

CONFIDENTIAL

PSYCHO EDUCATIONAL EVALUATION

Name: Jim Sample Case
Date of Birth: 1-16-85
Age: 17 years
Parent Interview: 6-28-02
Testing Dates: 7-15-02, 7-19-02, 7-29-02, 7-31-02
Summary Conference: 8-27-02
Tests Given: Children's Depression Inventory (CDI)
Comprehensive Test of Phonological Processing (CTOPP)
Conners-Wells' Adolescent Self-Report Scale: Long Version (CASS: L)
Multidimensional Anxiety Symptom Checklist (MASC)
Nelson-Denny Reading Test, Form H
Reading Strategies Questionnaire
Wechsler Adult Intelligence Scale – Third Edition (WAIS-III)
Woodcock-Johnson – Third Edition (WJ-III):
Tests of Achievement, Select Subtests

Review of School Records

PRIMARY REFERRAL CONCERNS

Jim Sample Case's mother requested a psychoeducational evaluation of her 17-year-old son who is in the 12th grade at Anywhere High School. She reported that Jim Sample Case has a significant early history of difficulties, including distractibility, impulsivity, anxiety, obsessive-compulsive behaviors, poor organizational skills, and auditory processing delays that impacted his acquisition of reading skills. He was first diagnosed with ADHD when he was in the second grade and took medication until the seventh grade. He received Special Education Services in a Resource Special Program when he was in the 4th grade, and transferred to a non-public school when he was in the 6th grade. He returned to public schools beginning in grade 9. Currently, he is reported to have academic strengths in math and in general knowledge and relative weaknesses in spelling, foreign language, and timed reading comprehension. Currently, Jim Sample Case has difficulty completing tests within the allotted time, and he is very disorganized with his schoolwork. Jim Sample Case has received many interventions throughout his school years, which will be described in detail below.

BACKGROUND INFORMATION

Deleted for use as a sample case.

BEHAVIORAL OBSERVATIONS

Jim Sample Case is a tall, slender Caucasian teenager who is right-handed and English speaking. He was very engaging and courteous throughout the evaluation and was well oriented to the situation. He was a cooperative participant in the testing process, but displayed significant difficulty in maintaining his focus in order to concentrate on the tasks-at-hand. He demonstrated appropriate eye contact and conversational skills, but he tended to discuss topics that were unrelated to the current situation. It appeared that if something about the task-at-hand reminded him of something else, he would begin to talk about that, which would remind him of something else, and he would begin then to talk about that, until he was quite off task. He responded to redirection and apologized for whatever he had been talking about, but continued to display this distractible behavior.

Jim Sample Case persisted on all tasks and exerted full effort, unwilling to give up on anything. He focused his attention extremely well on short-term auditory memory items, but he displayed the tendency to bring up new topics to talk about between subtests and even between test items within a subtest. On some nonverbal tasks, he appeared to “think out loud” while solving problems, talking about what he was thinking.

Jim Sample Case’s performance on various subtests was quite remarkable to observe. He completed all of the Block Design test items with ease, not particularly challenged by even the most difficult items. On the Digit Span subtest, he shared his strategy for his strong performance on a task of recalling a series of unrelated numbers. He turned this auditory memory task into a visual one by visualizing a telephone number pad and the pattern that the series of digits created.

ASSESSMENT RESULTS AND IMPRESSIONS

Cognitive Functioning: As measured by the WAIS-III, Jim Sample Case’s general cognitive ability is estimated to fall within the very superior range of intellectual functioning. His overall thinking and reasoning abilities exceed those of approximately 99% of children his age.

When the test results are broken down into more specific domains, some meaningful difference in the development of Jim Sample Case’s cognitive abilities becomes apparent, with his speed of completing timed paper-and-pencil tasks less developed than his verbal and nonverbal reasoning skills and his working memory skills.

Due to the variation in and the complexity of Jim Sample Case’s test results, they are organized and analyzed below by specific cognitive domains in order to create the most accurate profile of his cognitive abilities.

Verbal Comprehension and Knowledge is the ability to learn, to reason and to solve problems through the use of language and previously learned verbal information. A strong knowledge base is essential in continuing successfully through school, as this base is added to

continuously. The WAIS-III verbal comprehension index shows that Jim Sample Case's verbal comprehension abilities are very well developed at the very superior level (VCI, 98th percentile).

