

Confidential Psychological Report

Student:
Parent/Guard.:
Address:

DOE:
DOB:
CA:

Phone:

Grade:

Examiner: Damian Bariexca, Ed.S., NCSP
School Psychologist

Reason for Identification

XXX was referred for Child Study Team evaluation in order to update his cognitive profile and yield scores that are necessary in the college admission process. The purpose of this evaluation is to gather information about XXX's educational and psychological needs, generate appropriate modifications & accommodations, and assist in transition planning.

Background Information

A review of records indicates that XXX has been eligible for Special Education and Related Services since fourth grade. Presently, he is eligible under the category **Specific Learning Disability** due to documented weaknesses in reading fluency, mathematical calculation, and written expression.

XXX's final grades from his junior year are as follow: [redacted for portfolio inclusion].

XXX's senior year schedule currently consists of [redacted for portfolio inclusion].

XXX's most recent IEP review was conducted on March 19, 2009. Modifications and accommodations include the following: chunking of material, reduced distractions, pre-teaching of vocabulary, no penalty for spelling errors (unless spelling is being assessed), provision of study guides/outlines prior to testing, clarify directions as needed, graphic organizers for writing assignments, and out-of-class testing as needed.

Information from the Student

XXX indicated that he has enjoyed his physical education, social studies, and AP Music History courses. His interest in these classes has been fueled by his longtime love of music and his self-described "knack

for memorizing dates and events”. He also reports enjoying debates in his social studies classes. He describes his least favorite subject as math; even though XXX reports finding math easy as a young child, he suggests that “I didn’t progress” with the classes as material became more complex; “I guess I learned concepts easier earlier” (i.e., at a younger age). XXX also describes himself as “a slow learner”; he feels he requires more time than his peers to fully understand concepts.

XXX feels his academic and personal strengths lie in his ability to persevere through difficult life experiences, as well as his skill with “hands-on” tasks (e.g., mechanics). He also describes himself as “charismatic”. XXX views social interaction and interpersonal communication as an area in which he would like to improve.

XXX has been active in the Boy Scouts of America, recently earning his Eagle Scout award, as well as various performing arts ensembles, both at XXX High School and elsewhere in his community. XXX would like to study business and theater arts after high school graduation, but is still undecided as to a specific post-secondary career path.

Previous Test Results

Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV): E. Norris (5/2006)

Piers-Harris Children’s Self-Concept Scale, Second Edition (Piers-Harris 2): E. Norris (5/2006)

WISC-IV

Verbal Comprehension Index (VCI): 99

Perceptual Reasoning Index (PRI): 100

Working Memory Index (WMI): 94

Processing Speed Index (PSI): 97

Full Scale IQ (FSIQ): 99

Piers-Harris 2

Scale	T-Score	Description
Behavioral Adjustment	39	Low
Intellectual and School Status	42	Low Average
Physical Appearance and Attributes	35	Low
Freedom from Anxiety	35	Low
Popularity	39	Low
Happiness and Satisfaction	33	Low
Total Score	35	Low

Observations and General Impressions

XXX was cooperative and pleasant throughout the interview and evaluation sessions. He presented with appropriate affect, and rapport was easily established. XXX worked diligently and seemed to take all tasks seriously, but appeared to become frustrated when some tasks, particularly verbal ones, became difficult for him. These test results should be considered an accurate representation of XXX's current cognitive functioning.

Evaluation Procedures

Review of School Records
Structured Student Interview
Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV)*

**Complete subtest descriptions appear at the end of this report*

Summary of Findings/Interpretation of Assessment Results

WAIS-IV

The Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV) is a test of problem solving and intelligence that is organized into four index scales: **Verbal Comprehension Index (VCI)**, **Perceptual Reasoning Index (PRI)**, **Processing Speed Index (PSI)**, and **Working Memory Index (WMI)**. Descriptions of each index from the *WAIS-IV Technical and Interpretive Manual* (Wechsler, 2008) appear below with score reports.

