



4th April, 2021



Bridging the gap between Mental Healthcare and Education

Name: OLUWASEUN ADENIYI

24rd May, 2001

Cognitive and Educational Evaluation Report

Evaluator: Helen Obiageli Oshikoya (Specialist Assessor)

Mental well-being is a vital part of a child's development; yet it is an area that has been neglected by the society at large. Nobelova Gradani is set up to champion the advancement of the physical and psychological well-being of the Nigerian Child.

Early childhood development refers to the skills children get in their first five years of life, which is the foundation for learning. Children need care and support to motivate their growth and development. The stimulation of cognition, understanding, language, social and motor skills of the child is important from an early age and one of the primary responsibilities of the physician is to give the right advice to parents to promote their children's physical and mental development.

The report of the assessment/evaluation enclosed acts as a reference and guide for you and it hopes to promote early stimulation and intervention for optimizing the development of Oluwaseun.

This compilation is to be used by you and relevant professionals dealing with the care and education of Oluwaseun. It has been put together with the aim of addressing her developmental, mental health and educational needs in support of the professional opinions of our interdisciplinary team.

I wish Oluwaseun the utmost success.

Yours Sincerely,



Helen Obiageli Oshikoya
LLB BL MA (Social Science) CEA ACAS SAEAA RQTU PFA

'For God hath not given us a spirit of fear, but of power, and of love, and of a sound mind.'

This report and its content must not be copied or transmitted (by any means) or quoted without the permission of the author, Helen Obiageli Oshikoya.

Information in this report is based on discussions with Mr Adeniyi, Sarah Thomas (Sign Language Tutor), Oluwaseun herself, information from Temple School, school reports, as well as an evaluation of Oluwaseun's cognitive abilities, attainments in literacy, intelligence and working memory. A battery of assessment tests were also administered.

This evaluation was carried out at Nobelova Gradani Psycho-Educational Services, Lagos, Nigeria. I am a fully qualified Nigerian Legal Practitioner. I hold a Master's degree in Social Science of the Open University, United Kingdom. I am a Certified Educational Assessor registered with the Chartered Institute of Educational Assessors in the United Kingdom; an Advanced Certified Autism Specialist registered with the International Board of Credentialing and Continuing Education Standards (IBCCES), USA; as well as a Specialist Assessor qualified to make Exam Access Arrangements request as required by the Specific Learning Disability Assessment Standards Committee, UK, and the Joint Council for Qualifications. I am also a British Psychological Society registered test user holding certifications in Occupational Test Use (Ability & Personality); certified on the Hogan Personality Inventory and registered as a European Test User.

These certifications make me competent to carry out this evaluation.

Any subsequent queries about this report should be addressed to me.

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Appendix 1 Cognitive and Educational Evaluation Report

Name: Adeniyi Oluwaseun Parents: Mr & Mrs Adeniyi Address: 28 Gbolade Adebajo Street, Ilupeju, Lagos. Phone: 08022235852 Email : femi@simplesystem.com	Date of birth: 23 May, 2001 Place of Birth: Lagos, Nigeria	Date of testing: 4th April , 2021 Date of reporting: 15th April, 2021 Specialist Assessor: Helen Obiageli Oshikoya LLB BL MA (Social Science) CEA ACAS SAEAA RQTU PFA (QASP-S)
Gender: Female Age: 19 Years, 10 Months, 12 days	School: Temple School, Ilupeju, Lagos, Nigeria Grade: Year 10	Diagnostic Impression: Cerebral palsy secondary to hypoxic encephalopathy.

Reason for Referral

The Management of Temple School, Ilupeju, requested that Oluwaseun be evaluated by Helen Obiageli Oshikoya; a Specialist Assessor of Nobelova Gradani Psycho-Educational Services, Lagos, Nigeria. The evaluation is needed to support an application for Examination Access Arrangement for the International General Certificate of Secondary Education Examination.(IGCSE) Additionally, the result of this evaluation is expected to provide information to aid in determining effective instructional techniques as well as the best educational placement for Oluwaseun in order for her to learn better in school.

