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**COGNITIVE EVALUATION**

**Name:** [Full Name]

**Date of Birth:** [DOB]

**Age:** [Exact Age]

**Date of Evaluation:** [Eval Date]

**REASON FOR REFERRAL**

[Referral]

**RELEVANT HISTORY**

[History]

**SOURCES OF INFORMATION**

Clinical Interview

Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV)

Brown Executive Function/Attention Scales (Brown EF/A Scales)

Achenbach Adult Self-Report Form (ASR)

Achenbach Adult Behavior Checklist (ABCL)

Adult ADHD Self-Report Scale (ASRS-V1.1)

**CLINICAL FINDINGS**

*Behavioral Observations*

[Observations]

**RESULTS**

**COGNITIVE FUNCTIONING**

[First Name] obtained the following scores on the **Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV)**: a measure of cognitive abilities that highlights an individual’s strengths and challenges in thinking and processing. A standard score of “100” is considered the mid-point or “average”.

|  |  |  |  |
| --- | --- | --- | --- |
| **WAIS-V Index** | **Composite Score** | **Percentile** | **Description** |
| Verbal Comprehension (VCI) |  |  |  |
| Perceptual Reasoning (PRI) |  |  |  |
| Working Memory (WMI) |  |  |  |
| Processing Speed (PSI) |  |  |  |
| Full Scale IQ (FSIQ) |  |  |  |
| **General Ability Index (GAI)** |  |  |  |

|  |  |  |
| --- | --- | --- |
| **WAIS-IV Subtest** | **Scaled Score** | **Percentile** |
| *Verbal Comprehension Index* | | |
| Similarities |  |  |
| Vocabulary |  |  |
| Information |  |  |
| *Perceptual Reasoning Index* | | |
| Block Design |  |  |
| Matrix Reasoning |  |  |
| Visual Puzzles |  |  |
| *Working Memory Index* | | |
| Digit Span |  |  |
| Letter-Number Sequencing\* |  |  |
| *Processing Speed Index* | | |
| Symbol Search |  |  |
| Coding |  |  |

\* Supplemental subtest

Due to the significant difference between [First Name]’s performance on the four indexes, the **FSIQ** score may not be an accurate representation of his true intelligence. Instead, the **General Ability Index (GAI)** was used as a measure of IQ. The **GAI** differs from the FSIQ in that it is not influenced directly by performance on the Working Memory Index or the Processing Speed Index.

[First Name]’s scores yield a **GAI of 100**, which is in the **50h percentile** and falls in the *average* range of intelligence. Taking into consideration standard errors of measurement, there is a 95% chance that his “true” GAI is somewhere between 100 and 100, which corresponds to the *50th –50th percentiles*.

The [VCI\_LONG\_BOLD]measured [First Name]’s ability to access and apply acquired word knowledge. Specifically, this score reflects her ability to verbalize meaningful concepts, think about verbal information, and express herself using words. [First Name]’s performance on the **[VCI\_BOLD]** was in the *[VCI\_DESC]* range (*[VCI\_PCT]*). The **[VCI\_BOLD]** consists of three subtests: [SI\_UL], [VC\_UL], and [IN\_UL]. [SI\_UL] required [First Name] to describe a similarity between two words that represent a common object or concept. [VC\_UL] required her to define words that were read aloud. [IN\_UL] required her to answer questions that address a broad range of general knowledge topics.

[First Name]’s performance on the [PRI\_LONG\_BOLD]was in the *[PRI\_DESC]* range (*[PRI\_PCT]*). The **[PRI\_BOLD]** measures the ability accurately interpret, organize, and think with visual information. [MR\_UL] required [First Name] to view an incomplete matrix or series and select the response option that completed the matrix or series. During [BD\_UL], [First Name] viewed a model and/or picture and used two-colored blocks to re-create the design. For [VP\_UL], [First Name] viewed a completed puzzle and was required to select three response options that, when combined, reconstructed the puzzle.

