

**PSYCHOLOGICAL REPORT**  
***CONFIDENTIAL***

**Student Data:**

Name: Student Holland

Age at Testing: 12 years, 3 months

Date of Birth: 11/26/2001

School: Middle School

Grade: 6<sup>th</sup>

Evaluation Completed: 3/31/14

Examiners: Katie Zofcin, M.A., School Psychology Intern

**Reason for Referral and Relevant Background Information:**

Student was referred for psychological testing as part of an initial evaluation to determine her eligibility for special education services per the request of her parents and teachers. Mr. and Mrs. Holland noted concerns surrounding Student's difficulty in math. Her teachers indicated concerns regarding memory, specifically rote memory and remembering previously learned information both academic and otherwise.

Her parents reported that she has had difficulty in math since the second grade. Over the course of her schooling, she has had a number of tutors for math. Mr. and Mrs. Holland indicated that tutoring appeared to help Student and improved her grades towards the end of the school year. Currently, her parent's reported that she does not have a tutor, however, she stays after school for homework club and occasionally for extra help with teachers. Her parents mentioned that Student typically does well in school and on homework assignments, however she has been failing her math tests.

School records indicate that prior to attending Middle School, Student attended Elementary School in Massachusetts from Pre-School to first grade; Partnership School in Massachusetts for second and third grade; and Sunshine Elementary School fourth and fifth grade. Student's term three report card indicated that she received an A in Physical Education and Health and Wellness; an A- in English and Engineering Technology; a B+ in History/Social Studies; a B in Science; a C+ in French; and a C in Math. On the most recent state-wide testing (MCAS), which was conducted in the 5<sup>th</sup> grade, Student scored within the Proficient range on ELA (score of 252), the Needs Improvement range in Math (score of 220), and the Proficient range on Science and Technology/Engineering (score of 240).

Student reported living with her father, mother, and 13-year-old sister. She described generally being in a calm mood. When asked what she does for fun outside of school, Student mentioned that she enjoys playing with her cousins and friends, reading the *Dork Diaries*, and playing games on her phone. Student indicated that she aspires to one day be a zoologist or marine biologist because she likes animals and science.

Student reported that her favorite subject in school is English because she is good at reading and writing. Her least favorite and hardest subject in school is Math. Student mentioned that Math has always been hard for her. She stated sometimes worrying about school in regards to her performance in her classes and getting her homework in on time. One thing she wishes she could change about school would be to even out her abilities in order to become less strong at English and better in Math. Student also indicated that she wished she were better in Math.

According to Mr. and Mrs. Holland, Student met all developmental milestones within normal limits. Her parents did not indicate any significant medical history or any family history of learning disabilities. Mr. and Mrs. Holland also did not report any record of previous testing.

**Tests Administered:**

Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV) – Standard Battery & Selected Supplemental Subtests

Wide Range Assessment of Memory and Learning, Second Edition (WRAML-2) – Selected Subtests

Behavior Assessment System for Adolescents (BASC-2) – Self-Report of Personality

Behavior Assessment System for Adolescents (BASC-2) – Parent Rating Scales

Behavior Assessment System for Adolescents (BASC-2) - Teacher Rating Scales

Conners 3 – Parent

Conners 3 – Teacher

Parent Interview

Student Interview

Record review

**Behavioral Observations:**

Overall Presentation: Student completed the administered battery during four testing sessions. The sessions ranged in duration from approximately thirty to fifty minutes. Student was friendly and cooperative throughout the sessions, engaging in spontaneous conversation between tasks as well as answering conversational questions posed.

Attention: Student was able to sit without fidgeting and did not demonstrate any difficulty sustaining her attention toward the tasks at hand.

Attitude towards testing: Student exhibited appropriate effort, maintained good eye contact and focus throughout testing. She was engaged in each task, made an attempt to answer every question, and appeared extremely motivated to put forth her best effort and do well. Additionally, when her verbal responses required elaboration in order to be awarded credit, she attempted to provide additional information.

**Cognitive Functioning**

Ability levels were assessed using the WISC-IV as a basis for intellectual evaluation along with the administration of additional assessments to evaluate specific areas in greater depth. The WISC-IV is one of the most widely used scales of individual intellectual development for children and adolescents. It not only measures general intelligence but, through subtest interpretation and the development of area composite scores, generates a diagnostic profile of a student's learning style.

Psychological testing resulted in the following WISC-IV cognitive ability scores (Table 1). Interpretations from this testing suggest that Student's verbal reasoning abilities are stronger than those of other students her age. Her non-verbal reasoning abilities, as well as her ability to hold information in mind, manipulate it and produce a result (Working Memory) fall within the range of age expectations. Student's rate of work production (Processing Speed) falls below the range of age expectations.