The overall aim of this evaluation is to gain a better understanding of her academic challenges and to provide educational support, strategies, as well as make recommendations as may be appropriate. Baseline information against which future progress could be compared will be determined and additional strategies to help her development and educational progress will also be recommended.

Source of information: Information obtained was via interview with Oluwaseun's Sign language Tutor, Sarah Thomas, Oluwaseun herself, recent mental health review (report included), a battery of psychometric tests as well as clinical observation of Oluwaseun.

Areas of parental concern

- ⊕ Handwriting speed

Background Information

Significant Personal, Family & Social History

- ⊕ Oluwaseun was born in Lagos, Nigeria.
- ⊕ Oluwaseun is the only child for her parents.
- ⊕ Prenatal difficulties were not reported.
- ⊕ All developmental milestones were not met on time.
- ⊕ History of seizures was not reported.
- ⊕ Use of medication was not reported.

Sociological information provided by her father did not indicate identifiable variables, significant cultural or lifestyle factors, or lack of opportunities that may adversely affect learning and behavioural patterns.

Health/Medical/Developmental History

Oluwaseun is the only child; there was history of developmental delay. She was evaluated on 20th June 2013 by Dr Olayinka Atilola and was given a diagnosis of Cerebral palsy secondary to hypoxic encephalopathy. The concerns at that time were as follows:

1. Motor deficits
2. Speech and hearing impairments
3. Possible refraction errors
4. Remote risk of seizures

As a result of Oluwaseun's traumatic birth she is now hearing impaired and uses sign language to communicate.

Self-Help Skills

Her father reported that since Oluwaseun has been in boarding school, her self-help skills have improved greatly. She is able to take care of her things; she is now quite organized; she can function totally independently; she is growing better; and she is functioning at the same pace as her peers despite her hearing impairment.

Information about school

The reports from her school indicate that Oluwaseun is doing much better academically. Her grades have improved; so have her social skills. Presently, she is getting Learning Intervention in school and she is working hard to improve her grades and her overall GPA.

Interview with Oluwaseun

Oluwaseun reported that she likes being in boarding school as the whole experience has been wonderful so far: she has made several friends; she is now into sports. All her teachers are very corporative. She has a sign language Tutor that assists her in class.

General Observation and Impression

Oluwaseun arrived for her evaluation with her father and Sarah Thomas (sign language Tutor). The testing was conducted at Nobelova Gradani Psycho-Educational Services, Lagos. Her Tutor was present in the room as the testing was being conducted. Testing environment was good; the ambient temperature was comfortable; the lighting was appropriate and the noise level was very minimal. Rapport was readily established. Oluwaseun was cooperative throughout the testing sessions.

Oluwaseun is a well-nourished girl. Dark in complexion, tall for her age and with a slim athletic stature, she looks her chronological age. She does have facial features that resemble a child that may have had some trauma at/during/after birth. She does wear glasses at the moment. Her dressing was proper, neat and clean: she is appropriately well taken care of. Her posture was fair. However, she was not always relaxed especially during testing as she developed pains in her hands while writing.

Eye contact good.

Motor activity was not overactive: she was able to sit still during the testing. She did not exhibit scratching; she did not rock back and forth in her chair; she did not pace up and down in the room. She was able to finish the tasks given to her with a lot of assistance.

Oluwaseun's attitude was cooperative and friendly; she did not become irritable at all as the evaluation proceeded; she was never hostile or angry; she did not become moody. There was adequate constrict and appropriate effect. Throughout the evaluation her communication production was spontaneous. Latency of response was never prolonged even when she did not understand the task at hand. Her thought process was logical, coherent and relevant in response to her ability to perform the tasks given.

An informal examination of Oluwaseun's mental status indicates that she is fully aware of her environment. Immediate memories or recent events could be recalled, indicating that her mental status is normal. There appears to be no evidence of depression, delusional thinking, hallucination or suicidal ideation. Oluwaseun has matured considerably since her last evaluation in 2013. I saw an adolescent who is focused and determined to do well in her studies.

Attention and concentration were adequate during the evaluation.

