

**CHILD STUDY REFERRAL FORM  
UNIVERSITY OF RICHMOND SCHOOL**

Student Name Charlie Padula – Student #1 Date of Birth 4/13/97 Grade 5  
 Referral Source Daniel Batten Date 10/11/07 Parents' Phone 804-333-1212  
 Parent/Guardian Frank/Bonnie Padula Address 100 Oak Park Drive, Goochland

*Check all areas of concern and fully explain the difficulties exhibited in each area in objective, observable terms. Attach work samples when appropriate. Describe interventions used and their effectiveness. Use additional pages if needed.*

- Academic/Pre-Academic** (e.g. Reading, Comprehension, Communication, Organization, Math, Writing, etc.)  
 **Social/Emotional** (e.g. Peer and Adult Relations, Following Directions, Compliance, etc.)  
 **Medical/Motor/Sensory** (e.g. Gross Motor, Fine Motor, Hearing, Vision, Feeding, etc.)

**Describe Reasons for Referral in Objective, Observable Terms:**

Charlie is struggling with his reading and writing. His reading level, from his vocabulary awareness to his ability to comprehend the meaning of texts, seems to be at least two grade levels below his present grade. Though he appears to make a concerted effort to read at the same level as his peers, his slow pace (both silent and aloud) and inability to summarize reading material reflect struggles that students of his grade level should not be experiencing. Moreover, as the school year has progressed, Charlie has begun to make excuses (some rather unreasonable, such as, "My mom told me not to strain my throat today") for nonparticipation when confronted with the prospect of reading aloud.

His writing – in the expression of ideas, in grammar, and in spelling – reflect a similar level of proficiency. For example, when asked to write a story about a person who is important to him, Charlie wrote about his father. A typical sentence would read, "My dad work when he were 14 year old." (By contrast, it is very likely that he would use correct language if asked to respond verbally to the question, "How old was your dad when he went to work?") Very little of Charlie's writing contains vocabulary that is expected from a fifth grader, as well. Furthermore, as is the case with reading aloud, Charlie regularly tries to avoid being called to write on the board in front of the class. Please see attached writing sample for a typical example of Charlie's work.

Charlie's struggles are very evident in the results of his spelling tests. He has not scored higher than 50% on any spelling test this term. His scores have been improving slightly since the interventions described below have been put into place, but it has not been unusual for Charlie to get five or fewer correct answers on a spelling test of 20 words.

There is a great disparity in the ways that Charlie participates in class after certain activities. When asked questions after a period of silent or oral reading, Charlie usually answers "I don't know" or desperately blurts an answer that has nothing to do with the question or the material. By contrast, when Charlie is asked questions after a class discussion or teacher presentation, he consistently demonstrates a capacity to understand and process the material and patiently provide thorough and accurate answers.

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**Describe Student's Strengths:**

Charlie has a good behavior toward learning and is an active and willing participant in most class activities that do not highlight his areas of concern, such as reading out loud or writing on the board. He is able to communicate verbally with grade-level vocabulary and is adept at making oral presentations and summaries of concepts discussed in class. His parents aren't able to help him as much as he wants, but they are generally supportive of the school's efforts and encourage Charlie to ask for help. Charlie shows a lot of interest in drawing and is quite talented in projects that require the production of extensive visuals, and he has said that he wants to be an architect someday.

**List Research-Based Interventions and Effects on Student Learning/Behavior:**

1. To help increase Charlie's word recognition, I have created "word wheels" to help teach prefixes and suffixes. On index cards, I write prefixes or suffixes that meet or exceed Charlie's current reading level. On the word wheel, I write base words that connect to the prefix or suffix. Charlie draws a card from the prefix/suffix pile (for example, "under-") and then spins the wheel to select a base word (such as "ground"). He then must combine the prefix/suffix to the base word. Charlie enjoys this activity and is showing improvement in the recognition of words with common prefixes (suffixes have not been grasped as quickly). Over the course of the past month, Charlie has added most of the word-wheel prefix combinations to his sight-word list, and he has asked me to create a new set of combinations for him to practice. However, even though the word wheel contains only eight words with which Charlie is clearly familiar, he still struggles combining the base words with suffixes ("stand" and "ing," for example).
2. To further improve Charlie's word recognition as well as his spelling skills, I have partnered him with "Ann" (not her real name), a student in the class who is reading at grade level, to work on syllable recognition. Ann and Charlie are friends, and she and Charlie approached me without prompting to ask how she could help Charlie address these issues. In response, I modeled how Ann could work with Charlie to learn multisyllable words using sentence strips. Ann displays the first syllable of a word and obscures the remainder of the word, and Charlie must say the sound of the syllable. Ann then pulls the sentence strip a little further to display the next syllable, and Charlie must read both displayed syllables. This process continues until Charlie is able to read the entire multisyllable word. Charlie and Ann have been taught to monitor and record Charlie's progress on a batch of words that I assign each week. After the two students meet on Mondays, Tuesdays and Thursdays, I meet with Charlie alone on Fridays to assess his progress on the words. I show Charlie the words he has practiced with Ann and ask him to read the words aloud and indicate the syllables in each word. In the first week, Charlie pronounced four of the words correctly and identified the syllables correctly in only two words. In week four, however, he pronounced nine of the words correctly and identified syllables correctly in six words. It appears that having a learning partner Charlie can trust has helped him grasp a method by which he can make consistent progress.
3. To help improve Charlie's grammar and writing so it can match his listening comprehension, we have begun to use graphic organizers to help him organize his ideas about certain topics. During class discussions, I write key words (usually nouns and verbs) from Charlie's reading level on the board as they come up. Charlie knows he should write these words on a piece of paper, because he will later add these words to a graphic organizer. After the discussion, Charlie is to sort the words into categories in the graphic organizer and write a brief summary of the discussion using the words. Charlie has shown some discomfort with this process because his note taking interrupts his ability to closely follow the discussion. As a result, he has not been able to effectively transfer the concepts from the graphic organizers into writing. It should be noted, however, that when Charlie and I review the words in his list verbally, he is able to recount the salient points nearly every time. From this experience, I conclude that while Charlie may respond well to the use of graphic organizers, he may need to have the information prepared on the organizer ahead of time so he can give the discussion his full listening attention.

Writing sample from Charlie Padula:

## My dad

My dad is 37 year old. When it was his burtday and he  
were turning eight. I got a waggun from his dad. His dad is  
my grampa. My dad work when he were 14 year old. His  
work at the shop. I hope my dad keep his job his hole life.  
He is very special it is to me.