

CONFIDENTIAL
PSYCHOLOGICAL REPORT

Name: [REDACTED]

School: [REDACTED] County School

Date of Birth: [REDACTED]

Evaluation Date: 3/15/2012

Age: 15 years

Examiner: [REDACTED] MS, Ed. S.

Grade: 9th

REASON FOR REFERRAL

[REDACTED] was referred for an evaluation by the Response to Intervention Team at [REDACTED] County School for a re-evaluation to gain information about his current Individual Educational Plan and school placement.

BACKGROUND INFORMATION

Developmental History: [REDACTED] mother received poor prenatal care during pregnancy and only gained 6 to 8 pounds. She was reported to have smoked cigarettes and drank caffeinated beverages during the pregnancy. [REDACTED] was born three weeks early and weighed 6 pounds, 10 ounces. His developmental milestones were delayed.

Medical History: [REDACTED] has suffered from multiple ear infections, asthma, and constipation. Additionally, he has undergone surgeries to correct strabismus. He has worn glasses since he was 11 months old. According to his adoptive mother, [REDACTED] has some type of chromosome or enzyme abnormality that causes him to have unusual reactions to certain medications.

Psychiatric History: [REDACTED] received a psychiatric evaluation in February of 2006 from [REDACTED] [REDACTED] RN, CNS. The diagnostic impressions were Attention Deficit Hyperactivity Disorder-Combined Type, Oppositional Defiant Disorder, Mood Disorder-NOS, and R/O Pervasive Developmental Disorder. He has been tried on medications including Trileptal, Seroquel, Metadate CD, Adderall, Concerta, and Tenex.

Educational History: [REDACTED] is in the 9th grade at [REDACTED] County School. He has an Individualized Education Program under the category of Autism Spectrum Disorder (ASD) and receives full time Exceptional Student Education Services.

TESTS ADMINISTERED

Woodcock-Johnson Tests of Achievement –Third Edition (WJA-III) (Form A)

Woodcock-Johnson Tests of Cognitive Abilities –Third Edition (WJ-III COG)

Stanford-Binet Intelligence Scales – Fifth Edition (SB-V)

Vineland Adaptive Scales- Second Edition- Parent & Teacher

BEHAVIORAL OBSERVATIONS

During the course of this evaluation, [REDACTED] was observed to be very friendly and enthusiastic. He often told jokes through sarcasm and wit. [REDACTED] was easily distracted and had to be redirected several times to focus and concentrate. Overall, [REDACTED] was easy to work with and it is in the opinion of the examiner that these assessments are a true and reliable measure of [REDACTED] academic functioning.

Stanford-Binet Intelligence Scales – Fifth Edition (SB-V)

IQ and Factor Index Description

Full Scale IQ

The Full Scale IQ (FSIQ) is derived from the sum of all the tasks in the SB5. It covers both the Verbal and Nonverbal domains of cognitive ability in a balanced design and taps the five underlying factor index scales of the SB5. The FSIQ provides a global summary of the current general level of intellectual functioning as measured by the SB5. The FSIQ is considered a reliable measure of *g* or the general ability to reason, solve problems, and adapt to the cognitive demands of the environment. The FSIQ measures more than acquired knowledge from schooling; it also measures the sum of five major facets of intelligence, including reasoning, stored information, memory, visualization, and the ability to solve novel problems. In research, global scores such as the FSIQ have been found to be the most effective predictors of long-term educational attainment, school-based achievement, and vocational advancement. When Nonverbal IQ (NVIQ) and Verbal IQ (VIQ) scores are not significantly different, the FSIQ typically will be the most prominent score in the SB5 interpretation.

Nonverbal IQ

The SB5 Nonverbal IQ is based on the nonverbal subtests of the five factor index scales. It measures skills in solving abstract, picture-oriented problems; recalling facts and figures; solving quantitative problems shown in picture form; assembling designs; and recalling tapping sequences. The NVIQ measures the general ability to reason, solve problems, visualize, and recall information presented in pictorial, figural, and symbolic form, as opposed to information presented in the form of words and sentences (printed or spoken). The NVIQ does require a small degree of auditory skill to understand brief examiner-spoken directions.

