**NEUROPSYCHOLOGICAL ASSESSMENT**

THE RESULTS OF THIS EVALUATION ARE CONFIDENTIAL

THEY ARE NOT TO BE RELEASED WITHOUT THE CONSENT OF THE EXAMINEE or THEIR ATTORNEY

**NAME: Torres, Yasmine**

**DATE OF BIRTH: 04/03/2013**

**DATE OF ASSESSMENT:**  **April 18 & 25, 2025**

**AGE: 12 years**

**GRADE: 6th grade, Ashfield Middle School, Brockton, MAa**

**DATE OF REPORT: June 20, 2025**

**EXAMINER: Lori E. Azzara, Psy.D, Clinical Neuropsychologist**

**Licensed Psychologist/HSP**

**IDENTIFYING INFORMATION:** Yasmine Torres, at the time of the evaluation, was a

12-year-old, female of Puerto Rican descent who was referred for neuropsychological assessment at the request of her attorney, Karen DeMarco, under a Care and Protection Petition in the Juvenile Court. Yasmine has a history of intellectual, hearing and communication difficulties and the evaluation is intended to provide sufficient information to ensure proper services are provided at school and home. Yasmine is currently in the custody of DCF and living in a pre-adoptive home in Brockton with Gianna Papadopoulos.

On initial interview with attorney DeMarco, she stated it was unclear if Ms. Torres’ had a previous neuropsychological evaluation, although the Lunenberg Public Schools had completed some academic and psychoeducational testing while Yasmine was attending school in their district (preK to 5th grade; 2018-2024). Attorney DeMarco had copies of the reports and made them available for review. Yasmine wears hearing aids and in December 2023 the Lunenburg school system reportedly suspected the presence of an Intellectual Disability. Ms. Torres recently moved to Brockton, when she was placed with Ms. Papadopoulos, and the Brockton Public School system reportedly did not feel Yasmine required as many services as noted in the IEP from Lunenburg and has been providing fewer services. DCF is Yasmine’s legal guardian and provided the appropriate release and consent forms. Yasmine is described as “a sweetheart who loves to engage with people;” minimal behavioral issues are noted. “Yasmine and her older brother have been placed in pre-adoptive homes several times, but unfortunately they have never been adopted and were returned to foster homes each time.” DCF is reportedly looking to place each child separately.

Information provided from Ms. Torres’ DCF case manager reveals Yasmine’s biological parents were maternal first cousins, each with cognitive delays. Ms. Torres was physically abused by her parents and brother. Yasmine is also reportedly very protective of her brother – to the point of being considered “almost over the top.”

**LIMITS OF CONFIDENTIALITY:** Prior to the evaluation, consent for testing and 2-way communication forms were signed by Ms. Torres’ DCF worker, Cherylann Strom. It is understood I am a clinical psychologist, specializing in neuropsychology, retained by Yasmine’s attorney to conduct the evaluation.

**SOURCES OF INFORMATION:** In addition to a clinical interview with Yasmine Torres and her pre-adoptive mother Gianna Papadopoulos, and several interactions with Yasmine’s attorney Karen DeMarco, the following records were reviewed.

* Clinical Support Report from Sarah Goltsman, Pediatric Audiologist Boston Children’s Hospital, dated 12/27/2024
* IEP from Lunenburg Public Schools dated 1/17/2024
* Psycho-educational Assessment from Lunenburg Public Schools, dated 12/8/2023
* Learning Assessment from Lunenburg Public Schools, dated 10/17/2023
* Various Lunenburg Public Schools supporting the Learning Assessment (e.g., school history, current teacher assessment, classroom report,
* Occupational Therapy Evaluation from Lunenburg Public Schools, dated 9/24 & 10/5/2023
* Speech & Language Evaluation from Lunenburg Public Schools, dated 10/13 & 29/2020

**BACKGROUND INFORMATION/RELEVANT HISTORY:** The following information was provided by Ms. Torres’ DCF case manager.

**Family History & Developmental Information:** Much of Ms. Torres’ developmental history is unclear, beyond what is reported above, although she was born prematurely via C-section and received ultraviolet light treatment right after birth; the pregnancy was reported healthy, and delivery was without complications. Some additional information was embedded in the Lunenburg evaluations. It is unclear if Yasmine met developmental milestones on time although it is reported there were no significant illnesses nor has she had any surgeries or hospitalizations. English reportedly is spoken in this and previous foster homes, but Spanish was spoken by Yasmine’s biological parents and grandmother. Yasmine’s speech was delayed, and she was not diagnosed with bilateral hearing loss until she was four and a half years old. Yasmine has an older brother which she reportedly visits regularly and feels very close to. She is currently living in a pre-adoptive home in Brockton.