The evaluation examined Oluwaseun's profile of abilities with a view to determining areas of strengths and weaknesses, development and cognition. To determine all these, attainment tests were conducted.

This evaluation will fall into the following sections:

- a) Observation during evaluation
- b) Communication checklist
- c) Working memory
- d) Brief intelligence test
- e) Literacy assessment

Tests Administered

1. Kaufman Brief Intelligence Test, Second Edition
2. Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition (Beery VMI)
3. Wechsler Individual Achievement Test, Second UK Edition for Teachers
4. Detailed Assessment of Speed of Handwriting (DASH)

Other behaviours observed during the test administration

- ◇ Eyes meet gaze between examiner and an object.
- ◇ Was able to follow examiner's point gestures with gaze.
- ◇ Was able to make appropriate gestures.
- ◇ Did not display signs of inattention or lack of concentration during testing.
- ◇ Did maintain eye contact during testing.

- ◇ Did not exhibit Echolalia.
- ◇ Exhibited adequate gross motor imitation skills.
- ◇ Exhibited limited fine motor imitation skills.

The current result is thought to be reliable and gives a reasonable valid picture of Oluwaseun's present functioning. She was motivated and was attentive throughout the sessions. The current result can be considered to be predictive in establishing an accurate assessment of her global level of functioning. Results of the present session are considered to be reliable and an accurate reflection of her typical performance. **Test results appear to be valid.**

Summary of Test Results and Interpretation

Even though Oluwaseun's overall underlying individual academic achievement ability is still below average, the intervention in school has been of tremendous help. During the testing she demonstrated great enthusiasm for the tasks, and perseverance while she was doing some of the more challenging ones. Oluwaseun has a very positive attitude, and this is one of her strengths.

Her reading, spelling and writing skills are average for her age. She was able to sound out words and blend strings of letters together from the reading cards given to her: this task was explained to her by her Tutor. Her ability to sequence, letter identification and orientation has improved but still below her age grade. Her oral language is in the below-average range but her reading comprehension is average. Current test scores indicate that Oluwaseun has average intelligence level. However, in the communication tasks administered, she is below average as compared with her age-appropriate group due to her hearing impairment. Her cognitive efficiency skills are average, but her visual-motor integration skills are below the average range as compared with her peers.

Behaviour rating scales completed by the assessor during testing indicate that Oluwaseun is not experiencing significant problems with internalizing, externalizing and adaptive behaviours. Clinical observation rating scales completed indicate no significant problems with social awareness, behaviour or depression. Her test results indicate that she still has gaps in the following area: *Motor coordination*. There are no difficulties with eye-and-hand coordination. Recommendations made will try to address this area of difficulty.

Cognitive Abilities: Underlying Ability

(1) The *Kaufman Brief Intelligence Test, Second Edition* (KBIT-2), is a brief, individually administered measure of the verbal and non-verbal intelligence of a wide range of children, adolescents and adults. The test comprises two subtests, the verbal and the non-verbal subtests.

The verbal knowledge subtest is a 60-item measure of receptive vocabulary and range of general information about the world (nature, geography, the arts, science). For each item, Oluwaseun saw an array of six full-colour

illustrations or photographs. The assessor would say a word or ask a general-information question, and Oluwaseun was required to point to the picture that showed the meaning of the word or the answer to the question.

Summary of the Kaufman Brief Intelligence Test, Second Edition (KBIT-2)

Verbal Knowledge	Riddles	Verbal	Stan/score	90%Con/level	Per/Rank	category	Age Equiv
40	37	77	88	81/96	21	Average	14years 8months
Matrices	Non-verbal						
20	13	33	90	82/99	25	Average	12years 8months
IQ Composition		178	87	82/95	21	Average	

