further, this score is more than one standard deviation below the normative sample's mean score, which suggests that Maren Caskey's decoding automaticity skills are an absolute weakness. Scores within the Moderately Below Average range on the ISO subtest suggest difficulty in automatic word-recognition skills for words that primarily follow a consistent grapheme-phoneme decoding pattern. Such scores indicate that the student most likely reads by guessing on words or perhaps has over-relied on memorization of words based upon text orthography.

#### Oral Reading Fluency (ORF)

The ORF subtest requires the student to read a passage derived from the same words used from the ISO subtest. This measure is designed to determine how well students can automatically decode words that are embedded in the context of a story. Because this is a timed 60-second subtest, a student's overall oral reading rate can also be obtained and compared with the rate score for the Silent Reading Fluency subtest. Once again, recent research (de Oliveira et al., 2014; Kirby & Savage, 2008) has expanded the notion that decoding skills also include rapid and accurate word recognition. Therefore, the ORF subtest extends the notion of decoding by incorporating the element of time to assess automaticity of decoding targeted words within a specific context. Maren's ORF score indicates that her contextual-decoding skills are in the **Moderately Below Average range** and that she is functioning approximately the same as or better than 6% of peers in the same grade. Further, this score is more than one standard deviation below the

normative sample's mean score, which suggests that Maren Caskey's contextual-decoding skills are an absolute weakness. Scores in the Moderately Below Average range on the ORF subtest suggest difficulty with rapid and automatic word-recognition skills for contextual-based passages.

#### Positioning Sounds (PS)

The PS subtest is a phonemic-localization task that requires the student to determine the missing sound(s) in an incomplete word printed under a picture. This subtest is a measure of the temporal ordering of auditory stimulus patterns using a visual cue to provide structure. Understanding of the temporal ordering and categorical representation of sounds is a precursor to developing the ability to decode words in print. Her phonemic localization skills are in the **Moderately Below Average** range and that she is functioning the same as or better than 8% of peers in the same grade. Further, this score is more than one standard deviation below the normative sample's mean score, which suggests that Maren Caskey's phonemic localization skills are a weakness. Scores in the Moderately Below Average range on the PS subtest suggest weaker ability to localize and identify isolated sounds within the beginning, middle, or ending portions of the printed word form. Because the PS score is significantly lower than the PA score ( $p < .01$ ), the student may have difficulty transferring sound awareness and phonemic-awareness skills to text orthography. Consequently, decoding skills will be slow to emerge.

#### Visual Perception (VP)

The VP subtest requires the student to identify letters printed backward from an array of letters or words in 30 seconds. This subtest is a measure of orthographic perception, a vital initial step toward establishing an accurate cognitive template of the printed word form. It is common for beginning readers to make letter reversals when learning the alphabetic code, though persistent difficulty with letter reversals are often a byproduct of the dominant language hemisphere's inability to take command of the reading process. Difficulty with the VP subtest, therefore, can be indicative of dyslexia. Her visual-perception skills are in the **Average** range and that she is functioning better than 42% of peers in the same grade. Scores within the Average range on the VP suggest good orthographic-perceptual skills and adequate exposure to text-based material. Stronger scores also indicate good task motivation and accurate text attention.

#### Irregular Word Reading Fluency (IRR)

The IRR subtest requires the student to read a list of phonologically irregular words presented in order of increasing difficulty within a 60-second time limit. This subtest is a measure of text familiarity and ability to use the visual shape, contour, and uniqueness of the alphabetic code to recognize words in print. Stronger orthographic-processing skills are often needed to recognize an entire printed word form in order to read phonologically irregular words. Maren's score indicates that her text-recognition skills are in the **Moderately Below Average** range and that she is functioning approximately the same as better than 4% of peers in the same

grade. This score is more than one standard deviation below the normative sample's mean score, which suggests that her text-recognition skills are a weakness. Scores within the Moderately Below Average range on the IRR subtest suggest weaker automatic recognition of words that do not follow a consistent grapheme-phoneme pattern.