Verbal IQ

The SB5 Verbal IQ provides a composite of all the cognitive skills required to solve the items in the five verbal subtests. The VIQ measures general ability to reason, solve problems, visualize, and recall important information presented in words and sentences (printed or spoken). Additionally, the VIQ reflects the examinee's ability to explain verbal responses clearly, present rationale for response choices, create stories, and explain spatial directions. The VIQ subtests require the examinee to understand the

examiner's spoken directions and then clearly vocalize responses to questions. General verbal ability, measured by VIQ, is one of the most powerful predictors of academic success in Western cultures, because of the heavy reliance on reading and writing in formal school programs.

Abbreviated Battery IQ

The Abbreviated Battery IQ (ABIQ) is based on two routing subtests - one nonverbal (Object Series/Matrices) and one verbal (Vocabulary). The ABIQ provides a quick estimate of two major cognitive factors - fluid reasoning and crystallized ability. Object Series/Matrices requires the examinee to identify patterns or series of objects and pictures, and to solve novel, pictorial problems presented in the matrix-analogy format. Vocabulary requires examinees to use their verbal knowledge, acquired and stored in memory from years of exposure to printed and spoken English, in school, at home, or at work. The ABIQ can be used for assessments such as neuropsychological examinations in which a battery of tests supplements the SB5 or for quick, yet reliable assessments to verify the general cognitive status of an individual. The ABIQ measures the areas of Nonverbal Fluid Reasoning and Verbal Knowledge and includes two of the most important abilities predictive of academic and vocational advancement.

Fluid Reasoning

Fluid Reasoning (FR) is the ability to solve verbal and nonverbal problems using inductive or deductive reasoning. Classic activities such as Matrices require the individual to determine the underlying rules or relationships among pieces of information (such as visual objects) that are novel to the individual. The ability to reason inductively (as in the Matrices or Verbal Analogies activities) requires the examinee to reason from the part to the whole, from the specific to the general, or from the individual instance to the universal principle. In deductive reasoning activities, the examinee is given general information and is required to infer a conclusion, implication, or specific example. In the SB5, the Early Reasoning activity items require the examinee to inspect pictures depicting human activities and deduce the underlying problem or situation by telling a story.

Knowledge

Knowledge (KN) is a person's accumulated fund of general information acquired at home, school, or work. In research, this factor has been called crystallized ability, because it involves learned material, such as vocabulary, that has been acquired and stored in long-term memory. Therefore the first two factor indexes represent the widely verified fluid and crystallized (knowledge) dimensions of intelligence.

Quantitative Reasoning

Quantitative Reasoning (QR) is an individual's facility with numbers and numerical problem solving, whether with word problems or with pictured relationships. Activities in the SB5 emphasize applied problem solving more than specific mathematical knowledge acquired through school learning.

Visual-Spatial Processing

Visual-Spatial Processing (VS) measures an individual's ability to see patterns, relationships, spatial orientations, or the gestalt whole among diverse pieces of a visual display. Activities in the SB5 include Form Board and Form Patterns, where pieces are moved to complete the whole puzzle, and a collection of position and direction items.

Working Memory

Working Memory (WM) is a class of memory processes in which diverse information stored in short-term memory is inspected, sorted, or transformed. For example, in the SB5 Last Word items, the examinee listens to a series of sentences and then sorts out the last word in each sentence for recall. The concept of Working Memory is derived from theory and research that has demonstrated the importance of working memory in school learning, vocational performance, and general problem-solving tasks.

TEST INTERPRETATION

WOODCOCK-JOHNSON-THIRD EDITION TESTS OF ACHIEVEMENT (WJ-III ACH)

academic skills in reading, math, and written language were evaluated with selected tests from the Woodcock-Johnson Tests of Achievement-Third Edition (WJA-III). His overall performance ranged within the Low Average to Very Low range for his age.

overall score in reading places him in the Low range with a standard score of 77 at the 6th percentile. This score is based on subtests that required him to identify words, read and comprehend short sentences within a time limit, and supply missing words for written passages. consistently obtained Low Average to Very Low scores on individual subtests, with Spelling being his lowest with a standard score of 83 at the 13th percentile.

Broad Written Language score could not be acquired due to his inability to produce short sentences with pictorial and word prompts. score on the Writing Fluency subtest fell within the Very Low range with a standard score of 41 at the <0.1st percentile.