The WAIS-IV also yields two global scores, the **Full Scale IQ (FSIQ)** and the **General Ability Index (GAI)**. The FSIQ is considered the most valid measure of overall cognitive ability, and factors in performance on all four index scores. The GAI is derived from the sum of scaled scores for the VCI and PRI subtests, providing a summary score that is less sensitive than the FSIQ to the influence of working memory and processing speed.

Possible scaled scores range from 1 to 19, with a score of 8 to 12 falling within the average range. IQ/Index scores falling between 90 and 109 are also considered average. Moreover, these scores will be reported with corresponding ranges at the 95% confidence level. A complete score report and description of each subtest appears at the end of this report.

Cognitive testing results indicate that XXX is functioning within the Average range of intellectual ability. On the WAIS-IV, XXX's Full Scale IQ is 94, placing him at the 34th percentile. XXX's General Ability Index score was slightly higher (GAI=101; 53rd percentile), but still in the Average range. The GAI score may be a purer measure of XXX's crystallized intelligence than the FSIQ.

The **Verbal Comprehension Index (VCI)** is composed of the Information, Vocabulary, and Similarities subtests, and assesses verbal abilities that require reasoning, comprehension and conceptualization. All of XXX's subtest scores in this index fell in the Average range. XXX's VCI score also falls in the Average range (VCI=103; 58th percentile), and is equal to or greater than 58 percent of his age-level peers. No statistically significant strengths or weaknesses were noted in the Verbal Comprehension Index.

The **Perceptual Reasoning Index (PRI)** is composed of the Block Design, Matrix Reasoning, and Visual Puzzles subtests, and measures nonverbal reasoning and perceptual organization. All subtest scores in the PRI fell in the Average range; XXX's PRI score falls in the Average range (PRI=100; 50th percentile), and is equal to or greater than 50 percent of his age-level peers. No statistically significant strengths or weaknesses were noted in the Perceptual Reasoning Index.

The **Working Memory Index (WMI)** is composed of the Digit Span and Arithmetic subtests, and assesses working ("short-term") memory, attention, and concentration. XXX's score on the Digit Span subtest fell in the Low Average range (ss=7; 16th percentile), while his score on the Arithmetic subtest (ss=5; 5th percentile) fell in the Borderline range. XXX's WMI score falls in the Borderline range (WMI=77; 6th percentile), and is equal to or greater than 6 percent of his age-level peers.

No statistically significant discrepancies were noted between the two subtests in the Working Memory Index; however, within the Digit Span subtest, XXX's ability to listen to a set of numbers and recall them in reverse order (ss=4; 2nd percentile), was significantly lower than his ability to repeat numbers straight from memory (ss=8; 25th percentile) and his ability to mentally rearrange numbers in sequential order (ss=10; 50th percentile).

The **Processing Speed Index (PSI)** is composed of the Symbol Search and Coding subtests, and measures the speed of mental and graphomotor processing. XXX's score on the Symbol Search subtest (ss=10; 50th percentile) fell in the Average range, while his score on the Coding subtest (ss=7; 16th percentile) fell in the Low Average range. XXX's PSI score falls at the low end of the Average range (PSI=92; 30th percentile), and is equal to or greater than 30 percent of his age-level peers. No statistically significant discrepancies were noted in the Processing Speed Index.

There are statistically significant discrepancies noted between XXX's Borderline Working Memory Index and his other three index scores, all of which fell in the Average range. These discrepancies suggest that XXX's ability to store, manipulate, and utilize information in short-term memory is significantly less developed than his verbal and non-verbal problem solving skills, as well as his ability to act speedily on that information. This means that XXX may have difficulty attending to multiple tasks simultaneously or completing multi-step behavioral or academic instructions.

Recommendations

Given XXX's documented learning disability in the areas of reading fluency, mathematical calculation, and written expression, as well as his demonstrated weakness in the area of working memory, the following accommodations are recommended for XXX: study guides prior to tests, have material (including large, multi-step projects) chunked, have directions clarified as needed, use of graphic organizers for writing, no penalty for spelling errors (except for spelling assessments), out-of-class testing as needed, use of calculator in math class, preferential seating away from distractions.

It is also recommended that XXX meet with his professors individually to establish rapport and advocate for desired services.