#### Orthographical Processing (OP)

The OP subtest requires the student to recall the letter or group of letters that are in a target word after being presented with the word for 1 second. This task measures the ability to hold and retain a visual-spatial image of the printed word form in order to determine which group of letters are in the word. This is an important cognitive attribute to reference when words do not follow a consistent grapheme-phoneme pattern, so instead, the visual contour and shaping of the entire word form becomes paramount for text recognition. Her text-orthography skills are in the **Average** range and that she is functioning better than 39% of peers in the same grade. Scores within the Average range on the OP subtest often suggest good visual working memory skills for the printed word form as well as very strong spelling skills. Good orthographic processing is a key skill in reading phonetically irregular words as well as in developing automaticity and fluency in the reading process.

#### Semantic Concepts (SC)

The SC subtest is a multiple-choice test requiring the student to select a word that is either similar in meaning (synonym) or opposite in meaning (antonym) to a target word. Students with poor reading comprehension skills often have delays with vocabulary development and semantic processing. These students may have only a surface understanding of the meaning of words, and difficulty may arise from comprehending the meaning of the word in various contexts. Comprehension and text vocabulary issues tend to be paramount in later grades, especially when students are required to respond to more inferential or abstract information embedded in context. Her general vocabulary skills are in the **Average** range and that she is functioning better than 37% of peers in the same grade. Scores within the Average range on the SC subtest suggest good overall language development and a wide breadth of vocabulary knowledge. Students with good lexical knowledge often use semantic cues to assist with word-identification skills, since there is a tendency to anticipate what word may be next when reading words in context.

#### Morphological Processing (MP)

The MP subtest is a multiple-choice test requiring the student to choose the morpheme that best completes an incomplete target word. Knowledge of individual word meanings represents overall lexical or general vocabulary development, but knowledge of morphology represents an even higher type of semantic skill. Knowledge about morphological processing, which implies an acute awareness of the rules used to form words, contributes to individual differences in reading that cannot be readily explained by differences in orthographic and phonological

processing. Her morphological abilities are in the **Average** range and that she is functioning better than 42% of peers in the same grade. Scores within the Average range on the MP subtest suggest good linguistic development skills and ability to use semantic or “top-down” cueing to facilitate word-recognition skills. Because there is not a statistically significant difference between scores on the MP and SC subtests, any deficits with reading comprehension skills are most likely related to poor working memory and executive functioning skills.

#### Silent Reading Fluency: Comprehension (SRF-C)

The SRF-C is a timed subtest that requires the student to read a passage silently and answer a series of literal and inferential questions about the story. The story is removed prior to responding to individual questions, which places a great deal of importance on attention and working memory during the reading process. In addition, there is a heavy burden placed on executive functioning skills, since this task requires the student to plan and organize targeted information to facilitate later retrieval. After the first passage and corresponding questions, a second passage is similarly presented and followed by questions related to it. Maren’s comprehension skills are in the **Moderately Above Average** range and that she is functioning better than 91% of peers in the same grade. Further, this score is more than one standard deviation above the normative sample’s mean score, which suggests that Maren Caskey’s comprehension skills are an absolute strength. Stronger scores on the SRF-C subtest are indicative of an absolute strength and suggest well-developed passage comprehension skills for both detailed and inferential questions about the text.

#### Silent Reading Fluency: Rate (SRF-R)

The SRF subtest also yields a secondary score measuring the reading rate. This measure is designed to determine how well students can read words that are embedded in the context of a story silently. Because this is a timed 60-second subtest, a student’s overall silent reading rate can be compared with the rate score for the ORF subtest. Her reading speed is in the **Below Average** range and that she is functioning approximately the same as or better than 18% of peers in the same grade. An SRF-R within the Below Average range suggests slower-paced silent word-recognition skills for contextual-based passages. The student may be prone to sacrifice speed for accuracy, which tends to occur for less confident readers.