**Medical History:** Yasmine Torres has no reported medical concerns, and no medical records were available for review. Audiology testing conducted by Boston Children’s Hospital (BCH) in December 2024 indicated “bilateral sensorineural hearing loss. Yasmine has access to approximately 73% of speech in the left ear and 75% of speech in the right ear.” The loss is considered communicatively significant. At the time of the 2023 evaluation her hearing aids were out of warranty and new devices were recommended as they were “essential for her safety, communication, and education.”

**Educational History**: Ms. Torres is in the 6th grade at Ashfield Middle School in Brockton. As noted above, she attended preK through the 5th grade in the Lunenburg Public School system. Testing was performed over the past few years and an IEP developed. This information is presented below.

**Leisure Interests and Hobbies**: Ms. Torres reportedly enjoys drawing, music, and dancing.

**SUMMARY OF PREVIOUS EVALUATIONS:** As noted above, Ms. Torres completed psycho-educational, learning, speech & language, and occupational assessments while attending the Lunenburg Public School system. An IEP was developed. Below is a summary of the information provided in the reports, and the reader is encouraged to review each assessment for additional information.

**PREVIOUS ASSESSMENT RESULTS:**

| **Index** | **Standard Score** | **Percentile Rank** | **Description** |
| --- | --- | --- | --- |
| Verbal Comprehension  Index (VCI) | 70 | <10 | Very Low |
| Visual Spatial  Index (VSI) | \* | See | Description below |
| Fluid Reasoning  Index (FRI) | 78 | <10 | Very Low |
| Working Memory  Index (WMI) | 69 | <10 | Extremely Low |
| Processing Speed  Index (PSI) | 95 | 27 | Average |
| Full Scale IQ (FSIQ) | 68 | 37 | Extremely Low |

**Verbal Comprehension Index**

| **Verbal Comprehension subtest** | **Scaled Scores** |
| --- | --- |
| Similarities | 4 |
| Vocabulary | 5 |

**Visual Spatial (Perceptual Reasoning) Index**

| **Perceptual Reasoning subtests** | **Scaled Scores** |
| --- | --- |
| Block Design | 3 |
| Visual Puzzles | 8 |

**Fluid Reasoning Index**

| **Fluid Reasoning subtests** | **Scaled Scores** |
| --- | --- |
| Matrix Reasoning | 8 |
| Figure Weights | 5 |

**Working Memory Index**

| **Working Memory subtests** | **Scaled Scores** |
| --- | --- |
| Digit Span | 3 |
| Picture Span | 6 |

**Processing Speed Index**

| **Processing Speed subtests** | **Scaled Scores** |
| --- | --- |
| Coding | 8 |
| Symbol Search | 10 |

Ms. Torres’ overall cognitive ability (FSIQ) fell below the 10%ile and in the Extremely Low range, as did her Working Memory. A relative strength was noted in her Processing Speed, while her Visual Spatial ability, which measures non-verbal problem-solving ability, was not calculated. The asterisk (\*) noted above indicated the score was not calculated because “there was a 5-point difference between subtest scores and the index would not be cohesive.”

Verbal Comprehension measures one’s ability to access and apply acquired word knowledge and the application of this knowledge involves verbal concept formation, reasoning, and expression. On the Fluid Reasoning Index, which measures one’s ability to detect the underlying conceptual relationships among visual objects and use reasoning to identify and apply rules, Yasmine’s performance was also in the Very Low Range. The Working Memory Index, which measures one’s ability to register, maintain, and manipulate visual and auditory information in conscious awareness and requires attention, concentration and visual and auditory discrimination, was in the Extremely Low range. Lastly, Processing Speed, as noted above, was a relative strength. This index measures the speed and accuracy of visual identification, decision making, and decision implementation.

The NEuroPsychological Assessment, second edition (NEPSY-2) was also administered by the Lunenburg Public School system. It is a “comprehensive instrument designed to assess neuropsychological development in children. Results indicated that Ms. Torres’ Narrative Memory (Free Recall) was at an “Expected Level” but the Visual Spatial subtests (Geometric Puzzles and Arrows) were each in the Borderline range. Yasmine’s performance on the other Memory tasks (List Memory/List Memory-Delay, Narrative Memory Free & Cued Recall, and Narrative Memory Recognition) were Below Expected level or Well Below Expected Level.