Due to significant discrepancies among some of Student's index scores, her Full Scale IQ score is not considered to be a valid measure of her global cognitive functioning, and is therefore not reported. Her performance on the individual WISC-IV indices will be of greater diagnostic significance. It is also important to note that there is significant inter-subtest scatter on certain indices.

Table 1.

WISC-IV Composite Scale	Index Score	Confidence Interval (95%)	Percentile	Range Descriptor
Verbal Comprehension (VCI)	112	105-118	79 <sup>th</sup>	High Average
Perceptual Reasoning (PRI)	92	85-100	30 <sup>th</sup>	Average
Working Memory (WMI)	102	94-109	55 <sup>th</sup>	Average
Processing Speed (PSI)	83	76-94	13 <sup>th</sup>	Low Average

**Verbal Comprehension:**

Verbal comprehension is the ability to understand and manipulate verbal concepts on both a concrete and abstract level. On those WISC-IV subtests measuring this ability (Table 2)—Similarities, Vocabulary, and Comprehension—Student's composite score of 112, (79<sup>th</sup> percentile), is above the range expected for a student her age. When asked to apply knowledge learned from her environment, to orally define vocabulary words and to orally express her answers to a variety of social judgment questions, Student's abilities are better developed than those of her same-aged peers. Her performance on the supplemental Information subtest was within the range of age expectations, suggesting that Student is as able as her same-aged peers to retain, effectively retrieve and express previously learned information

Table 2.

WISC-IV Verbal Comprehension Subtest Scores	Well Below	Below Average	Average	Above Average	Well Above
<b>Similarities</b> – Verbal concept formation: Abstract and logical reasoning with objects and ideas placed in meaningful categories.	.....		.....	<b>12</b> .....	
<b>Vocabulary</b> – Tests ability to describe the meaning of words. Related to educational environment and language development.	.....		.....	<b>12</b> .....	
<b>Comprehension</b> – Requires understanding of what is involved in social situations and the ability to provide answers to social problems. “Common-sense.”	.....		.....	<b>13</b> .....	
<b>Information (Supplemental)</b> – Tests formally and informally learned general knowledge. Reflects long-term memory of facts.	.....		.....	<b>10</b> .....	

**Perceptual Reasoning and Organization:**

Perceptual reasoning involves visual integration/organizational skills, including the ability to recognize or conceptualize shapes and to construct abstract designs. Assessments administered in this area are also designed to measure abstract, categorical reasoning ability. On the WISC-IV subtests pertinent to this area (Table 3)—Picture Concepts, Block Design, and Matrix Reasoning—Student's composite score of 92, (30<sup>th</sup> percentile), is within the range of age expectations. Although she demonstrated age-appropriate abilities to categorize visual information and to detect patterns in visual information, she had difficulty when asked to use colored blocks to construct abstract designs. On this task Student indicated she was done working without first checking her work and as a result made small and careless errors.

Table 3.

<b>WISC-IV Perceptual Reasoning Subtest Scores</b>	Well Below	Below Average	Average	Above Average	Well Above
<b>Block Design</b> – Tests visual perceptual organization and visual-spatial skills ability by reproducing a design with blocks. Timed test.	.....	7	.....	.....	.....
<b>Picture Concepts</b> – Categorical reasoning, student chooses a picture from each row of pictures to form a group with a common characteristic.	.....	.....	9	.....	.....
<b>Matrix Reasoning</b> – A measure of visual information processing and abstract reasoning skills.	.....	.....	10	.....	.....

**Memory & Learning**

*Working Memory*

Learning and working memory skills were assessed through the administration of several tasks designed to measure recall of orally and visually presented material. Working memory is the ability to hold information in mind for the purpose of completing a task and it is essential to carry out multi-step activities and follow complex instructions. On the WISC-IV subtests assessing auditory memory (Table 4)—Letter-Number Sequencing and Digit Span—Student’s composite score of 102 (55<sup>th</sup> percentile), is within the range of age level expectations, suggesting that Student’s ability to hold and manipulate orally presented information in her short-term memory is comparable to that of her same-aged peers.

Table 4.

<b>WISC-IV Working Memory Subtest Scores</b>	Well Below	Below Average	Average	Above Average	Well Above
<b>Digit Span</b> – Short-term auditory memory, Sequencing ability and concentration. <b>Digit Span Forward:</b> <b>Digits Backward:</b> <b>Digits Total:</b>	.....	.....	.....	11 11 11	.....
<b>Letter-Number Sequencing</b> – Involves sequencing letters & numbers demonstrating short-term auditory memory, mental manipulation and attention skills	.....	.....	10	.....	.....

*Verbal Learning:*

Verbal learning and recall of a larger amount of material were assessed using the Verbal Learning subtest from the WRAML-2 (Table 5). This assessment differs from the WISC-IV subtests in that Student had to recall a larger list of 16 unrelated items that can be stated in any order. The list is repeated over four successive trials to assess how well a student can recall material when provided with the opportunity for rehearsal.

