The well SCREENING® in Practice

This case study is of a child who completed the Well Screening. This case presents background information, screening results, interpretation, recommendations, and summary reports for the child. Note: All identities are masked for privacy protection.

This case helps to show how the Well Screening can be used in practice and should help guide your interpretation, report writing, and follow-up when you begin screening children.

Background Information

Name: Celia | Age: 4 years. 10 months | Grade: Pre-K-Spring

Celia lives at home with her parents and younger sister. She will be starting kindergarten in the fall. She will be one of the youngest students in her kindergarten class. She just finished pre-kindergarten at a nursery school where she has been a student since 3 years of age. Celia enjoys picture books and discussing stories with her parents. She loves bedtime when her parents read to her. Celia's parents and pre-kindergarten teachers are surprised that Celia is not interested in learning her letter names or sounds given how bright she is and how interested she is in books. She also does not enjoy playing rhyming games. Celia has a good attention span. She is well-liked by her peers and plays cooperatively with her friends. She seems to have good social and problem-solving skills. There is a positive family history for dyslexia on the father's side of the family.

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Adapted from *Well Screening® Examiner's Manual, Research Edition* by Barbara Ekelman, Ph.D., CCC-SLP, Debra A. Dutka, M.A., CCC-SLP, & Karen St. Amour, M.A.,
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The Learning Profile

Celia completed the Well Screening during the spring of prekindergarten. See Figures 1 and 2 on page 3 for her Learning Profile. Celia's receptive language, expressive language, attention, math calculation, and articulation skills appear to be on track at this time. Her social communication ability is an area of strength. In contrast, Celia's early literacy domain appears to be an area that needs bolstering. Reading is not appropriate to evaluate at this time because it is not a skill that is expected to be developing in pre-K.

Interpreting the Learning Profile

All of Celia's subtest scores fell well within normal limits, except for subtests measuring early literacy skills. She scored more than 1 standard deviation below the mean (SS ≤7; percentile ≤ 16th percentile) on the letter recognition and word sound play subtests.

Gathering Additional Information

On follow-up, it was learned that Celia's brother and father were diagnosed with dyslexia, and her paternal grandfather was slow to learn to read. It was also noted that Celia is one of the youngest students in her class. English is the only language spoken in the home. Further, Celia passed a hearing test administered at her pediatrician's office.

Recommendations

It is recommended that Celia's early literacy skills be closely monitored given the strong positive family history for dyslexia. Knowledge of the alphabetic code and phonological awareness skills should be directly and systematically targeted. Celia should be rescreened at the beginning of kindergarten. Information, activities, and game suggestions for Early Literacy are available on the web site (Next Steps button) using Celia's screening code.

To learn more and order, visit:

www.brookespublishing.com/well-screening

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Case 1: RISK: EARLY LITERACY | Celia

well SCREENING™

Learning Profile

Receptive Language
Understanding and processing language when listening and reading

Expressive Language
Retrieving and formulating language when speaking and writing

Social Communication
Using language and nonverbal cues when communicating in various contexts