The Behavioral Assessment Systems for Children, Third edition (BASC-3) was completed by one of Ms. Torres’ teachers, her foster mother, and by Yasmine to help classify her social-emotional behavior. Please see the Lunenberg report for additional details. Results indicated Yasmine had many strengths including solid attention skills and self-control at home and in school. She was noted to not internalize or externalize her problems. Yasmine was noted to enjoy school and had a high opinion of her teachers. She values the opinions of her friends but does not spend much time thinking about kids who say mean things to her. Each of her adaptive skills, with the exception of Functional Communication, were considered solid in both the home and school settings. Areas of concern included Yasmine’s Functional Communication, where she was noted to be in the “at risk” category both at home and at school which indicates Yasmine has poor expressive and receptive communication skills. On Yasmine’s BASC-3, the only elevation was on Relationship with Parents and was only one point into the At-Risk category. This was reported to make sense as she had only been in the foster home for 3.5 months. The school-based BASC-3 placed Yasmine’s Learning Problems in the At-Risk range. She reportedly worked hard but was behind in all subjects. The home-based BASC-3 suggested Yasmine is “seemingly alone and has difficulty making friends.”

Learning Assessment Results, which included the Kaufman Test of Educational Achievement (KTEA) conducted in October 2023 as part of a three-year re-evaluation assessment for special education indicated Yasmine receives “all of her academic instruction in a substantially separate classroom.” Her reading composite ranged from the low to very low range and her overall reading abilities were impacted by “challenges with consistently identifying letters and sounds.” Written language composite was also in the very low range. Yasmine’s overall math composite was in the low range. “Yasmine’s performance on the KTEA-3 indicates that she possesses significantly below average skills to access grade-level curriculum when compared to same-aged peers nationwide.”

The Occupational Therapy Evaluation conducted by Lunenburg Public Schools was also conducted as part of the three-year assessment. “Yasmine was given several standardized assessments to evaluate her ability to look at visual information, use classroom tools, produce written work and manipulate small items. Overall, she scored in the below average range for her age with the exception of visual discrimination skills.” While her fine motor skills were adequate for classroom tasks, the timed tests negatively affected her scores. Accommodations recommended included the use of graphic organizers, continued use of technology including computers (read and write google extension), extra practice with new motor skills and a scribe for long assignments as needed. A 2020 Speech and Language Evaluation conducted by the Lunenburg Public Schools revealed Ms. Torres presented with moderate to severe below average articulation and language skills for her chronological age. Speech and language therapy was recommended. Results from the 2023 evaluation were embedded in the IEP but no separate report was provided. Yasmine reportedly knows more vocabulary than she can easily express. “Her standardized scores indicate a moderate-severe speech and language disorder.”

A review of the 12/18/2023 IEP reveals Ms. Torres was determined to have an Intellectual, Sensory/Hearing, and Communication disability which “impacts her ability in all areas of the curriculum. Her hearing and language disabilities impact her ability to communicate with others effectively.” The list of recommendations was reviewed by this neuropsychologist and appear entirely appropriate. Please see the IEP for specifics include a lengthy list of special education services to enhance Yasmine’s academic, speech and language and social emotional skills which were intended to be included within the typical school year and extended school year.

**TESTS ADMINISTERED:** In addition to clinical interview conducted with Yasmine Torres and Ms. Papadopoulos at this clinician’s office in Stoughton, the following assessment instruments were administered: Bender-Gestalt (Koppitz scoring); Berry-Biktenica Developmental Test of Visual-Motor Integration (Berry VMI; short form); Berry VMI Developmental Test of Visual Perception (Visual Perception); Boston Diagnostic Aphasia Examination (BDAE) –Cookie Theft (dictated); California Verbal Learning Test-Children’s version (CVLT-C); Cole Animal; Delis-Kaplan Executive Functioning System (Verbal Fluency Test); Draw-A-Person Test; Delis-Kaplan Executive Functioning System (Verbal Fluency Test); Gray Oral Reading Test-5th Edition (GOART-5); Kinetic Family Drawing (KFD); Trails Making Test A & B; Vineland -3 (Comprehensive Parent/Caregiver Form) and Wechsler Intelligence Scale for Children – 5th Ed. (WISC-V).