Oluwaseun was administered the KBIT-2, an individually administered standardized intelligence test for assessing cognitive ability. Her Full Scale IQ fell within the **average range**. This score places her on the average range in intelligence when compared with children of the same age (Standard Score (SS) =178/87, Confidence Interval (CI) =82/95, with a 21%tile rank). Her Full Scale IQ is broken down into verbal and non-verbal ability. Oluwaseun's verbal ability (SS= 88, CI=81/96, with a 21%tile rank) falls within the average range and her non-verbal ability also falls in the below-average range (SS=90, CI=82/99 with a 25%tile rank). Oluwaseun did show a good understanding of what was required of her during the administration of this test. She was able to point correctly to pictures read out to her. For example, she pointed to pictures like- employee in the office, race track (was read to her as "bus station"), football, furry, athletics (sports), vocalist (singing). We can see from the scores that her non-verbal subtest is much better than the verbal subtest (verbal SS=88, non-verbal SS=90).

She was able to identify famous buildings in other parts of the world, etc. When tested on the verbal reasoning tasks, she was only able to do a few of the tasks required for her age. Her processing speed was average and she answered her questions very close to the time allocated. This indicates that her processing speed is adequate for

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examination speed. Some of the stimuli in this test were adapted to remove language and cultural bias presented in the test stimulus.

Visual/Motor Integration Abilities

(2) Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition (Beery VMI)

The VMI helps assess the extent to which individuals can integrate their visual and motor abilities. The test presents the examinee with drawings of 24 geometric forms, arranged in developmental sequence, from less to more complex. The examinee simply copies these forms in the Test Booklet. The test can be individually or group-administered in just 10 to 15 minutes. A Short Form, composed of 15 drawings, is often used with 2- to 99-year-old individuals. The VMI can be used by psychologists, learning disability specialists, school counsellors, teachers, and other professionals to:

- ⊕ Identify individuals who may have difficulty with visual-motor integration
- ⊕ Make appropriate referrals for needed services
- ⊕ Test the effectiveness of educational and other interventions
- ⊕ Evaluate neuropsychological problems in older adults
- ⊕ Inform diagnoses of dementia or Alzheimer's

Test	Standard Score	Percentile rank	Performance
Beery VMI	74	4	Below Average
Visual Perception	80	9	Below Average
Motor Coordination	100	50	Below Average

Oluwaseun's score on the VMI was 74 with a 4%tile rank which indicates that her visual-motor skills are in below range and represents an area of relative weakness.

Developmental Test of Visual Perception (VMI): The Visual perception test measures the perception and cognitive processing of visual stimuli. Her Visual Perception Test Standard score was 80 with a 9%tile rank. This score indicates that her visual perceptual abilities are in the below-average range when compared to same aged peers.

She obtained a standard score of 100 with a 50%tile rank in motor coordination, placing her also in the below-average range as compared to her aged peers.

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Attainments in Literacy

Reading

(3) Wechsler Individual Achievement Test (WIAT-II) was used to assess single word reading and spelling. Reading measures the ability to read single words out of context. Spelling is a single word dictated spelling test.

The *WIAT-II^{UK}-T* is the most comprehensive UK-normed assessment package designed for accessing, reading and general literacy levels specifically adapted for specialists in special needs. The *WIAT-II^{UK}-T* is the only test for educational specialists currently offering subtests in the three key areas of reading.

- ✓ Word reading
- ✓ Reading comprehension & speed
- ✓ Spelling

How WIAT-II-T Scores are reported

The scores show how well Oluwaseun performed compared to a group of children the same age from across the UK. The highest possible score is 160 and the lowest possible is 40 for most skills tested. Half of all children will score less than 100 and half will score more than 100. Scores from 90 to 109 are average.

A percentile rank is also given. This shows Oluwaseun's rank in the national comparison group. If the percentile rank were 45, for example, it would mean that Oluwaseun scored higher than approximately 45 out of 100 children her age.

Note: When reviewing Oluwaseun's scores, remember that no test is perfectly accurate. Any child might score slightly higher or lower if tested again on a different day. *WIAT-II - T UK* is a test of academic achievement. A child's scores on these tests can be influenced by motivation, attention, interests, and opportunities for learning.

Please keep in mind that a few test scores cannot assess all of the skills that Oluwaseun may be capable of using to assist her in achieving success.