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### ***SUMMARY AND INTERVENTION RECOMMENDATIONS***

In summary, Maren is a Grade 12 student at the Yorkton Regional High School in Yorkton. She currently finishing her Grade 12 program and has received learning support as needed through her school team members. She will be graduating at the end of June. Her updated results suggest that her overall ability is within the **Average** range (25th percentile) compared to others her age. The chance that her true score was between 85 and 95 are approximately 95 out of 100. Maren’s Verbal



Comprehension (58<sup>th</sup>), Perceptual Reasoning (25<sup>th</sup>), and Processing Speed (27<sup>th</sup> percentile) index scores were in the **Average** range. Her general Working Memory abilities are in the **Low Average** range (12<sup>th</sup> percentile), and this is a slightly weaker for Maren. The Working Memory index measures the ability to attend or concentrate and also involves recall sequencing skills. A weakness in working memory may make the processing of complex information more time-consuming for Maren, draining her mental energies more quickly as compared to other students her age, and perhaps result in more frequent errors on a variety of learning tasks. Working Memory is the ability to hold information in mind temporarily while performing some operation or manipulation with that information, or engaging in an interfering task, and then accurately reproducing the information or correctly acting on it. Working memory can be thought of as memory control involving reasonably higher order tasks and it presumes attention and concentration (Prifitera, Weiss, and Saklofske, 1998).

Maren's academic performance as measured by the current assessment indicated scores ranging from **Average to Low**. Her present assessment results are similar in trends of her previous achievement assessments. Maren's current results indicate that reading continues to be challenging but with support from her school team and parents, she has been successful in receiving high academic achievement in her high school classes. Maren will continue to benefit from the additional learning support as needed as she transitions out of high school and begins post-secondary studies. Present test results partnered with Maren's educational history and current performance in the classroom support the need for having additional accommodations and supports when beginning her instruction in post-secondary settings. It is important that Maren has individuals that she feels will support her learning and individual needs. The examiner and Mrs. Yeadon will be happy to consult with university staff to assist with accommodations and strategies as Maren pursues her further education. Continued student support from her instructors at the post-secondary level will be beneficial.

Maren's achievement scores indicate that she has a varied profile with her academic scores ranging from the above average to moderately below average range specifically with the area of word reading, decoding, and reading fluency significantly lower. According to the FAR results, Maren Caskey's overall constellation of reading scores is suggestive of dysphonetic dyslexia due to her lower Phonological Index score. Dysphonetic dyslexia is characterized by the reader's difficulty to utilize a phonological route to bridge letters and sounds successfully. Instead, the reader relies too much on visual and orthographic cues to identify words in print. Her comprehension skills are much stronger and can be noted as an area of personal strength. Maren has slightly weaker working memory skills which also may be attributing to her difficulty in recalling information that is unfamiliar.

In review of Maren's educational history, class work, her teachers and parents' concerns, and her performance on formal and informal assessments, Maren continues to meet diagnostic criteria as outlined in the DSM-5 in the areas under Specific Learning Disorder as the four diagnostic criteria are met based on a

clinical synthesis of her history (developmental, medical, family, educational), school reports, and psychoeducational assessments. She was diagnosed in this area when previously assessed in 2018.

Maren meets the following diagnostic criteria:

315.00(F81.0) Moderate Specific Learning Disability with impairment in reading:

With word reading accuracy and reading rate or fluency.

Note: Dyslexia is an alternative term used to refer to a pattern of learning difficulties characterized by problems with accurate or fluent word recognition, poor decoding, and poor spelling abilities. It is important also to specify any additional difficulties that are present, such as her difficulties with working memory.

Maren is presently finishing her Grade 12 academic classes and is planning to graduate this June. She will continue to benefit from the additional learning support as needed as she transitions out of high school and pursues post-secondary studies. Maren and the examiner reviewed what supports have been most beneficial to her in her studies and these have been included in her recommendations. Present test results partnered with Maren's educational history and current performance in the classroom support the need for having additional assistance as needed in her future work/vocational settings. The following recommendations may benefit Maren at school:

1. In order to provide appropriate interventions and programming for Maren, team collaboration will continue to be essential. Her educational team will continue to implement adaptations and modifications as needed and monitor her progress according to her individual needs.
2. Maren should make connections with post-secondary student supports at her university to access services and accommodations that she needs during the course of her studies. This may also include student counsellor services regarding anxiety.
3. Maren learns best by having her instructors giving her brief instructions, modeling, using guided practice with feedback regarding her processing, and then individual task completion with monitoring. She then feels more comfortable and confident with presented tasks. Options for assistance through tutorials, reviews, and project work are beneficial.
4. Access to electronic books and copies of class notes and books for home studies should be included in her accommodation plan.
5. Additional time to study and review concepts as well as allotment of more time to write exams have been beneficial for Maren. Oral exams and the use of a

scribe have been used in some classes as needed. Advance notice of upcoming assignments and examinations gives her more time to prepare.

6. Chunking information into manageable parts is beneficial for Maren when reviewing concepts and studying. Several shorter periods of study is more effective than long sessions when reviewing information for exams.
7. Maren uses a laptop/Chromebook to assist her with her daily work and ongoing assignments. The use of apps like Google Read and Write as well as spell check are accommodations needed for her studies. Use of technology helps her in understanding, organizing, and accessing information as well as producing quality completed assignments.
8. New vocabulary in courses/work placements may be difficult for Maren and needs to be explicitly taught with examples that she understands to assist her in remembering meaning. Use of an electronic dictionary, thesaurus, and key terms glossary is helpful across various classes.
9. Maren will benefit from intervention that incorporates Latin roots, prefixes and suffixes to assist her in building her medical vocabulary skills. Intervention in Seeing Stars or Lexia for older students may be beneficial in building these foundational skills.
10. Directions need to be short and simple and repeated as needed. Maren may require additional time and review of concepts in order to master skills.
11. Maren should allow herself more time to read through material (such as novels and assigned readings) in order to allow for rereading to assist in her understanding of what she has read. She currently utilizes good reading comprehension strategies such as rereading and searching for key terminology involved in questions that she needs to address. These are strengths for Maren and will continue to benefit from using these strategies in her studies. The use of graphic organizers will also be beneficial to help her summarize key vocabulary, details, and underlying concepts across subject areas.
12. Lengthy assignments should be broken down into smaller steps with a due date set for each section. Prior notice should be given for her exams, so that Maren may begin reviewing several days before. Review sheets and test outlines will also be beneficial for her. Copies of notes provided in advance if possible and extra time to complete assignments and exams has been beneficial.
13. When taking test or exams, Maren has found it beneficial to have additional time if needed.
14. The use of dictionaries, spell and grammar checks, and thesauruses will also be helpful for her assignments. Review of drafts and editing by others will also assist her in her studies.

15. Mnemonic strategies may be useful to help Maren strengthen her basic memory skills. Strategies such as chunking, the use of acronyms to remember points, etc. may be helpful with her studies. Direct instruction and practice of good study skills will help in preparing for exams.
16. Tutorials based learning support will be helpful to keep up with assignment completion, material review, organization, and advance studying for exams.
17. Maren may need to advocate for her learning needs by asking for review of concepts presented or further examples given to clarify her understanding.
18. Maren's strengths need to continue to be valued and understood. Much praise and attention should be given for her efforts in accomplishing her goals.

The report and recommendations will be explained at length with Maren, her parents, and her educational team. It was a pleasure working with Maren! If I can be of any further assistance, please contact me at 786-5552.



Deb Bulitz  
Registered Psychologist (APE) #565

Copy –

Mrs. V. Ruf, Student Consultant, G.S.S.D. #204  
Mr. M. Haczewicz, Principal, Yorkton Regional High School  
Mrs. L. Yeadon, Student Support Teacher  
Student/Parents  
File

## Parent Report

Student Name:	Maren Caskey	Date of Report:	11/21/2022
Student ID:		Grade:	12
Date of Birth:	5/18/2005	Home Language:	<Not Specified>
Gender:	Female	Handedness:	Right
Race/Ethnicity:	White	Examiner Name:	Deb Bulitz

Test Administered: WIAT-III (11/21/2022)    Age at Testing: 17 years 6 months    Retest? No

This student was recently administered the *Wechsler Individual Achievement Test-Third Edition* (WIAT-III). This test includes 16 subtests to measure listening, speaking, reading, writing, and mathematics skills. The following is a description of each subtest that was administered to this student.