**BEHAVIORAL OBSERVATIONS**

Yasmine Torres was alert, made intermittent eye contact, and appeared to be engaged in the assessment process throughout the evaluation. The evaluation was conducted over two sessions in this neuropsychologist’s office in Stoughton, MA. Ms. Torres was accompanied to each session by her pre-adoptive mother who was asked to complete the Vineland, to the best of her ability. Yasmine was respectful, responsive, and cooperative and appeared to put forth reasonable effort across the range of tasks administered. Yasmine displayed no abnormal movements, and no socially inappropriate behavior was observed. She was polite and engaging, but it was evident she did not understand how to complete some tasks. Shortly after the assessment began, during the administration of Trails B, it became apparent Yasmine struggled with letters, she was asked to write the numbers 1 through 10 and to write the alphabet. She successfully wrote the numbers but after two trials was unable to provide the complete alphabet, with several letters missing while others were out of order.

Ms. Torres’s vision and hearing appeared to be intact for the testing situation; she requires hearing aids. As noted above, Yasmine had difficulty completing some tasks and did not appear to understand the directions; at other times it was evident the task was beyond Yasmine’s capability (D-KEFS; Verbal Fluency). Ms. Torres was cooperative and appeared to put forth maximum effort, which indicates these results of this evaluation represent a valid representation of her cognitive abilities.

**NEUROCOGNITIVE TEST RESULTS/CURRENT LEVEL OF FUNCTIONING:**

**Mental Status and General Cognitive Skills:** Yasmine Torres was unable to provide the date but could provide her date of birth. She could not provide her home address, beyond noting the city and state she lived in. As noted above, she could write the numbers from 1 to 10, but after two attempts was unable to successfully print the alphabet, with missing letters and reversals of letters noted. The WISC-V was administered, despite being completed in late 2023 with the results noted below:

| **Index** | **Composite**  **Score** | **Percentile**  **Rank** | **\*95% Confidence**  **Interval** | **Description** |
| --- | --- | --- | --- | --- |
| Verbal Comprehension  Index (VCI) | 81 | 10 | 75-90 | Low Average |
| Visual Spatial  Index (VSI) | 81 | 10 | 75-90 | Low Average |
| Fluid Reasoning  Index (FRI) | 76 | 5 | 70-85 | Very Low |
| Working Memory  Index (WMI) | 79 | 8 | 73-88 | Very Low |
| Processing Speed  Index (PSI) | 86 | 18 | 79-97 | Low Average |
| Full Scale IQ (FSIQ) | 76 | 5 | 71-83 | Very Low |

\*Indicates that the “true” score has a 95% probability of falling somewhere within the noted range.

**Verbal Comprehension Index**

| **Verbal Comprehension subtest** | **Scaled Scores** |
| --- | --- |
| Similarities | 7 |
| Vocabulary | 6 |

**Visual Spatial (Perceptual Reasoning) Index**

| **Perceptual Reasoning subtests** | **Scaled Scores** |
| --- | --- |
| Block Design | 7 |
| Visual Puzzles | 6 |

**Fluid Reasoning Index**

| **Fluid Reasoning subtests** | **Scaled Scores** |
| --- | --- |
| Matrix Reasoning | 7 |
| Figure Weights | 5 |

**Working Memory Index**

| **Working Memory subtests** | **Scaled Scores** |
| --- | --- |
| Digit Span | 5 |
| Picture Span | 8 |

**Processing Speed Index**

| **Processing Speed subtests** | **Scaled Scores** |
| --- | --- |
| Coding | 8 |
| Symbol Search | 7 |

Results from the current testing are slightly better than the 2023 results, but for the most part could be accounted for by the typical variability noted in testing; variability is the amount of spread noted in scores about the mean. Current results allowed for calculation of the Visual Spatial Index since the two subtest scores were closer together than noted in the 2023 results. A direct comparison of scores will not be made as the testing conditions were different (two meetings rather than over numerous meetings) as well as a school setting rather than a private office.

**Attention & Concentration:** Ms. Torres’ attention, as measured by the WISC-V Digit Span test, was overall in the Borderline range (5%ile). Her basic attention was Borderline (5%ile) with 4 digits forward; but her sustained and directed attention was in the Low Average range on the task requiring cognitive manipulations of information such as digits backward (3 digits; 16%ile). On the more complex task of Sequencing, where Yasmine was required to put a string of numbers in order from lowest to highest, her performance was in the Borderline range (3 digits, 5%ile). On the Coding subtest from the WISC-V, which measures aspects of visual attention, as well as processing speed, Yasmine performed in the Average range (25%ile). Clinical interpretation of these results indicates Yasmine Torres’ visual attention is better than her auditory attention.