When required to give oral definitions of words, Jim Sample Case scored at the high average level (Vocabulary, 84th percentile). Interestingly, his ability to use his vocabulary knowledge to formulate abstract concepts is even more developed (Similarities, >99th percentile). On this subtest, Jim Sample Case was required to respond orally to a series of word pairs by explaining how the words are alike (i.e., How are red and blue alike?). This subtest examined Jim Sample Case's abstract verbal ability to find meaningful concepts and relationships in verbally presented material. Analysis further shows that this verbal concept skill is even more developed than his other well developed verbal abilities.

His knowledge of general information is well developed to the superior level, reflecting exposure to the information as well as alertness to the world around him (Information, 95th percentile). This shows good long-term memory and recall of factual information.

Jim Sample Case's knowledge of conventional social behavior is another strength, with a score at the high average level (Comprehension, 84th percentile). This subtest required him to provide oral solutions to everyday problems and to explain the underlying reasons for certain social rules or concepts.

Auditory Processing: Earlier testing documents delays in Jim Sample Case's auditory processing skills and current testing shows that they are unevenly developed and continue to impact Jim Sample Case's reading abilities. Current research indicates that three kinds of phonological processing appear to be especially relevant for mastery of written language.

Phonological Awareness: In the area of phonological awareness, which refers to awareness of and access to the sound structure of oral language, Jim Sample Case's overall score falls within the average-high average range (CTOPP, Phonological Awareness, 73rd percentile).

Within this skill area, Jim Sample Case did well when required to blend sounds together. On one subtest, he combined sounds to form words, as in blending the sounds "t-oi" together to form the word "toy" (Blending Words, 91st percentile). When required to combine speech sounds to make nonwords, such as "nim-by" to say "nimby", he scored within the average range (Blending Nonwords, 63rd percentile).

Jim Sample Case was not as proficient when required to manipulate sounds, to move them out of sequence. He scored at the average level in removing sounds from spoken words to form other words, such as removing the "b" from "bold" to say "old" (Elision, 37th percentile). He performed at the low average level when asked to reorder speech sounds to form words, such as listening to "ood" and then saying it backwards to say a real word, "do" (Phoneme Reversal, 16th percentile).

Phonological Memory: Jim Sample Case demonstrated high average skill in the area of phonological memory, which refers to coding information phonologically for temporary storage. This was measured by his ability to repeat nonwords, such as "nigong" (Nonword Repetition, 84th percentile).

Rapid Naming: Jim Sample Case displayed the most difficulty in his efficient retrieval of phonological information from long-term memory. Efficiency and fluency allow the reading process to become automatic, which allows mental energy to be directed to the higher-level skill

of comprehension. In measuring his speed of reading letters, Jim Sample Case performed within the Poor classification (Rapid Letter Naming, 5th percentile), and he performed at the average level in his speed of naming numbers (Rapid Digit Naming, 37th percentile). He performed at the average level in his speed of naming colors of a series of different colored blocks (Rapid Color Naming, 50th percentile).

Review of these subtests and scores shows that he did best with colors, then numbers, then letters. Jim Sample Case's strengths are in visual and mathematic areas, which may have contributed to his relatively stronger performance on the color and numeric subtests. Previous evaluations completed by LAUSD noted his difficulty in verbal fluency, which is consistent with these current test results.

Attention and Memory: Jim Sample Case's ability to sustain attention, to concentrate, and to exert mental control varied significantly during the evaluation. On tasks that demanded strong attention and concentration skills, Jim Sample Case did quite well, because the demand was for a very short duration. On lengthier tasks that didn't specifically measure attentional skills, Jim Sample Case consistently and frequently displayed his tendency to wander off task, thinking and talking about unrelated topics that piqued his interest.

On the Conners-Wells' self-report scale, Jim Sample Case identified significant problems in the category of Cognitive Problems/Inattentive (T-Score=70) and in DSM-IV:Inattentive (T-Score=62).

On WAIS-III subtests, he demonstrated the ability to focus and to concentrate for immediate recall tasks that were numeric in nature (WMI, 90th percentile). These tasks required working memory, which is critical to learning in multiple ways. Working memory allows the student to remember a question while trying to recall the answer, to think about a new concept while integrating it with known information, to hold together components of a task while completing the task, and to hold together new pieces of information so that they remain meaningful.

The WAIS-III subtests that comprise the Working Memory Index require strong auditory attention and auditory short-term memory for good performance. In his immediate rote recall of digits forwards and backwards, Jim Sample Case did extremely well (Digit Span, 95th percentile). He repeated a string of 9 digits forward and 8 digits backward. This shows exceptional development in rote memory, immediate recall, and in his ability to attend to auditory stimuli for a very short time period.