WIAT-II-T	Standard score	95% confidence band	Percentile	Performance

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Reading	85	90/95%	3	Low Average
Comprehension	85	90/95%	3	Low average
Spelling	85	90/95%	3	Low average

Oluwaseun's *single word reading* skills were assessed on the *Word Reading* subtest. Her skills in this area fall within the Low-average range. Oluwaseun was able to sign the words correctly. She still had some difficulty reading the words quickly (rapidly) in the rows giving direction. This slow reading speed contributed to her getting the low score. Despite her being able to sign the words on the reading card, she was however not fast enough to beat the time allocated for this task.

Reading Accuracy

The *Reading Comprehension* subtest assessed Oluwaseun's ability to independently read sentences and paragraphs and answer questions about what was read. She could read the whole passage of the story; and her comprehension skill was average as compared to students in her age grade. She had to refer back to the passage to answer the questions and this reduced her examination time. She had to read the passage several times in order for her to understand the task at hand. Oluwaseun's *spelling* skills as measured by the *Spelling* subtest task was better than her previous evaluation, but the scores are not strong enough to gain an average standard score. The discontinue rule was not applied but her writing speed was extremely slow.

Handwriting skills

(4) Detailed Assessment of Speed of Handwriting (DASH)

The *DASH* provides teachers and therapists with a reliable tool to assess children's handwriting speed against the norms expected for their age. It can provide more than simply speed results. Due to the differentiated nature of the tasks within the *DASH*, comparative performance on these tasks yields vital clues as to the nature and severity of speed problems.

Oluwaseun was given 10 minutes to write about what she did the night before coming for her evaluation. We talked about it for ten minutes beforehand to generate ideas. She was able to write the passage but she could not complete the task in the time allocated for the subsection of the test. Oluwaseun's writing was said to have improved and the words were spread on the lines but the letters were not really neat. There were some good sentences in the passage, but the time allocated for testing was not sufficient for her to complete the task. She also expressed pains in her joints along the hand she used to write.

Test score

Standard Score	Total standard score	Percentile Rank
5	75	5%

At or below 5th percentile: 'Slow' handwriting that is likely to have a significant effect on attainment.

6th -15th percentile: 'Moderately slow' handwriting that should be further investigated or monitored.

Above 15th percentile: No difficulties detected

Oluwaseun's performance on the test is below average on all of the tasks: her total standard score on the DASH was 75 with 5%tile rank with best copy of 75. On the Free-Writing task of 9wpm, her handwriting is clearly not fast enough for examinations. It is apparent that her overall handwriting skills are weak and that she could benefit from structured handwriting tuition to aid the legibility of her handwriting or increase her ability to use the computer.

Her alphabet and graphic indicated a standard score of 80.

Physical Health: Oluwaseun appears to be growing well and has an apparent good physical and mental health.

Head shape is normal as compared to peers.

Summary and Diagnostic Impression

Oluwaseun is a delightful young adolescent aged 19 years, 10 months and 12 days: she lives with her father; she is an only child for her parents. Test scores indicate that Oluwaseun has average intelligence; she has no difficulty with reading, comprehension and spelling; she will qualify for an application for Examination Access Arrangement as her handwriting is too slow for examination conditions. She did not perform well on the tests that required the use of visual perception (*Beery*). This is to be expected as she has difficulty with her motor coordination. There are also low scores on the *DASH*, indicating slow handwriting speed.

These findings are consistent with parental reporting of school performance, reports of medical professionals, clinical observation and test results.

I was also able to establish no signs of impediments in the following areas:

- ⊕ **Acuity:** The ability to use her senses. The degree of perceptual sharpness is not impaired but is inappropriate for her age.
- ⊕ **Sensory-Motor development.** The control and use of sense organs and the body's muscle structure are intact and are appropriate for her age. Sensory and motor development is the gradual process by which a child gains

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use and coordination of the large muscles of the legs, trunk, and arms, and the smaller muscles of the hands. (A baby begins to experience new awareness through sight, touch, taste, smell, and hearing.)