**Executive Functions:** On the Trails Making Test A & B, Yasmine Torres’ performed in the Impaired range (<1%ile) on Trails A; she worked in a slow and steady manner, which negatively impacted her performance. On Trails B the trial was stopped when it became evident Yasmine did not know her alphabet and was confusing the letters in the middle of the alphabet. Ms. Torres was asked to complete the Verbal Fluency task of the Delis-Kaplan Executive Function System (D-KEFS). She was unable to enter set on the Letter Fluency task. Yasmine was asked to generate lexical items while also observing several rules or restrictions. After three attempts to help Yasmine understand the task, it was discontinued. It was evident she did not know how to employ a phonetic strategy to complete the task. In 2023 testing there was no indication of the presentation of the D-KEFS but Yasmine’s inability to complete the subtest is not surprising since her composite reading was in the low to very low range and her overall reading abilities were impacted by “challenges with consistently identifying letters and sounds.” Yasmine was able to complete the Category Fluency subtest where she was asked to provide words from a high-frequency semantic category. This is often considered a more familiar, overlearned task. Yasmine’s performance was in the Borderline range on Category Fluency (9%ile). On the Category Switching subtest, Yasmine’s performance was strong (90%ile, Superior). This subtest requires individuals to provide words from semantic categories (similar to Category Fluency) but on this subtest the individual is expected to demonstrate the ability to switch back and forth between semantic categories. Yasmine had no difficulty demonstrating the ability to switch cognitive set.

**Fluid Reasoning:** Ms. Torres’ performance on the subtests associated with the WISC-V fluid reasoning index reveals an overall Borderline performance (5%ile). Yasmine did better on Matrix Reasoning which is considered a measure of fluid intelligence (SS=7, 16%ile; Low Average). Her performance on Figure Weights which is associated with executive functioning skills including shifting sets and flexible problem solving was in the Borderline range (SS=5, 9%ile).

**Language functions**: Yasmine Torres’ speech was, at times, difficult to understand. However, no paraphasias or circumlocutions were noted, and her expressive vocabulary far exceeds her reading and writing ability. Reading comprehension as measured by the GORT-5 was Impaired which is consistent with the 2023 results. Results from this evaluation reveal Yasmine continues to be unable to identify all letters of the alphabet and she continues to have difficulty with letters and sounds. Ms. Torres’ foster mother reportedly is working with Yasmine on her letters and identifying sight words. When presented with Story 1 from the GORT-5, Yasmine could identify 8 words but could not read any of the 5 sentences. For Story 2, Yasmine was once again asked to identify any words she was familiar with and was able to read most of the 2 or 3 letter words. The story was then read to Yasmine, which is not the standardized format; she was able to provide accurate responses to 3 of the 5 comprehension questions. Story 3 and 4 were also read to her and Yasmine correctly answered 4 of 5 comprehension questions on each. Results indicate Ms. Torres has the ability to comprehend verbal information, but her reading ability is that of a first grader. Ms. Torres dictated her response to the Cookie Theft stimuli and provided a story which indicated she adequately processed the visual stimuli, and her story adequately represented the nature of the scene.

On the Vocabulary subtest from the WISC-V, Ms. Torres performed in the Borderline range (SS=6, 9%ile). This subtest measures word knowledge, verbal fluency, expressive vocabulary, and understanding word concepts. Yasmine’s performance on the Similarities subtest was in the Low Average range (SS=7, 16%ile) on the subtest measuring verbal reasoning and concept formation. Each subtest score was higher than those noted in the 2023 results.

Clinical interpretation of Ms. Torres’ language ability is that her expressive language allows her to effectively communicate but she is behind her peers in verbal fluency, verbal reasoning, and reading; her articulation is, at times, poor. Her reading level is significantly below grade level but when information is presented auditorily, Yasmine is able to comprehend a reasonable amount of information (approximately 80%).

**Visual-spatial/Perceptual Organization ability:** Ms. Torres’ visuoconstruction ability, as measured by her performance on Block Design was in the Low Average range (SS=7, 16%ile). Her performance on this administration of Block Design was better than her performance in 2023. This WISC-V subtest measures one’s ability to analyze and synthesize an abstract design, in addition to spatial visualization and analysis, simultaneous processing, visual-motor coordination, dexterity, and nonverbal language formation. On the Visual Puzzles test from the WISC-V, Yasmine performed in the Borderline range (SS=6, 9%ile) on this test which measures visual-perceptual ability, cognitive flexibility, and processing of complex visual stimuli.

