

### **Case Study 3 Sadie**

Sadie is 13 years old and in 1<sup>st</sup> year. She has a diagnosis of autism and has a specific learning difficulty in maths. The post primary school she attends has two special classes for children with autism and Sadie is attached to one of these classes. Sadie transitioned from an autism special class attached to her primary school. Her older sister is in 5<sup>th</sup> year in this school.

Sadie loves colouring, cooking, arts and crafts. She seems very content and happy in school. She has formed a good relationship with the class teacher and one of the SNAs. Sadie has some sensory difficulties particularly with loud sounds and busy classroom environments. Sadie finds proximity to numerous people difficult. Mainstream class settings can trigger sensory overload for Sadie. As a result of her sensory needs Sadie does not attend full mainstream classes at present.

Sadie was assessed for autism at the age of three. Her cognitive ability was assessed in 4<sup>th</sup> class and her Full-Scale IQ couldn't be determined however the psychologist estimated that her GLD in the higher moderate range. The psychologist also diagnosed Sadie with a specific learning difficulty in Maths.

Sadie followed the Curriculum Access Tool (CAT-GLD Moderate) in primary school. Her primary school teacher reported that Sadie enjoyed art and creative activities. Sadie enjoys reading familiar storybooks but has limited word reading skills. She can write some sentences independently and copy from a sample sentence. Her writing speed is very slow, but her writing is legible. Sadie has good expressive and receptive verbal skills and can express herself quite well.

Her primary teacher identified that Sadie had particular difficulty with all areas of numeracy. Sadie can count to twenty, sometimes higher but with limited accuracy. Sadie finds mathematical concepts like addition and subtraction difficult. Sadie requires concrete objects to support her computational operations.

Sadie expressed worry at leaving her primary school but likes wearing the same uniform now as her older sister. She likes her current class and has developed a friendship with one of the other girls in the class. She said she likes colouring and that her favourite day in school is Friday as they get to bake or cook.

Sadie's parents have reported that Sadie is happy going into school each morning. They were anxious of her transitioning to post primary school due to her sensory difficulties as the school is far larger than her primary school. Parents are supportive of her partial integration into mainstream classes at present. Sadie's parents have reported that their main concern is Sadie's happiness.