- ⊕ **Perception** – Mental awareness of objects and other data gathering through the five senses is not impaired. Perception is the act or faculty of perceiving, or apprehending by means of the senses or of the mind, cognition, understanding. It is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. All perceptions involve signals in the nervous system, which in turn results from physical or chemical stimulation of the sense organs. For example, vision involves light striking the retina of the eye; smell is mediated by odour molecules; and hearing involves pressure waves. Perception is not the passive receipt of these signals, but is shaped by learning, memory, expectation, and attention.

Oluwaseun does not have the ability to perform the following:

- ✓ **Phoneme**; which is the smallest unit of sound that distinguishes one utterance from another.
- ✓ **Prosodic speech**; the ability to use voice modulation and words to stress emphasis and meaning. It is concerned with those elements of speech that are not individual vowels and consonants but are properties of syllables and larger units of speech.
- ✓ **Regularization** -- a speech behaviour that indicates the formation and internalization of a language rule (Regularity). **Regularization** is a phenomenon in language acquisition and language development, whereby irregular forms in morphology, syntax, etc., are replaced by regular ones, for example "gooses" instead of "geese".
- ✓ **Combine** words into a narrative form that results into speech or written words, sentences and oral symbols.

Areas of Strength

- ✓ Very willing to learn
- ✓ Friendly personality, alert and interesting adolescent with sound potential for learning, given the right resources and trained personnel.

Areas Needing Attention

- ⊕ Writing skills
- ⊕ Motor coordination

Recommendations for Support

General

- Learning Support needed: Oluwaseun would benefit from regular one-to-one teaching and a personalised intervention programme to improve her overall academic performance.
- Comprehensive eye test.
- Mental Health review (included in report).
- Parental counselling.
- Close monitoring in school and at home when given assignments.
- Learning the use of money in trading.

Placement and Educational therapy

Educational

- Teachers in the school should have knowledge of Oluwaseun's challenge and be trained to work with her.
- Because Oluwaseun works hard and wants to succeed, provide frequent praise and reinforcement commending her for her hard work and effort.
- Make sure that Oluwaseun continues in a supportive academic environment.
- Help Oluwaseun to continue to gain confidence in her learning abilities. She is a capable learner and a hard worker.

Writing

- Enrolling in a handwriting club will be beneficial to her.
- Typing will need to be introduced. This will help with her ability to gain extra marks in assignments as the writing will be easier to read. Computer studies 3 times a week is recommended. This could be considered as her way of working for examination access arrangement.

Suggested Teaching Methods

- 1) Structure and system: When planning tasks, break these down into sizeable chunks to help organise learning. Ensure tasks are clearly structured and sequenced. Because Oluwaseun may be at risk of being unable to concentrate for long periods, a learning session should include opportunity for movement.
- 2) Provide a clearly structured and very obvious set routine for the day including play time and breaks. It is vital to ensure that Oluwaseun knows the programme for the day at the start of the day. A visual timetable will help. The picture board can be placed in a neutral area, not one connected to specific activities,

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creating transition area to increase understanding of the concept of finishing before moving on to the next activity.

- 3) Avoid multiple commands: Make sure that the command is fully understood before Oluwaseun begins the task. Avoid unclear and ambiguous language.
- 4) Differentiation of subjects: Reduce subject load to a manageable size.
- 5) Peer support system would be an advantage where other students monitor and encourage Oluwaseun in social-inclusive activities.
- 6) Realistic IEP Goals created every three months.
- 7) Extra time for assignments (48 hours).
- 8) Positive reinforcement: Find strategic ways to encourage Oluwaseun.
- 9) Protect Oluwaseun from bullying and ridicule.
- 10) Group dictionary games.
- 11) Peer partnering with assignments.
- 12) Use of highlighting strategy.
- 13) Create reading partners for team brain-writing.

Examination access arrangement according to section 4.1.4 Joint Council for Qualification (JCQ)

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-and-reasonable-adjustments-2016-2017>

4.1.3 Sensory and Physical Needs E.g. Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD), Vision Impairment (VI) Candidates with sensory and physical needs may require for example:

- ⊕ supervised rest breaks
- ⊕ extra time
- ⊕ a computer reader or a reader
- ⊕ read aloud or an examination reading pen
- ⊕ a scribe
- ⊕ a word processor
- ⊕ a live speaker
- ⊕ a Communication Professional
- ⊕ a practical assistant
- ⊕ Braille papers, modified enlarged and/or modified language papers.

