**10th Grade Student struggling in all core academic areas –Undefined Learning Disability**

Val struggles in the area of reading comprehension. She is receiving low academic grades in all classes that require comprehending text information. Her parents are concerned that she will not be able to graduate if her grades do not improve. Her teachers state that Val is able to contribute to the discussions in class but is struggling in taking notes, understanding given notes, reading texts in or out of class, and retaining important information when read independently.

When asked if she would use a computer to read the given material, Val said she would be willing to try but had never done that before and was unfamiliar with reading on the computer for school work. Due to this, we decided to administer PAR to evaluate if a e-reader/text to speech reader would be appropriate for Val to use in her academic classes that require reading comprehension.

Val is currently reading at grade level and was administered the 10th grade text, *Infamous Turncoat,* for her independent read.

**PAR Results:**

Self-read

* Val’s comprehension of the piece scored in the yellow area. She was able to comprehend the main idea, 4/7 facts, and 2/3 inferences.
* Val missed 5 words while reading the text however 3 errors were names of people or places.
* Val’s fluency of the passage was good with 139 WPM. She did go back and self-correct 2 missed words while reading the text.
* Val did use the passage to go back to answer unknown questions but did so quickly and with little effort.

Other Text Reader (2 readings)

* Val only missed the vocabulary question when the text was read to her or using the text reader software. She looked back with more confidence and used the text only a few times to answer comprehension questions.
* Val commented that she felt more “comfortable’ reading and comprehending when using the e-reader software and felt she understood the text better than when she read the text herself.
* Val had no problem using the text reader software once introduced to her.

**Recommendations:**

After completing the PAR, we were able to get a more complete assessment of Val’s reading accuracy, fluency, and comprehension skills.

* Although Val does read at a 10th grade reading level when assessed by accuracy and fluency. She struggles with comprehending grade level text.
* Val struggles with understanding what she reads and the ability to look back in the text to answer questions when read independently. Val may be able to read accurately most of the time however I believe she does not understand the words she reads nor is able to read the more complex vocabulary words. When given a text to speech reader, Val was able to understand more of the material when not struggling to keep her place and read unknown words. Therefore she should have access to a text to speech reader, when reading is not being assessed.
* Val should be given plenty of time to practice using the text to speech reader on all class assignments, test, quizzes, and web-based materials that may contain unknown or complex vocabulary. It should also be available for her to use in all classes as well as for homework.

Using the PAR , all of the above recommendations should be added to Val’s IEP.

**Reflection:**

One factor that influenced my results was I worked with an adult reader who did well the first time so I had her re-do it pretending to be the student I described in the Case Study. This did affect my results because it was not a true student that I could talk with and really assess for use of text-speech. Another factor was I did not have a specific reader/software to reference to. I used my iPad for this assignment but this is not available in every school including my own. This could have changed the results depending on how the reader worked for the student. I learned that I really do like the PAR as an assessment to see if different kinds of readers would help students with mild disabilities. I am actually interested in trying it on a few of my students this fall to see how it works with actual students with disabilities or reading struggles. I even should this to our current Special Education teacher I co-teach with at a training we were at this week. One strength of PAR was that it gave multiple stories with varying complex questions to show a bigger picture of how the student does with each kind of reading form. One weakness I felt PAR had was that it was a lengthy assessment especially if a student was not able to read the first text given. It could take a while to get the whole picture on how the student reads independently versus with a text reader.