Jim Sample Case's mental math calculations are developed to a similar level (Arithmetic, 91st percentile). This subtest requires numerical reasoning and working memory, which is holding the information while simultaneously working with it mentally.

When required to reorganize data into sequential numerical and alphabetical order, Jim Sample Case scored at the average level (Letter-Number Sequencing, 63rd percentile).

It is interesting to note that Jim Sample Case's performance on auditory memory tasks is similar to auditory processing tasks. He does well when required to repeat a sequence forward or backward or to blend together information presented in a sequence, but he suffers when required to reorganize information into a new order.

Visual Processing and Perceptual Organization include the abilities to organize visual information, to analyze and synthesize visual information, and the administered subtests require

perception and manipulation of visual shapes and forms. Jim Sample Case's performance was at the very superior level (WISC-III, POI, 98th percentile).

Visual-Spatial-Construction: Jim Sample Case scored at the very superior range on a task measuring visual-spatial-constructive abilities (Block Design, 99th percentile). On this subtest, he was required to use two-color cubes to copy geometric patterns. This task measured his ability to organize visual information mentally and to analyze a whole into its component parts. This measured deductive reasoning skills, as the whole was presented and he needed to break it down into its parts in order to reconstruct it.

Fluid Reasoning: Fluid reasoning is the ability to reason, to form concepts, and to solve problems that may be novel to the individual and that may include unfamiliar information. For the task presented to him, he needed to analyze a whole pattern and then identify solutions that either completed the whole or that adhered to a pattern that followed an unstated rule (WAIS-III, Matrix Reasoning, 95th percentile). He scored at the superior level on this measure of nonverbal deductive reasoning.

Visual Processing: On a subtest measuring his ability to organize visual information into a meaningful sequence, his performance fell within the superior range (Picture Arrangement, 95th percentile). On this task, he was required to rearrange each set of randomly ordered pictures into a logical story sequence. These are pictures of realistic situations and performance reflects the capacity to anticipate and plan in a social context. This is a visual-sequencing task.

Jim Sample Case scored at the average level when required to identify the missing part in pictures of common objects and scenes (Picture Completion, 75th percentile). This subtest requires ability in visual discrimination and the ability to detect essential details and to differentiate them from nonessential details. Performance on this task can be influenced by general level of alertness to the world around him and long-term visual memory. In order to detect the missing part, Jim Sample Case needed visual memory of the whole.

Processing Speed is the ability to perform cognitive tasks automatically, particularly when under pressure to maintain focused attention. Processing speed is important to learning because one needs to process routine information quickly in order to comprehend more complex information that requires reasoning.

The WAIS-III processing speed subtests are visual in their design. Jim Sample Case scored within the average range (PSI, 82nd percentile) with similar performance on the two subtests that comprise this index.

On these tasks, he was required to quickly scan and sequence simple visual information. He was able to make paired associations and code abstract symbols quickly and accurately (Digit Symbol- Coding, 75th percentile). This was a speeded, clerical task that was sensitive to the ability to learn associations between symbols and it can be influenced by short-term visual memory of the learned associations.

Jim Sample Case's performance on the second subtest suggests that his rapid visual discrimination of abstract visual symbols is adequate (Symbol Search, 84th percentile). He was able to find the symbol that matched the target symbol in a row of many different symbols, which required accurate visual tracking. This was nonverbal and would be similar to having him identify a single letter from a row of many different letters.

Academic Achievement: Development in academic skills was assessed in the areas of reading, math, and oral and written language.

Broad Reading: Within the reading domain, skills were assessed in the areas of sight word identification, phonetic application, reading comprehension, and reading fluency.

Jim Sample Case scored at the high average level in the identification of familiar and unfamiliar words (Letter-Word ID, 90th percentile). He continues to exhibit weakness in using phonics knowledge to pronounce nonsense words (Word Attack, 15th percentile). He performed at the average level in his ability to provide the name for familiar objects (Picture Vocabulary, 47th percentile).

Reading comprehension skills were measured under untimed, timed, and extended time conditions. Under the untimed conditions of the WJ-III, Jim Sample Case scored at the average-high average level in his reading comprehension skills. In his comprehension of short passages, Jim Sample Case completed each passage by providing a single word that completed a sentence, a format known as the *cloze* method (Passage Comprehension, 57th percentile).

The format of the Nelson-Denny Comprehension subtest is very different from the *cloze* method of the WJ-III, requiring the reading of lengthier paragraphs followed by answering multiple-choice items. The Nelson-Denny format is more similar to the format of standardized tests, as well as the format commonly used in college for large lecture courses.