Conclusion

Oluwaseun is supported in school with a sign language Tutor. This support has been very successful and she has benefited quite a bit from this means of support. Oluwaseun is an intelligent adolescent; she has the cognitive capacity to further her education. However, what seems to be a barrier for her at the moment is her handwriting

speed because her writing is so slow the opportunity for her to do extremely well in examinations is restricted. It is important that Oluwaseun is given examination access arrangement so that she has an equal opportunity to do better in her examinations. The programme in place for her must show that having Examination Access Arrangement is her normal way of working and she will be at a disadvantage if she does not have this examination support. It is important that Oluwaseun is constantly encouraged to develop other interests to professional level (such as art, music, homemaking, dancing, photography, fashion, sports) apart from school academics. Her present learning support has been very beneficial and her IEP meet all her academic needs. Oluwaseun should be encouraged to continue mainstream education; but one must properly appreciate her limits so academic expectations could be managed accordingly.



4/04/21

Specialist Assessor:

Helen Obiageli Oshikoya

LLB BL MA (Social Science) CEA ACAS SAEAA RQTU PFA, RQTU

Qualified Autism Service Practitioner-Supervisor; Certified Child Development Clinician; Certified Neuro-developmental Specialist; Certified Early Intervention Specialist; Advanced Certified Autism Specialist; Certified Vision and Hearing Specialist; Certified CPR/AED Instructor; Certified Psychological First Aid Provider; Certified Clinical & Educational Assessor; Specialist Assessor, Examination Access Arrangements, UK

Member:

Qualified Behaviour Analyst Credentialing Board USA

Nigerian Psychological Association

British Psychological Society

Chartered Institute of Educational Assessors, UK

Appendix 2

Explanation of Terms used in this Report

A **standardised score** gives an indication of how each child is performing relative to other children of the same age. Standardised scores of 85 – 115 are within average range. Scores below 85 indicate possible areas for concern, and, for example, may support an application for exam concessions.

A **percentile score** gives the pupil's position out of 100. A score of 30 would indicate that 30 out of 100 children of the same age would score at that level or below. Percentiles of **16 – 84** are within the average range.

Confidence bands give the range of standard scores within which a true score lies, taking into account the effect of tiredness, distractions and anxiety. A 95% confidence band gives the range of scores within which we can be 95% confident that a student's true score lies.

Appendix 2a Table of Test Scores

Student's Name: Oluwaseun Adeniyi	Assessment Results: 4th April , 2021
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Underline Ability	Standar- dised score	Confidence Intervals	Percentile Rank	Description of result
Kaufman (KBIT-2)	87	82/95	21	Average
Attainment tests				
WIAT-II-T Word Reading Single word	85	95/90%	3	Average

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WIAT-II-T reading	85	95/90%	3	Average
comprehension	85	95/90%	3	Average
Reading Speed	169 (words per min)			
Spelling WIAT-II-T		95/90%	10	Below average
Spelling	80			
Others				
Beery VMI	74		4	Below average
Visual Perception	80		9	Below Average
Motor coordination	100		50	Below Average
Writing				
DASH 9-16years				
Copy Task: Best	75		5	Below average
Fast	75		5	Below average
Alphabet:	80		9	
Graphic Speed	80		9	
Free-writing speed	9 wpm			

Appendix 3 About Us

Nobelova Gradani is a fully registered mental health and psychological service provider in Nigeria. Our team comprises psychiatrists, psychologists, occupational therapists, neuro-developmental assessors, and other allied professionals. We have evolved into a house-hold name in providing neuro-developmental and mental health services in both clinical and non-clinical settings. We have links with reputable child educational institutions and private hospitals in Lagos and elsewhere. We also have links with international bodies such as the International Board of Credentialing and Continuing Education Standards (IBCCES) in the United States of America.