In math, [REDACTED] overall performance falls within the Very Low range with a standard score of 49 at the <0.1st percentile. On individual subtests, he demonstrated consistent skills on all measures of Applied Problems, Math Fluency and Calculation. For instance, he was able to correctly perform addition and subtraction with single-digit numbers. He did not attempt division problems with multi-digit numbers.

WOODCOCK-JOHNSON-THIRD EDITION TESTS OF COGNITIVE ABILITIES (WJ-III COG)

To assess [REDACTED] capabilities in the cognitive processing areas, selected subtests from the Woodcock-Johnson III Tests of Cognitive Abilities (WJ III COG) were administered. These clusters and subtests assess his performance across several key cognitive processing modalities that contribute to academic performance. The clusters assessed were Long-Term Retrieval and Processing Speed. Within the Long-Term Retrieval area, which broadly taps one's effectiveness in storing information and retrieving it over extended periods of time, [REDACTED] obtained a standard score of 79, which falls at the 8th percentile, when compared to his same-grade peers. The first subtest, Visual- Auditory Learning, is a thinking ability test that requires the student to learn, store, and retrieve a series of visual-auditory associations. [REDACTED] obtained a standard score of 70 on this subtest, which falls at the 2nd percentile, when compared to his same-grade peers. The second subtest, Retrieval Fluency, measures the fluency of retrieval from stored knowledge. [REDACTED] obtained a standard score of 100 on this subtest, which is at the 51st percentile, when compared to his same age peers. His overall score of 79 is within the Low range.

[REDACTED] obtained a standard score of 80, which falls at the 10th percentile, on the Processing Speed cluster, which falls within the Low Average range. The subtests in this cluster assess efficient visual scanning and fine-motor speed abilities, within time constraints. The first subtest, Visual Matching, [REDACTED] achieved a standard score 73 which falls at the 4th percentile, measures perceptual speed and cognitive efficiency. He performed in the Low range on this subtest. The second subtest, Decision Speed, assesses the ability to make conceptual decisions quickly. [REDACTED] performed in the Average range on this subtest with a standard score of 95 at the 95th percentile.

TEST RESULTS

WOODCOCK-JOHNSON-THIRD EDITION TESTS OF ACHIEVEMENT

<u>Subtest/Cluster</u>	<u>Percentile Rank (Age)</u>	<u>Standard Score (Age)</u>
Letter-Word Identification	13	83
Reading Fluency	6	77
Passage Comprehension	8	79
Broad Reading Cluster	6	77
Calculation	.2	56
Math Fluency	6	77
Applied Problems	.3	58
Broad Mathematics Cluster	.1	49
Spelling	13	83
Writing Fluency	.1	41
Writing Samples	n/a	n/a
Broad Written Language Cluster	n/a	n/a

Woodcock-Johnson Tests of Cognitive Ability –Third Ed. (WJC-III)

<u>Subtest/Cluster</u>	<u>Standard Score</u>	<u>Percentile</u>
Retrieval Fluency	100	51
Visual-Auditory Learning	70	2
Long-Term Retrieval	79	8
Visual Matching	73	4
Decision Speed	95	37
Processing Speed	80	10
General Information	74	4
Verbal Comprehension	70	2
Comprehension-Knowledge	69	2
Numbers Reversed	66	1
Auditory Working Memory	76	6
Working Memory	67	1

STANFORD-BINET INTELLIGENCE SCALES- FIFTH EDITION (SB-V)

IQ and Factor Index Score Results

	Standard Score	Percentile
IQ Scores		
Full Scale IQ (FSIQ)	62	1
Nonverbal IQ (NVIQ)	72	3
Verbal IQ (VIQ)	57	0.2
Abbreviated IQ (ABIQ)	58	0.3
Factor Index Scores		
Fluid Reasoning (FR)	68	2
Knowledge (KN)	66	1
Quantitative Reasoning (QR)	61	1
Visual Spatial (VS)	77	6
Working Memory (WM)	68	2

Subtest Scores

Nonverbal Scores			Verbal Scores		
	Scaled	%ile		Scaled	%ile
Fluid Reasoning	3	1	Fluid Reasoning	6	9
Knowledge	5	5	Knowledge	3	1
Quantitative Reasoning	4	2	Quantitative Reasoning	2	0.4
Visual Spatial	9	37	Visual Spatial	3	1
Working Memory	7	16	Working Memory	2	0.4

NOTE: All scaled scores are normalized raw scores with mean of 10 and a standard deviation of 3. NA means that insufficient information was available to calculate the score for this individual.