Ms. Torres also completed the Bender Gestalt test, a test of visual-motor functioning and visual-perceptual skills, and her performance resulted in 5 developmental scores and 2 emotional indicators. The developmental scores include 2 shape distortions and 3 integration errors. Yasmine’s performance is clinically significantly below those of her (age) peers and is consistent with a child who is 7 years of age. Based on Yasmine’s performance on the Bender Gestalt, the Berry VMI and Visual Perception tests were administered. Yasmine’s Berry VMI score was in the Borderline range (4%ile) and consistent with a child of 7.1 years of age, which is significantly below Yasmine’s chronological age. Her performance on the Visual Perceptual test was in the Average range (25%ile). These results appear to be consistent with the 2023 results from the Occupational Therapy evaluation.

Clinical interpretation of Ms. Torres’ the visual-spatial abilities reveals she is below average on the WISC-V Visual Spatial subtests administered although her basic visual perceptual ability appears to be intact.

**Learning and Memory:** Ms. Torres’ performance on the CVLT-C was variable but generally intact. Her performance on the immediate verbal memory was in the Low Average range (24%ile) and he sproduced 44 words across the five learning trials. Benefit was noted between trial 1 and 2 but beyond that Yasmine’s learning curve was relatively flat (4, 8, 9, 8, 10); at times Yasmine demonstrated effective use of the learning strategy of grouping semantically related words together. She performed in the Average range on List B (50%ile) with one semantic intrusion from the first list noted. Yasmine displayed Low Average free recall of the first list after a brief delay (16%ile) and Average recall following a 20-minute delay (50%ile) and cuing did not improve her performance (16%ile, 7%ile; respectively). Yasmine correctly identified 13/16 target words with 1 false positive word noted. Yasmine made an Average number of Perseverative responses, but she produced more Intrusion responses than her peers (7%ile, Borderline).

Clinical interpretation of these results reveals Ms. Torres’ verbal memory is generally intact, including adequately encoding the verbal (list) information. However, cuing did not improve her performance. The standard visual-spatial complex figure (Rey-O) was not administered given Yasmine’s visual-spatial deficits so a formal measure of her visual memory ability was not attained. Based on her performance on the Coding subtest, Yasmine’s

short-term visual memory appears intact.

**Judgment:** The Comprehension subtest from the WISC-V was administered to assist in understanding Ms. Torres’ verbal reasoning and conceptualization of knowledge used in a practical sense; social judgment and reasoning. Yasmine’s performance was in the Borderline range (SS=6, 9%ile). Item analysis revealed Yasmine’s responses were concrete.

**Processing Speed:** Ms. Torres’ processing speed index score was the highest of the five (5) indices and within the broad average range. On the Coding subtest, which also measures short term memory, learning ability, visual scanning ability, and cognitive flexibility Yasmine performed in the Average range (SS=8, 25%ile) and is consistent with the 2023 results. On Symbol Search, which additionally measures short-term visual memory,

visual-motor coordination, cognitive flexibility, and visual discrimination, Yasmine performed in the Low Average range (SS=7, 16%ile) which is below her previous performance.

**Adaptive behavior:** The Vineland 3 was completed by the Ms. Torres’ foster mother. The Vineland-3 is a standardized measure of adaptive behavior (the things that people do to function in everyday life). This is a measure of what the Yasmine is able to do in daily life, rather than what they can do in a testing situation. The Vineland-3 is norm based, allowing for the Yasmine’s adaptive functioning to be compared to others her age.

**Vineland-3**

| **Subdomains** | ***v*-scale score** | **Age equivalent** |
| --- | --- | --- |
| Receptive | 12 | 3.8 |
| Expressive | 11 | 3.10 |
| Written | 3 | 4.0 |
| **Sum of COM *v*-scale scores** | **26** |  |
| Personal | 10 | 4.5 |
| Domestic | 10 | 5.6 |
| Community | 9 | 6.4 |
| **Sum of DLS *v*-scale scores** | **29** |  |
| Interpersonal Relation. | 11 | 3.11 |
| Play & Leisure | 10 | 3.4 |
| Coping Skills | 12 | 4.6 |
| **Sum of SOC *v*-scale scores** | **33** |  |