Under the timed condition of the Nelson-Denny test of reading comprehension, he scored at an extremely low level (1st percentile). The Nelson-Denny also provides norms for an extended time condition, and even with the additional time, his score remained extremely low (3rd percentile). When the extended time expired, Jim Sample Case had completed only 18 of 38 items.

On a reading fluency task that required rapid comprehension of short sentences, Jim Sample Case scored within the low average range (Reading Fluency, 11th percentile). This timed subtest required him to read brief statements and then determine if each statement was true or false (i.e., "A cow is an animal." "A fish lives on land."). In his reading of lengthier passages, he scored at an even slower speed of reading (Nelson-Denny, Reading Rate, 3rd percentile).

Broad Mathematics: Math skills were assessed in math calculations, math fluency, in analyzing and solving practical problems in math, and in knowledge of math concepts.

Jim Sample Case's performance was stronger in application of math knowledge than in basic math calculation. When analyzing and solving practical problems in mathematics, his score falls at the very superior level (Applied Problems, 99.5th percentile). In this subtest, questions were read to him orally and he followed along from a printed version. This subtest was untimed and Jim Sample Case completed all items on the subtest, an accomplishment that this examiner has never observed before in numerous evaluations.

When required to calculate math problems with paper and pencil on an untimed test, he scored at the high average level (Calculation, 90th percentile). Jim Sample Case scored at the lowest point within the average level in his ability to calculate as many easy numerical math problems

as he could in a 3-minute period (Math Fluency, 26th percentile). These results indicate that timed condition also impede his performance in math, his area of strength.

Written Language: Jim Sample Case's writing skills were assessed in the areas of spelling, writing fluency, and writing samples. His overall score falls within the average range (Written Language, 30th percentile). Jim Sample Case's spelling skills are not well developed, falling at the low average level (Spelling, 13th percentile). This task required him to spell orally presented words. Review of previous testing indicates that Spelling has been an area of weakness for him since elementary school.

Jim Sample Case performed at the average level in formulating and writing simple sentences quickly (Writing Fluency, 37th percentile). This was a timed test that required him to write a sentence that related to a given picture and to use a set of three words in the sentence.

He also demonstrated high average skill in writing very structured sentences where he was required to meet very specific demands, such as writing a second sentence that fit between first and third sentences that were provided (Writing Samples, 85th percentile).

Ability-Achievement Analysis: Using Jim Sample Case's very superior verbal ability as the predictor for academic achievement, his academic skills fall below that expected level in reading comprehension, reading fluency, and phonetic usage. Even though some of these scores are at the average level, they do not reflect Jim Sample Case's superior verbal ability. This comprises a significant discrepancy between Jim Sample Case's ability and his academic achievement.

Of greatest concern is his performance on the timed and extended time conditions on a multiple choice format reading comprehension test. With extended time, his score did not improve significantly (1st to 3rd percentile). Even with untimed conditions, his reading comprehension score falls significantly below his very superior verbal ability level, signaling continued difficulty in reading and the need for the maximum time allowed.

An analysis of Jim Sample Case's academic skills, fluency, and application of skills is very interesting, showing that, even though his academic skills are only at the average level, his application of his skills and knowledge is at the very superior level. This reflects his well-developed reasoning ability and skill in problem solving. Analysis of the academic fluency subtests shows that he performs far below his capability when time limits are imposed (Fluency, 14th percentile; Skills, 44th percentile; Applications, 98th percentile).

Jim Sample Case continues to exhibit a functional deficit in his auditory processing skills, most apparent in applying phonics skills to pronounce nonsense words and in his phonological awareness. There are delays in his verbal fluency, and his attentional distractibility continues to impact him pervasively.

Social/Emotional Functioning: As noted earlier, there is a significant early history of mood difficulties, with anxiety stemming primarily from academic performance issues. It is evident that Jim Sample Case has made meaningful gains in managing his moods and overcoming these difficulties. Jim Sample Case identifies himself as being happy and his mother sees him as being emotionally stable at this time. He does experience frustration regarding his academic performance, which is a realistic reaction to his learning struggles.

Screening measures were administered in the areas of depression and anxiety and there were no clinical elevations occurring on either scale (CDI and MASC). On the Conners-Wells' self-

report, Jim Sample Case did not identify significant problems in the areas of family, emotions, conduct, or anger management.

SUMMARY

Jim Sample Case is a 17-year-old teenager who is in the 12th grade at Anywhere High School. He has an early history of difficulties and was diagnosed with ADHD at a university outpatient clinic when he was in the second grade. Jim Sample Case's mother implemented many interventions throughout his childhood, including tutoring and educational therapy, counseling, medication, and enrolled him in diverse activities that provided him with success, especially in sports.