Student’s overall performance on both her immediate and delayed recall of information on this test was below the range of age expectations, when using a free recall format. However, her performance improved when provided with a cued recall format (Recognition task), meaning she could recognize those words she had been presented but struggled to recall them independently. Her learning curve (Level of Learning), the measure of how well she learned the material from the first trial to the fourth is below the range expected for a student her age. Although Student’s initial recall was comparable to that of her same-aged peers, her performance on each successive trial did not improve as much as would be expected for a student her age, suggesting that she did not benefit from opportunities for rehearsal. When asked to recall orally presented information without a contextual framework Student’s abilities are in the range of average to low average.

Table 5:

<b>WRAML2 Verbal Learning</b>	<b>Raw Score</b>	<b>Mean Raw Score</b>	<b>Performance Description Level</b>
<b>Trial 1:</b>	5	6.4	Average
<b>Trial 2:</b>	7	8.5	Average
<b>Trial 3:</b>	8	10.4	Average
<b>Trial 4:</b>	7	11.1	Below Average
<b>Total Intrusions</b>	2	1.2	Average
	<b>Scaled Score</b>		<b>Performance Description Level</b>
<b>Overall Immediate Recall:</b>	7		Below Average
<b>Delayed Recall Trial:</b>	7		Below Average
<b>Recognition Recall Trial:</b>	8		Average

*Contextual Auditory Memory:*

Auditory memory with material using a contextual structure was also assessed using the WRAML-2 (Table 6). Student’s immediate and delayed recall of this orally presented material shows performance levels that are within the range of age expectations.

Table 6.

<b>WRAML2: Auditory Memory Subtest Scores</b>	<b>Well Below</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Well Above</b>
<b>Story Memory</b> – Immediate recall of two orally presented stories	.....	..	<b>9</b> .....	.....	.....
<b>Story Memory Recall</b> – Recall of the two stories after time delay	.....	..	<b>9</b> .....	.....	.....

*Visual Memory:*

Visual memory abilities may be related to different academic tasks, such as one’s ability to recall information from the chalkboard, some aspects of math problems (i.e. graphs or spatial problems), and processing/recalling nonverbal aspects of learning. Visual memory skills were examined using subtests from the WRAML-2 – Design Memory, Picture Memory, and Finger Windows (Table 7).

Student has abilities comparable to those of her same-aged peers regarding recalling contextual visual information, such as remembering where furniture is placed in a room and non-contextual visual information, such as abstract details of a diagram. Student’s performance on the Finger Windows subtest, measuring her visual working memory, suggests age appropriate ability to recall rote visual information.

Table 7:

<b>WRAML2: Visual Memory Subtest Scores</b>	<b>Well Below</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Well Above</b>
<b>Design Memory</b> – Recall of visually presented abstract designs, assessing both the level of accuracy and of placement.	. . . . .	<b>8</b> . . . . .			
<b>Design Memory Recognition</b> - Assessing how well one can recognize previously presented abstract designs.	. . . . .	<b>8</b> . . . . .			
<b>Picture Memory</b> – Detection of changes made to presented picture scenes	. . . . .		<b>10</b> . . . . .		
<b>Picture Memory Recognition</b> - Assessing how well one can recognize pictures from previously scenes.	. . . . .			<b>13</b> . . . . .	
<b>Finger Windows</b> – Tests rote visual recall and sustained attention and sequencing ability.	. . . . .		<b>11</b> . . . . .		

**Processing Efficiency:**

*Processing Speed/Mental flexibility:*

The two WISC-IV subtests that fall within this category--Coding and Symbol Search (Table 8)--measure the ability to quickly complete tasks involving visual scanning and short-term visual memory. Student’s composite score of 83 (13<sup>th</sup> percentile), falls below the range of age expectations, suggesting that Student’s rate of work production is slower than those of other students her age. Student’s slower work rate, is impacted by a weakness in her abilities to focus attention and quickly scan, discriminate between, and sequentially order visual information

Table 8.

<b>WISC-IV Processing Speed Subtest Scores:</b>	<b>Well Below</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Well Above</b>
<b>Coding</b> – Visual-motor co-ordination speed. Requires short-term visual memory. Related to skills necessary for reading and writing.	. . . . .	<b>7</b> . . . . .			
<b>Symbol Search</b> – Measures visual scanning speed and symbol discrimination.	. . . . .	<b>7</b> . . . . .			