Early Literacy
Learning letter names and their sounds, rhyming, and sound play

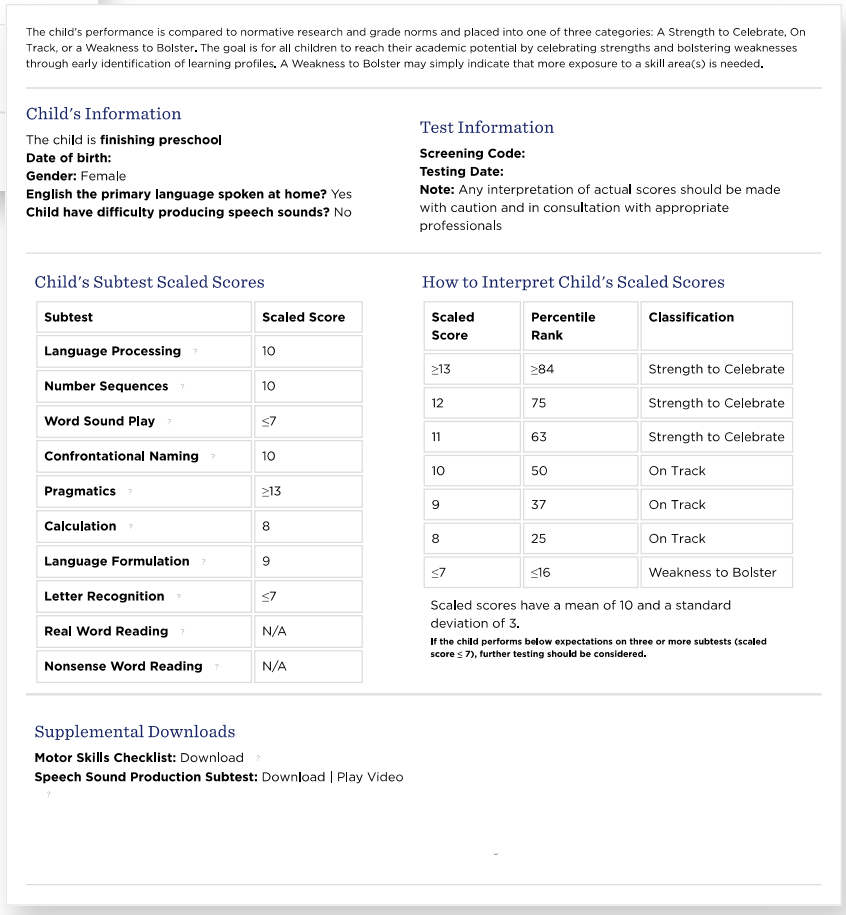
Reading
Blending sounds into words (decoding) with fluency and comprehension

Attention
Maintaining focus and regulating behavior to learn and store information

Math Calculation
Counting, grouping objects, and calculating simple math facts and operations

Speech Sound Production
You did not identify the child as having difficulty producing speech sounds.

Figure 1 The top part of Celia's Learning Profile shows each of the Well Screening domains and notes her performance in one of three categories: Strength to Celebrate, On Track, or Weakness to Bolster.



The child's performance is compared to normative research and grade norms and placed into one of three categories: A Strength to Celebrate, On Track, or a Weakness to Bolster. The goal is for all children to reach their academic potential by celebrating strengths and bolstering weaknesses through early identification of learning profiles. A Weakness to Bolster may simply indicate that more exposure to a skill area(s) is needed.

Child's Information

The child is **finishing preschool**
Date of birth:
Gender: Female
English the primary language spoken at home? Yes
Child have difficulty producing speech sounds? No

Test Information

Screening Code:
Testing Date:
Note: Any interpretation of actual scores should be made with caution and in consultation with appropriate professionals

Child's Subtest Scaled Scores

Subtest	Scaled Score
Language Processing	10
Number Sequences	10
Word Sound Play	≤7
Confrontational Naming	10
Pragmatics	≥13
Calculation	8
Language Formulation	9
Letter Recognition	≤7
Real Word Reading	N/A
Nonsense Word Reading	N/A

How to Interpret Child's Scaled Scores

Scaled Score	Percentile Rank	Classification
≥13	≥84	Strength to Celebrate
12	75	Strength to Celebrate
11	63	Strength to Celebrate
10	50	On Track
9	37	On Track
8	25	On Track
≤7	≤16	Weakness to Bolster

Scaled scores have a mean of 10 and a standard deviation of 3.

If the child performs below expectations on three or more subtests (scaled score ≤ 7), further testing should be considered.

Supplemental Downloads

Motor Skills Checklist: Download
Speech Sound Production Subtest: Download | Play Video

Figure 2 The lower part of Celia's Learning Profile shows her personal details and her scaled scores for each subtest.

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