Our Interdisciplinary Team

Dr Olayinka Atilola is a consultant Psychiatrist and lecturer in Psychiatry at the Lagos State University College of Medicine, Lagos. He has a Bachelor's degree in Medicine, a Bachelor's degree in Surgery and a Diploma in Children, Youth and Development. He has extensive experience in child and adolescent psychiatry, providing mental health services to children and adolescents in Nigeria. A fellow of the West African College of Physicians and of the Medical College of Psychiatrists, Dr Atilola has published in many peer review journals internationally.

Dr Bolanle Ola is of the Child and Adolescent Psychiatry Unit, Lagos State University Teaching Hospital. He received fellowships in Psychiatry from faculties of psychiatry, National Postgraduate Medical College of Nigeria and West African College of Physicians as well as the Fondazione/World Psychiatry Association Fellowship in Child and Adolescent Mental Health.

Dr Remilekun Durojaiye is a physiotherapist with over 25 years' experience. She obtained a Diploma in Physiotherapy from Bristol Royal Infirmary, Bristol, England, in 1988; a Master's degree in Physical Therapy from the University of Health Sciences, the Chicago Medical School, Chicago, USA, in 1993; and a Doctorate in Physical Therapy from the Alabama State University, Alabama, USA, in 2009. She is Board certified in Biofeedback for the pelvic floor and has worked in a variety of settings during the course of her career including, but not limited to, pelvic rehabilitation, orthopaedics and Paediatrics.

Helen Obiageli Oshikoya is the founder/CEO of Nobelova Gradani Psycho-Educational Services. A member of the Nigerian Bar Association since 1991, she holds a Master's degree in Social Science from the Open University, United Kingdom. She is a Certified Educational Assessor registered with the Chartered Institute of Educational Assessors in the United Kingdom (University of Hertfordshire); an Advanced Certified Autism Specialist registered with the International Board of Credentialing and Continuing Education Standards (IBCCES), USA, she is one of the International Training Providers with IBCCES; she is the Nigeria representative of the Exceptional Child Vector Solution USA -- an online training platform for teachers in the area of Special Educational Needs. With these collaborations, she has laid new frameworks for mental health care professionals as well as teacher training

focusing on inclusive practices. In 2018, Nobelova collaborated with The Corona Collage of Education and trained all the Corona Schools teachers totalling over 400. By December 2019 a total of 700 teachers were trained in the area of detection and identification of children at risk of educational underachievement. Nobelova currently has 56 ABA Early Intervention specialists as well as 10 who are certified with the IBCCES Credentialing Board. Helen has proven to provide the most comprehensive, intensive and fulfilling training programmes for individuals who wish to work with people with Neuro-Developmental Disorders, Autism being one, in Nigeria or anywhere else in the world. Her School Health Screening Programme not only identifies children with physical challenges but also those with mental challenges. As of date Nobelova has screened close to 12 thousand children across Nigeria and 80% of these children are now receiving Early Intervention Services across all states of the federation.

Her vision and driving force is: No Nigerian Child will be Left Behind. Her CHILD-P and Find Child Initiative was recognised as she was nominated as one of the 60 most Influential Women in Nigeria, an Award by BusinessDay Newspaper in 2020; she was also nominated by the Committee of Women for Africa (UK) in 2017.

Helen is a member of the Nigerian Psychological Association and a member of the Association of Behaviour Analysis of Nigeria (ABAN). A qualified Autism Service Practitioner–Supervisor, registered with The Qualified Applied Behaviour Analysis Credentialing Board (QABA), she has been able to provide one of the best Early Intervention Services based on the Science of Applied Behaviour Analysis. She is a Specialist Assessor qualified to make Exam Access Arrangements (as a member of the British Psychological Society as well as a registered test user holding certifications in Occupational Test Use (Ability & Personality)); Certified on the Hogan Personality Inventory and registered as the European Test User Licence, she has provided hospitals, schools and establishments with developmental, educational and psychometric tests as well as providing interventions and workforce-engaged programmes that really work within the framework of evidence-based practices.