**Social/Emotional Functioning**

The Behavior Assessment System for Children, Second Edition (BASC-2) is a behavior assessment system designed to facilitate the diagnosis of a variety of emotional and behavioral disorders of children and to aid in the design of treatment plans. The BASC-2 reviews a range of clinical behaviors related to school adjustment and conduct, attention, hyperactivity, and emotional factors. Adaptive behaviors are also rated, including social, leadership, and study skills. Responses are standardized, allowing comparison of responses with a normed sample of students based on Student’s age and gender. Any score in the Clinically Significant range suggests a high level of maladjustment. Scores in the At-Risk range identify either a significant problem that may not be severe enough to require formal treatment or the potential of a developing problem that needs careful monitoring.

Student rated herself on the BASC-2 – Self Report of Personality, Adolescent Form (SRP-A) (Table 9). Her reports yielded an “At-Risk” score in the area of Sense of Inadequacy. “At-Risk” ratings on the Sense of Inadequacy scale suggests that Student reports sometimes being dissatisfied with her ability to perform a variety of tasks even when putting forth substantial effort.

Student was rated by her mother on the BASC-2 Parent Rating Scale (Table 10). Mrs. Holland’s report yielded an “At-Risk” rating on the Anxiety scales. Her ratings on the Anxiety scale indicate that Student

worries about things that cannot be changed, worries what others think, and worries about making mistakes. In addition, Mrs. Holland indicated that Student often tries too hard to please others and is especially nervous when it comes to taking tests.

Student was also rated by the Indigo team teachers on the BASC-2 Teacher Rating Scale (Table 11). A Clinically Significant rating on the Learning Problems scale suggest that at school, Student’s teachers observe her having learning problems that significantly interfere with her academic achievement much more than other students her age. For example, Student’s teachers responded Almost Always to the statements “has trouble keeping up in class” and “does not complete tests.” Her teachers also observe her to have greater difficulty in math, spelling, and handwriting. An “At-Risk” rating on the Attention Problems scale suggests that at school Student is observed by her teachers to have difficulties maintaining her attention and becomes easily distracted from tasks that require her attention. Her teachers’ report also yielded an “At-Risk” rating on the Atypicality scale. This rating suggests that Student’s teachers observe her saying things that do not make sense and sometimes being unaware of her surroundings.

Table 9.

Clinical Scales	Adaptive Behavior Scales
T Scores above 70 considered to be Clinically Significant	T Scores below 30 considered to be Clinically Significant
T Scores from 60-70 considered to be “At-Risk”	T Scores from 31-40 considered to be “At Risk”