The **[WMI\_LONG\_BOLD]** measured [First Name]'s ability to register, maintain, and manipulate visual and auditory information in conscious awareness, which requires attention and concentration. [First Name] performed in the *[WMI\_DESC]* range on the **[WMI\_BOLD]** (*[WMI\_PCT]*). Within the **[WMI\_BOLD]**, [AR\_UL] required [First Name] to mentally solve a series of arithmetic problems within a specified time limit. On [DS\_UL]*,* [First Name] listened to sequences of numbers read aloud and recalled them in the same order, reverse order, and ascending order.

The **[PSI\_LONG\_BOLD]** measured [First Name]'s speed and accuracy of visual identification, decision making, and decision implementation. Performance on the **[PSI\_BOLD]** is related to visual scanning, visual discrimination, short-term visual memory, visuomotor coordination, and concentration. [First Name] scored in the *[PSI\_DESC]* range on the **[PSI\_BOLD]** (*[PSI\_PCT]*). The **[PSI\_BOLD]** consists of two timed subtests. [SS\_UL] required [First Name] to scan a group of symbols and indicate if the target symbol was present. On the [CD\_UL] subtest, [First Name] used a key to copy symbols that corresponded with numbers.

**ATTENTION AND EXECUTIVE FUNCTIONING**

[First Name] completed the **Brown Executive Function/Attention Scales (Brown EF/A)**. The **Brown EF/A** measures symptoms of AD/HD and impairments in executive functioning. Out of the six categories or “clusters” on **the Brown EF/A** (listed below), [First Name] reported clinically significant scores about [Him/Her]self on [Brown].

|  |  |  |
| --- | --- | --- |
| **Brown Score Summary** | **T Score** | **Percentile** |
| Activation |  |  |
| Focus |  |  |
| Effort |  |  |
| Emotion |  |  |
| Memory |  |  |
| Action |  |  |
| Total Composite |  |  |

**Cluster 1. Activation: Organizing, Prioritizing, and Activating to Work:** The Activation cluster addresses difficulties individuals may have organizing tasks and materials, estimating time, prioritizing tasks, and getting started on work-like tasks (i.e., activities they have not usually chosen for pleasure). People with ADHD often have chronic difficulty with excessive procrastination. Often they will put off getting started on a task--even a task they recognize as important to them--until the very last minute.

**Cluster 2. Focus: Focusing, Sustaining, and Shifting Attention to Tasks:** The Focus cluster addresses problems individuals may have in sustaining attention and focus for work-like tasks or in shifting attention when needed from one activity to another. For people with ADHD, it is often difficult to focus on a specific task and sustain their attention on that task. At times, they may be easily distracted by things going on around them or by thoughts in their own minds. At other times, they may find themselves stuck on one thing, unable to shift to another task even when directed to do so.

**Cluster 3. Effort: Regulating Alertness, Sustaining Effort, and Adjusting Processing Speed:** The Effort cluster addresses problems individuals may have in staying alert and sustaining sufficient effort for work-related tasks. It also addresses difficulties with processing information, completing tasks, and maintaining performance consistency. Many with ADHD can perform short-term projects well but have much more difficulty with sustained effort over longer periods of time. It may take them longer than others to process and react to what they see or hear, and they may find it difficult to complete tasks on time, especially when they need to explain themselves in writing.

**Cluster 4. Emotion: Managing Frustration and Modulating Emotions:** The Emotion cluster addresses difficulties individuals may have with regulating emotional reactions to the extent that they take over much of what the individuals are thinking or doing. Although the DSM-5 does not recognize any symptoms related to emotion management as an aspect of ADHD, many with the disorder describe chronic difficulties managing frustration, anger, worry, disappointment, desire, and other emotions. They find it very difficult to put their emotions into perspective and get on with what they need to do.

**Cluster 5. Memory: Utilizing Working Memory and Accessing Recall:** The Memory cluster addresses problems individuals may have with forgetfulness in daily routines and recall of learned material. Very often, people with ADHD will report that they have adequate or exceptional memory for things that happened long ago but great difficulty remembering where they just put something, what someone has just said to them, or what they were about to say. They may describe having difficulty holding one or several things in mind while also attending to other tasks.

**Cluster 6. Action: Monitoring and Self-Regulating Action:** The Action cluster addresses problems individuals may have in recognizing appropriate behavior and self-regulating their actions. Many people with ADHD, even those without problems of hyperactive behavior, report chronic problems with inhibiting their actions. They often are impulsive in what they say or do and in the way they think, at times jumping too quickly to inaccurate conclusions.

