

CASE STUDY: FELIX received RTI.
What is your analysis when you are asked to evaluate him?
Culturally and Linguistically Appropriate Evaluations

Felix is a 7-year-old boy in a general education 2nd grade class of 34 students. Felix lives with his mother, who works for an overnight laundry facility, and two older brothers, in the fourth and sixth grades. Felix was born in the United States, but his family moved from Mexico 10 years ago, and they speak both Spanish and English in the home. Felix's preferred and dominant language is English. Felix has a history of severe asthma and respiratory infection, for which he was hospitalized 3 weeks last year. On top of this, Felix is frequently absent from school, and missed 40 school days in the first grade. Felix is fun-loving and social, and likes to be known as the "class clown". His joking behavior increases when he is required to sit down during classroom instruction, and he often requests to go to the nurse.

Felix is performing far below grade-level standards in all academic areas. His area of greatest weakness is in reading and writing; he has not yet mastered sound-letter correspondence, and does not read or write independently. Felix presents with delays in phonological awareness, as evidenced by his inconsistent ability to match single words to corresponding pictures, and to identify sounds other than the initial phoneme in single-syllable words. Felix also demonstrates difficulty with reading comprehension, however, when presented auditorily, he can independently and accurately answer grade-level *wh*- questions. With visuals to support vocabulary comprehension, Felix retells grade-level narratives accurately, in sequence and with detail.

Felix has been receiving "at-risk" literacy intervention in school for a year. He is recommended to receive intensive reading instruction in a small group 3 times per week, however his intervention has been inconsistent due to lack of availability to teachers. Intervention design was up to the discretion of the teacher, and did not include any form of literacy intervention. In class, the teacher noted Felix benefits significantly from small-group instruction following mini lessons to reinforce new concepts, however she stated that she does not have the time to attend to Felix with 34 students in her class.