**Behavior Assessment System for Children (BASC) – Student Self-Report Rating Scales**

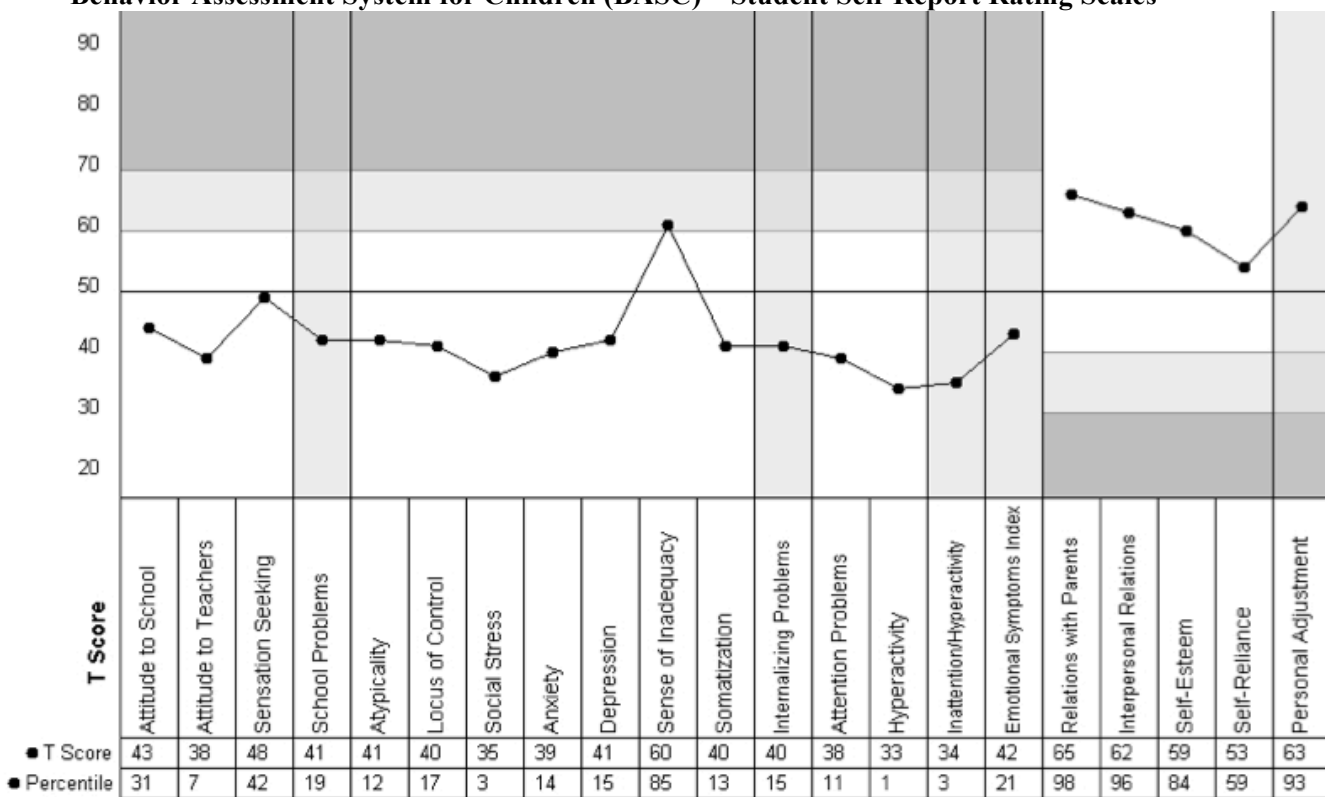


Table 10.

Clinical Scales	Adaptive Behavior Scales
T Scores above 70 considered to be Clinically Significant	T Scores below 30 considered to be Clinically Significant
T Scores from 60-70 considered to be "At-Risk"	T Scores from 31-40 considered to be "At Risk"

