**Jessica Day Narrative:**

Jessica was referred by the school SST for an initial assessment in 4th grade due to concerns with her reading development. Jessica had received reading intervention in the form of small group and individual instruction since the beginning of 3rd grade and had made approximately 1 year’s growth over 18 months despite intensive intervention. The IEP team found her eligible for Special Education under Specific Learning Disability due to significant challenges with her associative memory with demonstrated struggles to learn new content in the areas of math, reading comprehension and writing. She was also found to have a secondary eligibility of Speech & Language Impairment at that time with deficits in language, specifically below average receptive and expressive vocabulary skills on formal standardized testing.

Jessica currently receives 660 minutes of Specialized Academic Instruction as follows: push in support to ELA Class (3 x 60 min/week), push in support to math class (3 x 60 min/week) and study skills (5 x 60 min/week). She also receives 30 minutes of speech per week in a small group.