### Subtest Descriptions

#### Listening Comprehension

The student listens to vocabulary words and points to a picture that illustrates each word, and then listens to passages and answers questions about each one.

#### Oral Expression

The student is shown pictures and is asked to name the concept shown in each picture. Then the student says words from a given category and repeats sentences.

#### Reading Comprehension

The student reads passages aloud or silently under un-timed conditions, and then answers open-ended questions about each one.

#### Word Reading

The student reads aloud a list of increasingly difficult words.

#### Pseudoword Decoding

The student reads aloud a list of increasingly difficult nonsense words.

#### Sentence Composition

The student combines the information from two or three sentences into single sentences that mean the same thing, and then the student writes meaningful sentences that use specific words.

#### Essay Composition

The student writes an essay within a 10-minute time limit.

#### Spelling

The student writes single words that are dictated within the context of a sentence.

#### Math Problem Solving

Depending upon the grade and ability level of the student, the student solves un-timed math problems related to basic skills (counting, identifying shapes, etc.), everyday applications (time, money, word problems, etc.), geometry, and algebra.

## **Numerical Operations**

Depending upon the grade and ability level of the student, the student solves un-timed written math problems in the following domains: basic skills, basic operations with integers, geometry, algebra, and calculus.

### **Math Fluency—Addition**

The student solves written addition problems within a 60-second time limit.