Domains and Adaptive Behavior Composite

| **Domain** | **Sum of v-scale scores** | **Standard Score** | **Percentile Rank** |
| --- | --- | --- | --- |
| COM | 26 | 67 | 1% |
| DLS | 29 | 71 | 3% |
| SOC | 33 | 78 | 7% |
| **Sum of Domain SS** |  | 216 |  |

**Adaptive Behavior Composite (ABC) = 31**

Ms. Torres’ overall level of adaptive functioning, described in the Adaptive Behavior Composite (ABC) was 31, which is well below Average (Normative Mean is 100; Standard Deviation is 15). The ABC score is based on scores from three specific adaptive behavior domains: Communication, Daily Living Skills, and Socialization. On each of these domains Yasmine reportedly is well below level when compared to her age peer cohort. The Vineland-3 was completed by Ms. Papadopoulos; Ms. Torres has lived in the home for less than a year and, therefore, there may be areas assessed that Yasmine’s pre-adoptive mother was not familiar with. The Communication domain measures how well the individual listens and understands, expresses themselves through speech, and reads and writes; based on Yasmine’s inability to correctly produce the alphabet and limited reading ability, the noted domain score appears consistent with this and prior testing. The Daily Living Skills domain assesses one’s performance of practical, everyday tasks of living that are appropriate in a school setting. everyday tasks of living that are appropriate for her age. Yasmine’s abilities within the Daily Living Skills domain are a relative strength. Once again, Yasmine is functioning below the expectation for her chronological age. Lastly, Yasmin’s performance on the Socialization domain indicates she has difficulty functioning in social situations, although no disruptive behavior is noted. Yasmine’s social skills were considered a relative strength based on the BASC-3 in 2023.

**Summary of Cognitive Abilities:** The results from the WISC-V administered during this neuropsychological evaluation, in general, were somewhat better than the 2023 results and since Ms. Torres’ scale scores were generally consistent, a Full-Scale IQ could be calculated (FSIQ=76). Yasmine’s profile was consistent on some subtests but not on others. Variability is common across administrations and factored into the statistical measurements. Moreover, the repeated administration within 2 years could have contributed to some familiarity for Yasmine. Ms. Torres’ expressive oral language remains difficult to understand, at times – meaning she has sufficient vocabulary to make her needs known but her articulation is poor. She remains unable to read or wrote beyond reading two and three letter sight words. Based on the BASC-3 results from 2023 Yasmine was noted to have poor expressive and receptive skills. Yasmine’s auditory comprehension for written material is below grade level, but she is able to demonstrate recall when a basic passage is read to her. It is worth noting, academic testing was beyond the scope of this evaluation.

Neuropsychologically, Yasmine was oriented to person, but only generally oriented to place and time. She could not provide the address beyond the town she lives at or the date. Her auditory memory was variable, but she demonstrated the ability to hold and manipulate 3 items in her working memory. Yasmine’s visual perceptual ability is intact but when she has to copy visual-spatial information (which involves planning and organization) she has significant difficulty and performs as a 7-year-old would based on the Bender-Gestalt. Ms. Torres’ verbal memory was intact, but cuing did not improve her performance. There was evidence Yasmine was able to encode the majority of words on a list-learning task. Yasmine is a concrete thinker; abstract thinking is beyond her current ability. Ms. Torres did not complete most tasks of executive functioning based on her inability to know the alphabet or the phonemes associated with the letters. On some tasks cognitive flexibility was noted, but not on others; the performance was inconsistent. Based on previous testing conducted by the Lunenburg Public School system, Ms. Torres meets criteria for an intellectual disability. The results of this evaluation revealed her estimated FSIQ was 76, but deficits are noted in the adaptive areas of reasoning, problem solving, abstract thinking, judgment, as well as demonstrating insufficient academic learning. Moreover, based on information provided by her foster mother, Ms. Torres displays deficits in adaptive functioning. Therefore, as a result of this evaluation, Ms. Torres continues to meet criteria for an Intellectual Disability diagnosis based on DSM-5-TR criteria.

**Social-emotional Functioning:** Personality assessment of Ms. Torres was modified based on her Intellectual Disability. To the Cole Animal test Yasmine indicated she wanted to be a “cheetah” because they are her favorite animal, and they run fast – she then described what a cheetah looked like. The Emotional Indicators from the Bender Gestalt included “confused order” and “small size.” Confused order is evident in those individuals with poor planning and organizational skills and small size is often noted in children with diminished self-esteem. When asked to draw a picture of herself, Yasmine drew herself brushing her hair – there was minimum detail in the picture beyond her curly hair and the brush. For the Kinetic Family Drawing Yasmine drew herself with her mother and foster mother, with clouds and butterflies in the picture. Yasmine did not provide sufficient detail for meaningful interpretation although the butterflies are known to illustrate love and beauty. Yasmine appears to be content in her current foster (pre-adoptive) home.