Summary

XXX is an 18-year-old senior at XXX High School who was evaluated in order to update his cognitive profile, yield test scores that are necessary in the college admission process, and assist in transition planning. He is currently eligible for special education and related services under the classification Specific Learning Disability.

Cognitive testing results indicate that XXX is functioning in the Average range of intellectual ability. On the Wechsler Adult Intelligence Scale – Fourth Edition, XXX’s Full Scale IQ is 94 (34th percentile), although his General Ability Index score of 101 (53rd percentile) is likely a purer measure of his crystallized intelligence. Additionally, his cognitive profile suggests average ability in the areas of verbal problem solving, non-verbal problem solving, and processing speed, with significant weakness in short-term memory retention.

Given XXX’s documented learning disability in the areas of reading fluency, mathematical calculation, and written expression, as well as his demonstrated weakness in the area of working memory, the following accommodations are recommended for XXX: study guides prior to tests, have material (including large, multi-step projects) chunked, have directions clarified as needed, use of graphic organizers for writing, no penalty for spelling errors (except for spelling assessments), out-of-class testing as needed, use of calculator in math class, preferential seating away from distractions.

It is also recommended that XXX meet with his professors individually to establish rapport and advocate for the services he desires.

Damian N. Bariexca, Ed.S., NCSP
School Psychologist

Date

Psychological Testing Scores – WAIS-IV

Student: XXX

Date:

Examiner: Damian Bariexca, Ed.S., NCSP
School Psychologist

WAIS-IV

<u>Index/Subtest</u>	<u>Standard Score/ Scaled Score</u>	<u>Percentile</u>	<u>95% Confidence Interval</u>	<u>Classification</u>
Full Scale IQ	94	34	90-98	Average
General Ability Index	101	53	96-106	Average
VC Index	103	58	97-109	Average
PR Index	100	50	94-106	Average
WM Index	77	6	72-85	Borderline
PS Index	92	30	84-101	Average
VC Subtests				
Similarities	11	63		Average
Vocabulary	10	50		Average
Information	11	63		Average
PR Subtests				
Block Design	11	63		Average
Matrix Reasoning	10	50		Average
Visual Puzzles	9	37		Average
WM Subtests				
Arithmetic	5	5		Borderline
Digit Span	7	16		Low Average
• DS Forward	8	25		Average
• DS Backward	4	2		Extremely Low
• DS Sequencing	10	50		Average
PS Subtests				
Symbol Search	10	50		Average
Coding	7	16		Low Average

Test Descriptions

The following is a brief description of each core subtest of the WAIS-IV. An asterisk indicates the description appears, in whole or in part, in the WAIS-III subtest descriptions in *Contemporary Intellectual Assessment* (Flanagan & Harrison, 2005).

Vocabulary*: This subtest requires examinees to name pictures and define words.

Similarities*: Examinees are presented with two words that represent common concepts and are asked to describe how they are alike.

Arithmetic*: The examinee mentally solves a series of orally presented arithmetic problems within a specified time limit.

Digit Span*: This subtest is composed of three parts: Digit Span Forward (DSF), Digit Span Backward (DSB), and Digit Span Sequencing (DSS). DSF requires examinees to repeat numbers in the same order as those read aloud by the examiner. DSB requires examinees to repeat the numbers in the reverse order of that presented by the examiner. DSS requires examinees to repeat numbers presented by the examiner in sequential order from lowest to highest.

Information*: This subtest requires examinees to answer questions that address a broad range of general knowledge topics.

Visual Puzzles: The examinee must discriminate between several options to choose which pieces form a larger picture.

Coding*: The examinee copies symbols that are paired with simple geometric shapes or numbers. Using a key, the examinee draws each symbol in its corresponding shape or box within a specified time limit.

Block Design*: This subtest requires examinees to view a constructed model or picture in the Stimulus Book, and to use one-color or two-color blocks to recreate the design within a specific time limit.

Matrix Reasoning*: In this subtest, the examinee looks at an incomplete matrix and selects the missing portion from five response options.

Symbol Search*: The examinee scans a search group and indicates whether the target symbol(s) matches any of the symbols in the search group within a specified time limit.