**Adult ADHD Self-Report Scale (ASRS-V1.1)**

[First Name] completed the **Adult ADHD Self-Report Scale (ASRS-V1.1)**, which is an 18-item self-report questionnaire used to assess attention deficit/hyperactivity disorder (ADHD) symptoms in adults. [First Name] obtained a Total Score of **ASRS-V1.1** of 15, which is suggestive of AD/HD.

**EMOTIONAL FUNCTIONING**

[First Name] completed the **Achenbach Adult Self-Report Form (ASR)**. The **ASR** is a self-report questionnaire used to assess behavioral problems in adults. [First Name] reported clinically significant scores about [Him/Her]self on the following scales: Depressive Problems, Avoidant Personality, and Attention Deficit/Hyperactivity Problems. [His/Her] scores are in the table below:

|  |  |  |  |
| --- | --- | --- | --- |
| **ASR Syndrome Scale** | **T Score** | **Percentile** | **Description** |
| **Depressive Problems** |  |  |  |
| Anxiety Problems |  |  |  |
| Somatic Problems |  |  |  |
| **Avoidant Personality** |  |  |  |
| **Attention Deficit/Hyperactivity Problems** |  |  |  |
| Antisocial Personality |  |  |  |

[ABCL Name] completed the **Achenbach Adult Behavior Checklist (ABCL)**. The **ABCL** is used to obtain information about the individual being assessed from others who know the individual well. The scores are shown in the table below:

|  |  |  |  |
| --- | --- | --- | --- |
| **ABCL Syndrome Scale** | **T Score** | **Percentile** | **Description** |
| Depressive Problems |  |  |  |
| Anxiety Problems |  |  |  |
| Somatic Problems |  |  |  |
| Avoidant Personality |  |  |  |
| Attention Deficit/Hyperactivity Problems |  |  |  |
| Antisocial Personality |  |  |  |

**CONCLUSIONS AND RECOMMENDATIONS**

The results from this evaluation indicate that overall cognitive abilities are in the *superior* range of intelligence (**GAI= 123, 94th percentile**). Verbal comprehension skills are in the *[VCI\_DESC]* range. Perceptual reasoning abilities are in the *[PRI\_DESC]* range. Working memory abilities are in the *[WMI\_DESC]* range. Processing speed abilities are in the *[PSI\_DESC]* range.

[Conclusion]

**DIAGNOSIS**

F90.0 Attention Deficit/Hyperactivity Disorder, predominantly inattentive type

F34.1 Persistent Depressive Disorder

**ADHD RECOMMENDATIONS**

1.) The Pomodoro Technique can help with focus throughout the day. More information about it

can be found on this website: https://todoist.com/productivity-methods/pomodoro-technique or

you can order the book, The Pomodoro Technique, The Acclaimed Time Management System

That Has Transformed How We Work, by Francesco Cirillo. I also recommend the app: ***Pomodoro (Pomodoro Timer and White Noise)*.**

2.) To help with prioritization, procrastination, and overall productivity, I recommend the app ***Todoist.***

3.) It is important to set deadlines for everything and prioritize time sensitive tasks.

4.) Establish fixed daily or weekly routines to minimize the desire to give in to immediate

impulses.

5.) Creating a “to do” list is recommended for both short term and long-term goals. Big items

should be broken down into smaller steps.

6.) Perform one task at a time. Do not start a new task until the current one is complete.

7.) The following apps are recommended to improve memory: Peak, Lumosity, and Eidetic.

8.) Task timer apps (such as Forest, Be Focused, FocusBooster, etc.) can help individuals get better at judging how much time each task will take, and know when it’s time to move on to something new.

9.) Further reading:

* Taking Charge of Adult ADHD by Russell Barkley, Ph.D.
* Driven to Distraction: Recognizing and Coping with Attention Deficit Disorder, by Edward Hallowell, M.D.
* National Resource Center on ADHD: www.chadd.org
* Additude Website: https://www.additudemag.com

*I am available for further consultation as needed.*

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