**Behavior Assessment System for Children (BASC) – Parent Rating Scales**

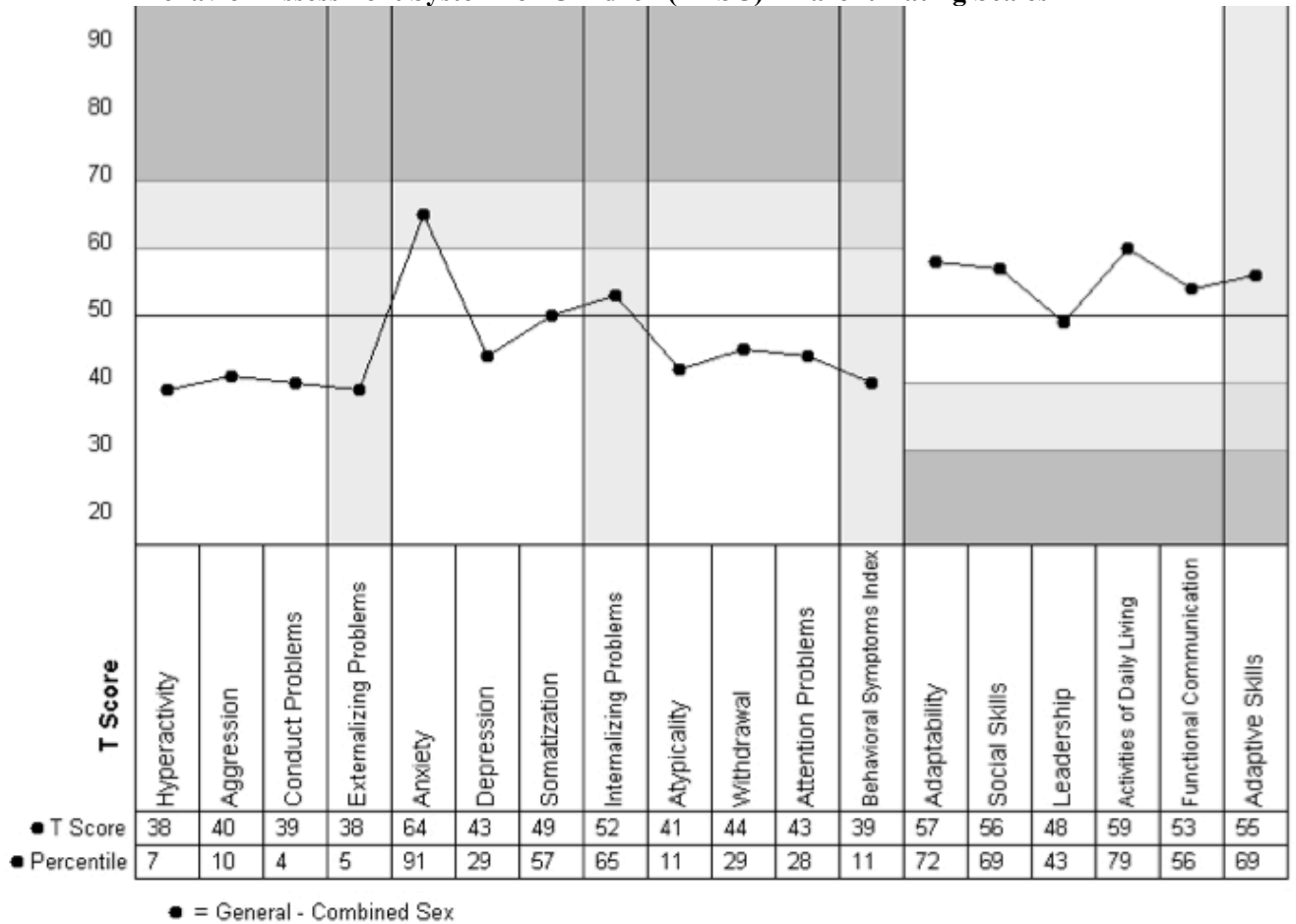
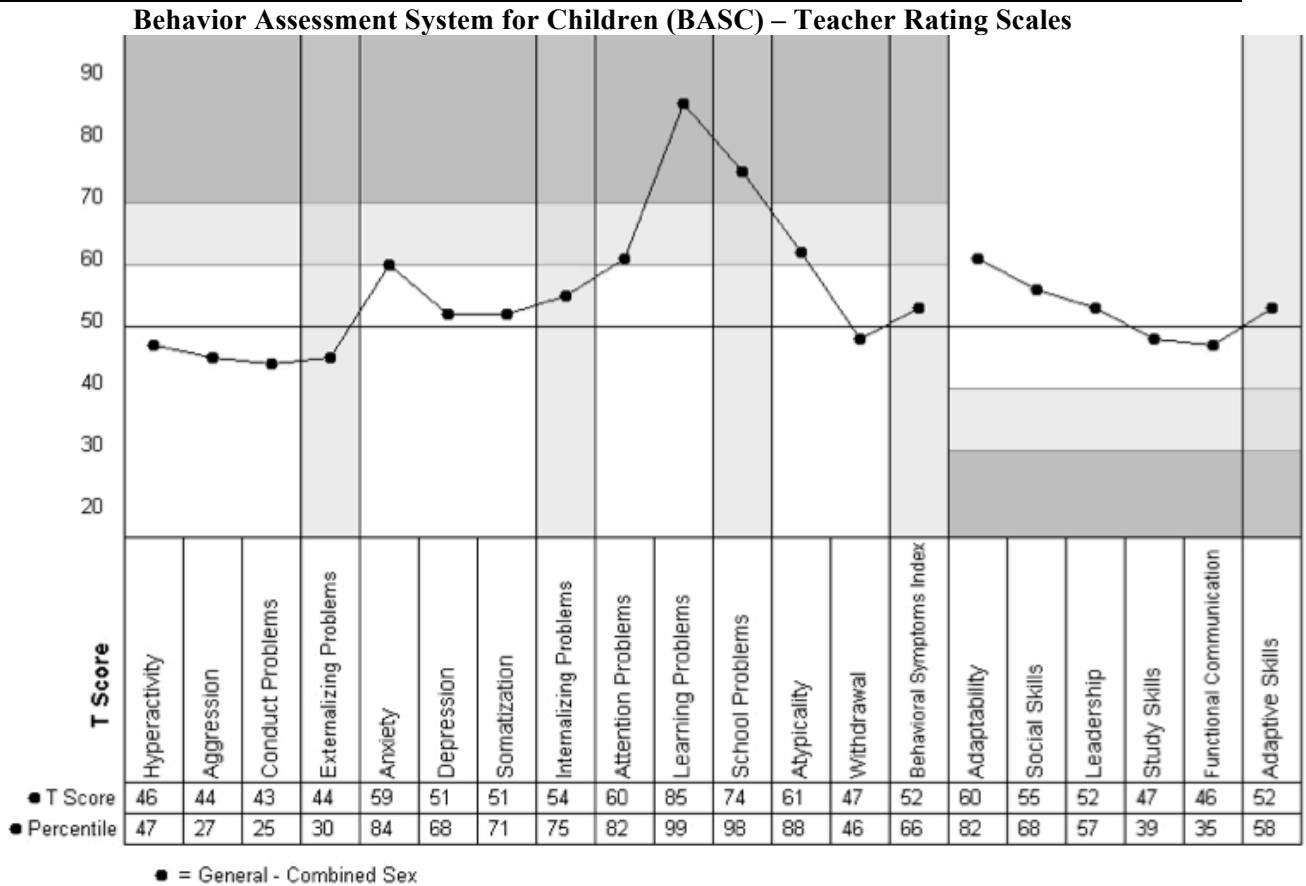




Table 11.

Clinical Scales	Adaptive Behavior Scales
T Scores above 70 considered to be Clinically Significant	T Scores below 30 considered to be Clinically Significant
T Scores from 60-70 considered to be "At-Risk"	T Scores from 31-40 considered to be "At Risk"



Student was also rated by her team of 6<sup>th</sup> grade teachers on the Conners 3<sup>rd</sup> Edition – Teacher Form and by her mother on the Conners 3<sup>rd</sup> Edition – Parent Form (Tables 12-14). The Conners-3 is a thorough and focused assessment of Attention-Deficit/Hyperactivity Disorder (ADHD) and its most common comorbid problems and disorders in children and adolescents. The Conners-3 is a multi-informant assessment of children and adolescents between 6 and 18 years of age that takes into account home, social and school settings.