Clinical interviews with Ms. Torres’ attorney and foster mother indicate there have been no significant concerns about her behavior; there is no history of Yasmine engaging in disruptive behavior at school. During a clinical interview with Yasmine, it was evident she misses her brother and enjoys seeing him when the opportunity is presented. Moreover, she displayed no symptoms of depression or significant anxiety – beyond that occurring in a testing situation. Consistent with the 2023 results, Yasmine does not appear to be internalizing or externalizing her problems.

**IMPRESSION:** This evaluation was requested by Ms. Torres’ attorney, Karen DeMarco, under a Care and Protection Petition in the Juvenile Court. Yasmine has a history of intellectual, hearing and communication difficulties and the evaluation was intended to provide sufficient information to ensure proper services are provided at school and home. Yasmine is currently in the custody of DCF and living in a pre-adoptive home in Brockton. Lunenburg Public Schools completed assessments in 2023 as part of a 3-year IEP evaluation with a “lack of progress” noted as a result of Yasmine’s disability. Yasmine’s 2023 IEP noted a primary classification of Deaf/Hard of Hearing and a secondary classification of Communication. Based on current and previous testing, Ms. Torres meets criteria for an Intellectual Disability with adaptive functioning noted to be consistent with children below her chronological age. Ms. Torres is unable to read and write and could not write the letters of the alphabet; she did know her digits to 10.

Ms. Torres’ strengths include her not internalizing or externalizing her problems. Moreover, Yasmine reportedly enjoys school and reportedly adapts well to other children. Her working memory allows her to hold 3 items while her verbal memory on a list-learning task was intact. Yasmine’s visual perceptual ability and processing speed are also considered intact.

A review of the 2023 IEP completed by the Lunenburg Public School system was reviewed and the recommendations continue to be reasonable (Please see the 2023 IEP for specific details) although some will be noted below for emphasis. Ms. Torres resides in Brockton and the Brockton Public School system should be providing the recommendations the Lunenburg Public Schools noted via a Transfer IEP.

**RECOMMENDATIONS:**

The following recommendations are offered based on the results of this evaluation, information from the 2023 evaluations conducted by Lunenburg Public Schools, clinical interviews and behavioral observations, and Ms. Torres’ history.

1. The Brockton Public Schools should have accepted the IEP from Lunenburg Public Schools as a Transfer IEP and followed the noted recommendations.
2. It is unclear what FM/Hat system is being used, but it is preferable to use a system where the information presented into the microphone goes directly to Yasmine’s hearing aids rather than a tower. However, this may be more difficult if there are several Dear/Hard of Hearing students in the classroom.
3. A Teacher of the Deaf should be working with Yasmine in the classroom and consulting with the Special Education Teacher.
4. Ms. Torres should continue to receive Speech/Language therapy.
5. Ms. Torres should continue to receive social skills training.
6. Ms. Torres needs additional training in each of the academic areas of reading, writing (English/Language Arts), mathematics, science & social studies.
7. Recommendations for school and at home include:

* Provide consistent daily routines; a visual daily schedule will be helpful; remind Yasmine to consult the schedule several times a day.
* Be specific. Do not assume Yasmine “knows what you mean,” as she may not. Instead of using vague commands (e.g. “get ready”), clearly describe what you would like for her do (e.g. “get your shoes out of the closet and put them on.”)
* Break tasks into manageable components and wait for Yasmine to complete one component before giving him further instructions.
* Use a calm voice. Children become anxious in response to communication with a high emotional content. Strive to be logical and sequential.
* A structured environment, where acceptable and unacceptable behaviors are clearly outlined and expectations for her behavior specifically detailed. It would be important for consistency and Ms. Torres’ overall emotional well-being if Ms. Papadopoulos defines acceptable behavior and consistently reinforces those behaviors.
* Be generous with praise. Find opportunities to build Yasmine’s self-esteem.

1. DCF is encouraged to continue providing support for Yasmine’s pre-adoptive parents; and the family unit will benefit from social/emotional support. Consistency is important and behavior modification techniques will prove beneficial both in school and at home. In-home therapy would be beneficial to assist the pre-adoptive family cope with Yasmine’s weaknesses while accentuating her strengths.

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