### **Math Fluency—Subtraction**

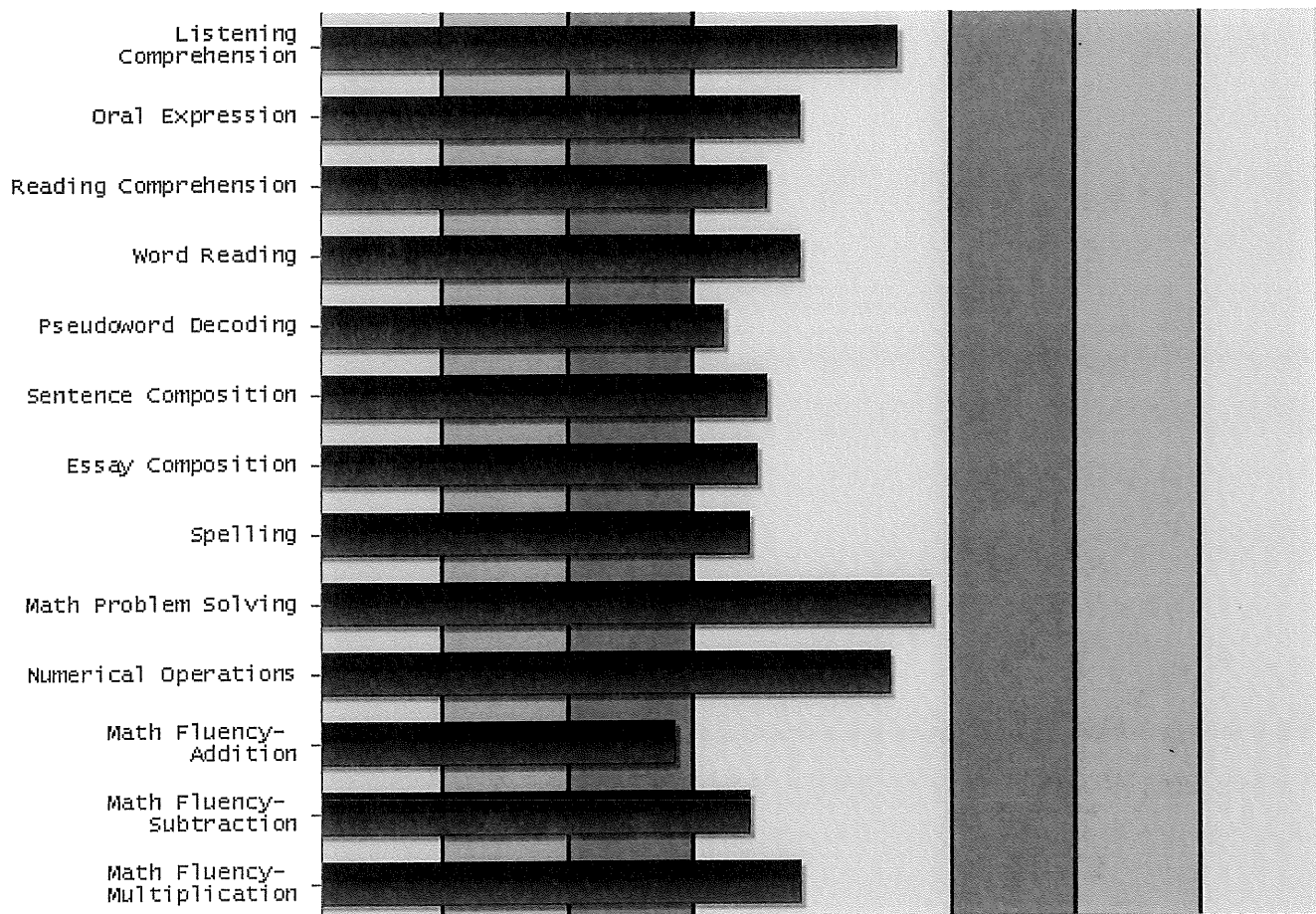
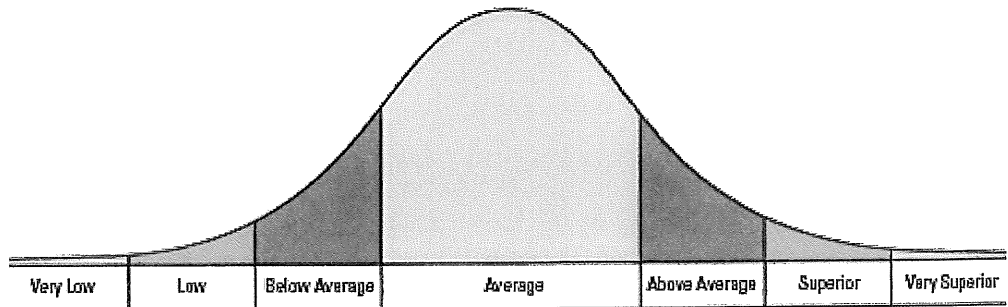
The student solves written subtraction problems within a 60-second time limit.

### **Math Fluency—Multiplication**

The student solves written multiplication problems within a 60-second time limit.