As is depicted below (Table 12), her teachers’ report yielded Very Elevated scores in the areas Inattention and Learning Problems/Executive Functioning (LE). A Very Elevated score on the Learning Problems/Executive Functioning scale is the result of Very Elevated Scores on the Learning Problems, and Executive Functioning subscales. These ratings suggest that in school, Student’s teachers observe her to have poor concentration or attention, difficulty keeping her mind on work, to make careless mistakes, to be easily distracted, and to give up easily. Her teachers also indicated that they observe Student to have academic struggles, particularly with learning and remembering concepts, often requires extra explanations, and may have difficulty starting or finishing assignments.

Results of teacher ratings indicate that at school, Student exhibits 6 out of 9 symptoms characteristic of Attention-Deficit/Hyperactivity Disorder, Predominantly Inattentive Presentation (where a minimum of 6

are required to indicate diagnosis) and exhibits 0 out of 9 symptoms characteristic of Attention-Deficit/Hyperactivity Disorder, Predominantly Hyperactive-Impulsive Presentation (whereas a minimum of 6 are required to indicate diagnosis).

Mrs. Holland’s report on the Parent Form of the Conners-3, however, does not yield any elevated scores, meaning that she does not report concerns about Student’s ability to sustain attention, her level of hyperactivity/impulsivity, her executive functioning, her peer relationships or her behavioral presentation.

Results of parent ratings indicate that at home, Student exhibits 0 out of 9 symptoms characteristic of Attention-Deficit/Hyperactivity Disorder, Predominantly Inattentive Presentation (whereas a minimum of 6 are required to indicate diagnosis) and exhibits 0 out of 9 symptoms characteristic of Attention-Deficit/Hyperactivity Disorder, Predominantly Hyperactive-Impulsive Presentation (whereas a minimum of 6 are required to indicate diagnosis).

Although based on teacher reports an ADHD diagnosis is likely (64%), parent ratings indicate that a classification of ADHD is highly unlikely (11%). A diagnosis of ADHD requires some impairment from symptoms in more than one setting and no inattentive or hyperactive symptoms are reportedly observed by Student’s parents at home, therefore she does not meet criteria for a diagnosis of ADHD. Difficulties in this area often manifest more in school due to increased demands on sustained attention and executive functioning.

Table 12:

		Teacher		Parent	
		T-Score	Range	T-Score	Range
<b>Conners-3 Content Scales</b>	Inattention	<b>85</b>	<b>Very Elevated</b>	53	Average
	Hyperactivity/Impulsivity	47	Average	42	Average
	Learning Problems/Executive Functioning (LE)	<b>90</b>	<b>Very Elevated</b>	N/A	N/A
	Learning Problems (subscale of LE for teacher)	<b>90</b>	<b>Very Elevated</b>	62	High Average
	Executive Functioning (subscale of LE for teacher)	<b>77</b>	<b>Very Elevated</b>	40	Average
	Defiance/Aggression	46	Average	43	Average
	Peer Relations	45	Average	43	Average
<b>Conners-3 DSM-IV-TR Symptom Scales</b>	DSM-IV-TR ADHD: Inattentive	<b>90</b>	<b>Very Elevated</b>	47	Average
	DSM-IV-TR ADHD: Hyperactive-Impulsive	43	Average	41	Average
	DSM-IV-TR: Conduct Disorder	45	Average	43	Average
	DSM-IV-TR: Oppositional Defiant Disorder	47	Average	47	Average
<b>Conners-3 Index Scores</b>	ADHD Index Probability Score**	64% (High)		11% (Very Low)	
	Global Index Total	64 High Average		51 Average	
<b>DSM-IV-TR Symptom Counts</b>		<b>School</b>		<b>Home</b>	
	ADHD Inattentive	Criteria Met		Criteria Not Met	
	ADHD Hyperactive-Impulsive	Criteria Not Met		Criteria Not Met	
	ADHD Combined	Criteria Not Met		Criteria Not Met	

Table 13:

<b>**Conners3 ADHD Index Probability Score Guidelines</b>	
Probability (%)	Guideline
<b>≥ 80</b>	<b>Very high</b> ; responses are very similar to those for youth with ADHD; a classification of ADHD is very likely
<b>61-79</b>	<b>High</b> ; responses are similar to those of youth with ADHD; a classification of ADHD is likely
<b>51-60</b>	<b>Borderline</b> ; responses are slightly more similar to youth with ADHD than to the general population
<b>50</b>	<b>Equal probability</b> ; this score is equally likely to occur for youth from the general population and youth with a diagnosis of ADHD
<b>40-49</b>	<b>Borderline</b> ; responses are slightly more similar to the general population than to youth with a diagnosis of ADHD
<b>20-39</b>	<b>Low</b> ; responses are similar to those for the general population; a classification of ADHD is unlikely
<b>≤ 19</b>	<b>Very low</b> ; responses are very similar to those for the general population; a classification of ADHD is highly unlikely