Current testing shows that he possesses superior cognitive abilities, with strengths in verbal comprehension, verbal concept formation, visual-spatial reasoning, logical analytical reasoning, visual sequencing, and knowledge of general information. Within the cognitive realm, he displays relative weaknesses in auditory processing, specifically in reordering sounds and information, verbal and written fluency, and attention.

Academically, Jim Sample Case has very well developed math skills, but weakness in the development of his reading comprehension skills. His writing skills are adequately developed but spelling skills are not. His performance suffers in all academic areas when time limits are imposed upon him. Jim Sample Case shows exceptional development in applying his academic skills to solve problems and to reason.

Currently, Jim Sample Case is emotionally stable, and has made impressive gains in this area since his early elementary school years. He does experience frustration and discouragement stemming from his academic difficulties. He continues to be unorganized in his schoolwork and to procrastinate in completing homework.

DSM-IV Multiaxial Diagnosis

Axis I: 314.0 Attention Deficit Hyperactive Disorder, Predominantly Inattentive Type
315.0 Reading Disorder
Axis II: V 71.09 No Diagnosis
Axis III: Deficits in auditory processing.
Axis IV: None
Axis V: GAF=60

RECOMMENDATIONS

Educational Accommodations: Jim Sample Case's mother is advised to request an evaluation from the school district to determine Jim Sample Case's eligibility to receive services under Section 504 of the 1973 Rehabilitation Law. Jim Sample Case exhibits deficits in his attention and auditory processing skills, which impact his reading comprehension and his performance under timed conditions.

Based on the results of this evaluation, Jim Sample Case would benefit from the following educational accommodations:

Extended time for taking tests. Tests results document that Jim Sample Case's reading comprehension score was highest when unlimited time was provided. Under timed and extended time conditions, he scored at an extremely low level. Even when completing math problems, his area of strength, his fluency rate was barely average. It is important that Jim Sample Case is provided with the time that he needs to complete tests. The maximum amount of time allowed is recommended for Jim Sample Case.

Note-taking assistance, as needed. With Jim Sample Case's distractibility, it is likely that he misses important information during class lectures. It is important that he takes his own notes in class, but providing him with a complete set of notes would be beneficial.

Preferential seating. This may be a relevant accommodation for Jim Sample Case due to his auditory processing difficulties and his distractibility.

Textbooks-on-Tape. This may be an appropriate method of supporting Jim Sample Case's reading comprehension of new material.

Self-Talk: While working on many subtests, Jim Sample Case talked to himself about his thinking, and this self-talk may help him sustain his attention. If needed, Jim Sample Case may benefit from talking tests in a separate room so that he can talk aloud without disturbing other students.

No Penalty for Spelling Errors: Spelling is an area of weakness for Jim Sample Case, and he is encouraged to write papers on a computer and to use the spell-check feature. For essays written in class, he should not be penalized for spelling errors.

Educational Therapy: Jim Sample Case needs assistance in developing strategies to improve his organization, his attention, his phonemic awareness, and his reading comprehension. This may require one or two specialists who are experienced in working with high school and college-age students. Jim Sample Case would benefit from working with a specialist who can develop an organizational system for him and who can monitor his compliance in following the system.

Additionally, Jim Sample Case needs strategies for maintaining his attention and for managing his time in order to minimize procrastination. In the area of phonics and reading comprehension, he may need a separate person who specializes in these areas. Jim Sample Case's mother has already provided numerous interventions in these areas, but it is important for Jim Sample Case to work with someone on a consistent basis, as ongoing treatment and support.

Medication Evaluation: As noted, Jim Sample Case's attention difficulties were pervasive throughout the evaluation. Jim Sample Case has not taken medication since the 7th grade, but it is important to review the value of medication for him at this time. He is extremely bright but not achieving at his level of capability, which is a frustrating and discouraging experience for him. He participates in sports teams, so the impact of medication must be considered in conjunction with this.

College Counseling: It is advisable that Jim Sample Case's mother seeks professional guidance in researching colleges for Jim Sample Case, due to the complexity of his academic profile. Jim Sample Case is a very bright teenager whose academic record does not reflect his cognitive abilities. Jim Sample Case will need a college that provides strong supports for students.

Referral for the above recommendations will be provided to Jim Sample Case and his mother.

If there are any questions regarding these educational recommendations for Jim Sample Case, please feel free to contact me, with written parental consent, at 310-XXX-XXXX.

Licensed Psychologist #PSY XXXXX