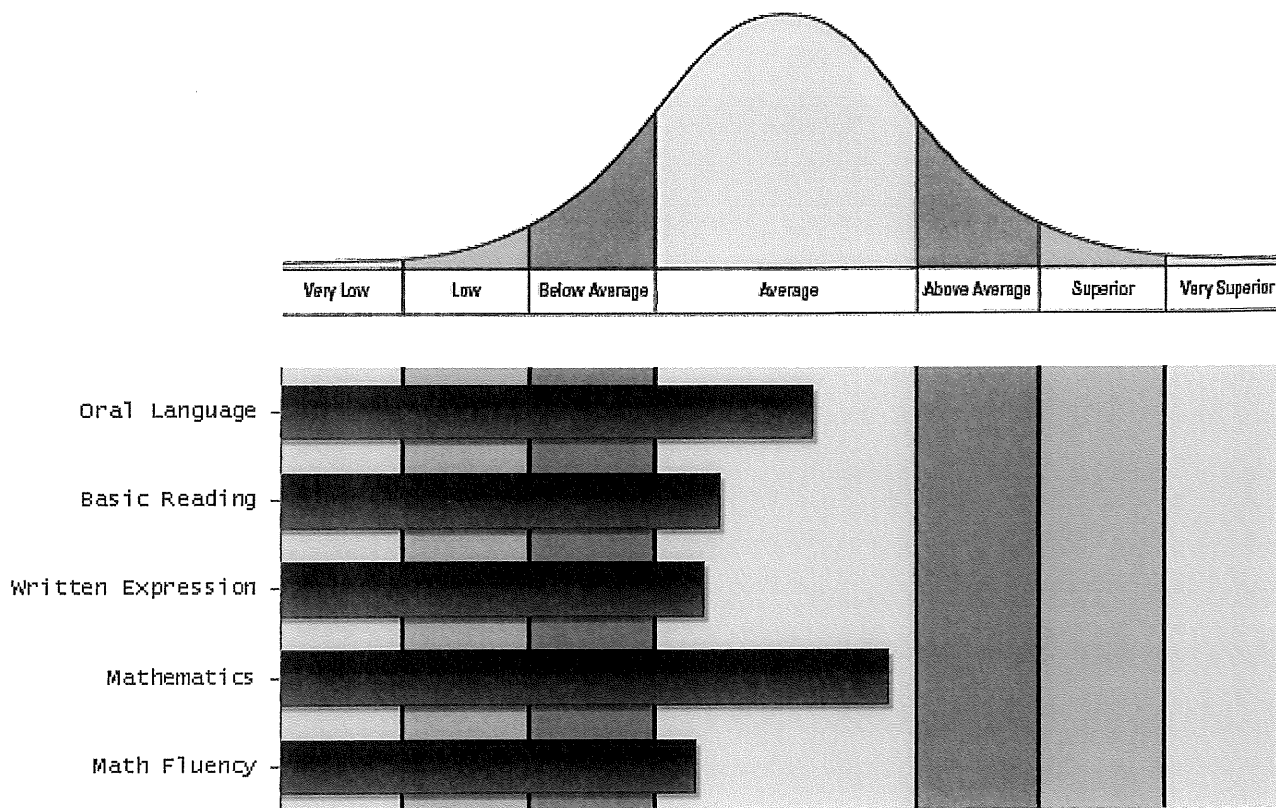
### Graph of Performance by Subtest

The graph below shows this student's performance compared to a normal distribution of scores from peers of the same age.



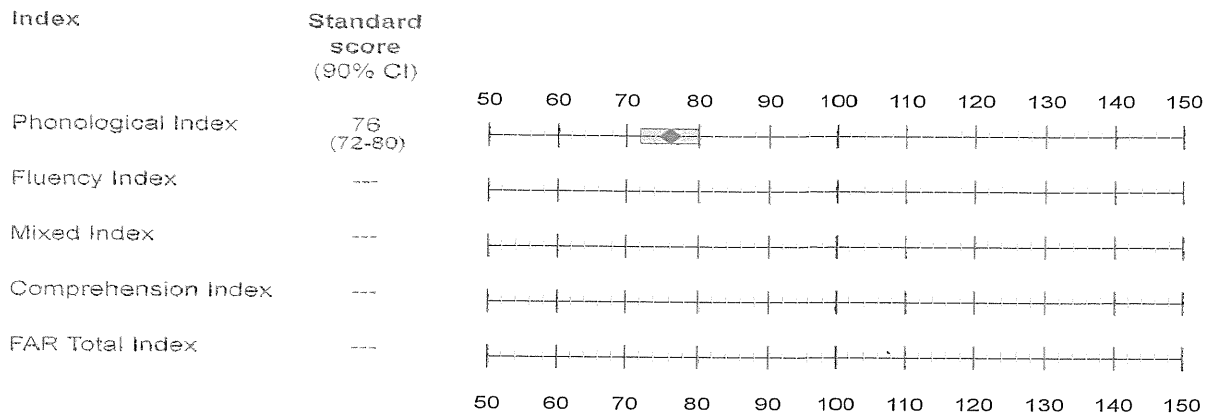
### Graph of Performance by Composite

The subtests described above are grouped by subject area into composite scores. The graph below shows this student's performance on each composite compared to a normal distribution of scores from peers of the same age.





## Index Score Profile



## Subtest Score Profile