Table 14:

T-score	Percentile	Guideline
<b>≥ 70</b>	<b>≥ 98</b>	<b>Very Elevated Score</b> (Many more concerns than are typically reported)
<b>65-69</b>	<b>93-97</b>	<b>Elevated Score</b> (More concerns than are typically reported)
<b>60-64</b>	<b>84-92</b>	<b>High Average Score</b> (Slightly more concerns than are typically reported)
<b>40-59</b>	<b>16-83</b>	<b>Average Score</b> (Typical levels of concern)
<b>&lt; 40</b>	<b>&lt; 16</b>	<b>Low Score</b> (Fewer concerns than are typically reported)

### **Formulations and Recommendations:**

Student is a sixth grade student who was referred for psychological testing as part of an initial evaluation to determine her eligibility for special education services per the request of her parents and teachers. Mr. and Mrs. Holland noted concerns surrounding Student’s difficulty in math and mentioned. Her teachers indicated concerns regarding memory, specifically rote memory and remembering previously learned information both academic and otherwise.

Student’s learning profile on the WISC-IV suggests that her verbal reasoning abilities are stronger than those of other students her age. Her non-verbal reasoning abilities as well as her ability to hold information in mind, manipulate it and produce a result (Working Memory) fall within the range of age expectations. Student’s Processing Speed Index score is revealed to be a weakness when compared to her other Index scores, suggesting a slower work rate, which is impacted by a weakness in her abilities to focus attention and quickly scan, discriminate between, and sequentially order visual information. Student’s performance on the WRAML-2 suggests abilities comparable to those of her same-aged peers regarding recalling contextual and non-contextual visual information. Student’s ability to recall contextual verbal information (Story Memory) is comparable those of same aged peers, while her recall of verbal information presented in a list format (Verbal Learning) is in the range of average to low average and her performance suggest that she did not benefit from opportunities for rehearsal.

Social emotional rating scales completed by Student’s mother indicate mild concerns regarding worrying behavior. Student reported sometimes being dissatisfied with her ability to perform a variety of tasks even when putting forth substantial effort. Rating scales completed by Student’s teachers indicate concerns regarding learning problems that significantly interfere with her academic achievement much more than other students her age, difficulties maintaining her attention and becoming easily distracted from tasks

that require her attention. Teacher ratings also indicate observations of her saying things that do not make sense and sometimes being unaware of her surroundings.

Although Student's teacher report concerns about her difficulty with sustained attention, parent reports are not indicative of concerns about Student's ability to sustain attention, her level of hyperactivity/impulsivity, her executive functioning, her peer relationships or her behavioral presentation. A diagnosis of ADHD requires some impairment from symptoms in more than one setting and no inattentive or hyperactive symptoms are observed by Student's parents at home, thus ruling out the possibility of an ADHD diagnosis.

In order to facilitate a successful school experience for Student the following recommendations are suggested:

1. Other testing will further clarify Student's academic profile and should be coordinated with the results of testing reported here to determine her complete educational profile and the most appropriate educational services to facilitate her academic progress. Academic testing will look specifically at Student's skills in the area of Math.
2. Student's score below the range of age expectations on the Processing Speed Index of the WISC-IV suggests that her rate of work production is slower than that of other students her age. She will therefore benefit from additional time to complete independent assignments, including tests and quizzes, and to grasp novel concepts.
3. Student would benefit from being provided maximal opportunities for academic success to bolster her feelings of adequacy and competence and praising her for her efforts instead of whether or not she arrives at correct responses.
4. Student's performance on memory testing suggests that she is better able to recall orally presented information when there is a context provided. As such it is recommended for teachers to relate new concepts to Student's interests and experiences.
5. Due to concerns about inattention reported by Student's teacher, it will be important to make sure that her attention is focused before presenting information. She may also benefit from preferential seating, i.e. sitting close to or in the front row, so as to minimize surrounding distractions and maximize interaction with the teacher. It may also be beneficial for Student's teachers to continue to employ instructional strategies that will facilitate her ability to focus in class, such as frequent check-ins and individualized cueing back to task.
6. Student would benefit from memory cues that ask her to recognize information as opposed to recalling it independently, for example access to a word bank or tests with a multiple choice format.

Please feel free to call me at (xxx) xxx-xxxx if you have any comments or questions about this report.

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Kaitlyn Zofcin, M.A.  
School Psychology Intern