Vineland Adaptive Behavior Scales – second Ed. – Parent Rating Form

Respondent: [redacted] [redacted] mother

<u>Domains</u>	Standard Score	Percentile	Adaptive Level
Communication	63	<1	Low
Daily Living Skills	56	<1	Low
Socialization	49	<1	Low
Adaptive Behavior Composite	56	<1	Low

Vineland Adaptive Behavior Scales – second Ed. – Teacher Rating Form

Respondent: [redacted] Middle School ESE teacher

<u>Domains</u>	Standard Score	Percentile	Adaptive Level
Communication	92	30	Adequate
Daily Living Skills	84	14	Mod. Low
Socialization	67	1	Low
Adaptive Behavior Composite	79	8	Mod. Low

SUMMARY AND RECOMMENDATION

[redacted] earned a Full Scale IQ score of 62 on the Stanford-Binet Intelligence Scales, Fifth Edition. His current overall intelligence is classified as Mildly Delayed and is ranked at the 1st percentile. There is a 95 percent probability that his 'true' FSIQ is included in the range of scores between 59 and 67.

When considering [redacted] performance on the Full Scale IQ (FSIQ), his Nonverbal IQ of 72 is significantly greater than his Verbal IQ score. The 'true' Nonverbal IQ is expected to lie within a range of scores between 67 to 79 with 95 percent confidence. [redacted] nonverbal reasoning skills are classified as Borderline Delayed and are ranked at the 3rd percentile. His 'true' Verbal IQ of 57 is expected to lie within a range of scores between 53 to 65 with 95 percent confidence. [redacted] current verbal reasoning abilities are classified as Mildly Delayed and are ranked at the 0.2 percentile.

Visual-Spatial Processing was identified as the highest Factor Index score in [redacted] profile. Visual-Spatial Processing is the ability to see patterns, relationships, spatial orientations, or the "Gestalt"--the whole among diverse pieces--of a visual display. This score represents an area of relative strength for [redacted]. He may find tasks requiring this ability easier and such strengths may suggest a preferred learning style. Compared to other individuals this score would be described as Borderline Delayed.

Similarly, Quantitative Reasoning represents [redacted] poorest area of performance. Quantitative Reasoning is an examinee's facility with numbers and numerical problem solving. [redacted] will likely find tasks that measure this ability to be more challenging.

Compared to other individuals, this score would be described as Mildly Delayed.

When compared to his same aged peers in his Cognitive abilities and Achievement areas, scores spread from the Low Average range to the Very Low range. Within the Broad Reading area, scored in the Low range when compared to his same aged peers, but this area is a relative strength for Cognitively, his significant strength was within the Processing Speed area, which he scored within the Low Average range when compared to his same aged peers. had significant difficulty within the Broad Math area, which he scored in the Very Low range when compared to his same aged peers.

Considering these findings, the following are recommended:

1. Individualized programming should be provided in weak academic areas. Additionally, instruction should be adjusted to current levels of functioning and should be presented through a multi-sensory approach, which incorporate hands-on manipulative, oral prompts, visual demonstrations, and modeling.
2. *Speed Drills*: have read words from a high-frequency word list and record his errors. 30 correct words per minute (wpm) is a good goal for a first or second grade student.
3. Teach clues in the problem that tell what operation is required, such as *all, together, in all, combined, left, lost, remain, etc.*
4. should be encouraged to engage in frequent writing activities in order to enhance his abilities in the area of written language. Activities that might appeal to him include keeping a daily journal or writing letters or e-mail to friends and relatives. could also be encouraged to write a long story by adding several paragraphs each day for a specified length of time.
5. would respond best to an academic environment that provides him with structure, consistency and frequent positive feedback.
6. Classroom assignments should be broken down into smaller segments with goals set in terms of items needed for completion of each task demand.
7. If this has not already occurred, a regular homework place should be established. This will be helpful in proving structure and reinforce productive work habits. should be primarily responsible for his homework, with his guardians providing support only as needed.

Should you have any questions or concerns, please do not hesitate to contact me at the County K-12 School at It was a pleasure working with