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## Psychoeducational Evaluation

**(Confidential – Release Only with Client Permission)**

<b>Client's Name:</b>	Madhav Khanal	<b>Dates of Evaluation:</b>	12/16/2025, 01/02/2026
<b>Date of Birth:</b>	07/14/2005	<b>Date of Report:</b>	01/15/2026
<b>Chronological Age:</b>	20 years, 5 months	<b>Clinician:</b>	Dr. Sarah Lawson

### Summary & Recommendations

Madhav is a 20-year-old male seeking psychoeducational evaluation to determine if he is neurodivergent, specifically if he meets criteria for attention-deficit/hyperactivity disorder. He hopes this comprehensive evaluation will provide clarity regarding his experiences and result in appropriate diagnoses to guide treatment recommendations and support services. The primary goal is to understand the nature of any difficulties and to identify recommendations to improve his functioning and quality of life. The evaluation sessions were conducted over the course of two days.

Based on assessment data, Madhav is a bright person who has had difficulty with managing demands. Madhav's cognitive strength is in working memory skills, and he demonstrated a relative weakness on tasks measuring visual spatial skills (WAIS-5). The interview conducted with Madhav (DIVA-5) indicated the presence of many symptoms of ADHD. Rating scale data indicated symptoms reported were consistent across measures (BASC-3, CAARS 2). A self-rating of Madhav's executive functioning skills indicated global and skill-specific impairments across most areas assessed (CEFI Adult). During the initial clinical interview, Madhav reported overthinking and obsessively thinking about some things. These thoughts are related to situations, and the situations change every semester or year. However, further interviewing ruled out any anxiety disorders. Other mental health concerns were ruled out during the evaluation process, and most symptoms initially reported seem to be related to symptoms of ADHD. Based on Madhav's input, and the supplemental rating scale data provided by Madhav and his girlfriend, Madhav meets criteria for ADHD-C. His diagnostic picture is shown below. The next several paragraphs give more detail about his strengths, developing skills, and recommended supports.

### **DSM-5-TR Diagnosis**

- F90.2 Attention-Deficit/Hyperactivity Disorder, Combined presentation, Severe

### **Madhav's Strengths**

Madhav has many strengths that can serve as potential protective factors against the difficulties he may be experiencing. One of these strengths is his strong reasoning and memory skills. Madhav also reports solid self-esteem and a positive self-concept, which is important to emphasize and foster despite the difficulties he faces. Madhav's girlfriend reported that he is an excellent chess player who is also a talented musician and singer. Madhav completes tests quickly and scores well and tends to read quickly. He is an active participant in class discussions and is an effective tutor. He is well-liked at his job, is honest, adventurous, and loves to laugh. Over the years, Madhav has used compensatory skills to alleviate symptoms, which has served him well in some areas, but may have led to burnout or exhaustion.

### **Madhav's Developing Skills**

Evaluation data suggest that Madhav faces challenges associated with executive functioning skills, focus, impulsivity, and social stress. Specific areas to target are related to self-regulation skills. Currently, Madhav's habits seem to be unhealthy, which can further compound symptoms and struggles. He reportedly tends to skip meals, take risks or seek sensations, drink high amounts of caffeine, and to sometimes turn to alcohol to feel better, alleviate boredom, or to calm down. Appropriate treatment would allow for replacement of these maladaptive coping patterns.

### **Real World Effects**

Without appropriate interventions or coping strategies, persistent struggles could result in reported challenges persisting or escalating. Evidence-based treatment supports are crucial for mental health, daily functioning, goal attainment, and long-term wellbeing. Prompt support is critical to mitigate any potential negative effects. Madhav is strongly encouraged to seek treatment so he can meet his goals. A focus in intervention and counseling should be on strengthening Madhav's self-regulation skills and improving his mental health.

### **Recommendations**

- Madhav is encouraged to share the results of this evaluation with his treating medical providers. This will ensure that they have a full understanding of his diagnostic profile and can coordinate care and treatment planning accordingly.
- Madhav is strongly encouraged to share this report with the disability office at his college to access appropriate accommodations. While Madhav does not currently seem to need additional time to complete tests or assignments, he showed a heightened level of anxiety around timed tasks. Removing the timed component can allow for Madhav to showcase his skills and knowledge without additional stress. Madhav would also benefit from the opportunity to take breaks to move, stretch, or take walks as appropriate. When focused on a task, Madhav tends to take his time to talk through the problem and check his answers, which should be encouraged. This can be addressed by having Madhav test away from distractions and other students. Madhav may also benefit from repetition and clarification of directions.

- The following recommendations are specific to Madhav's difficulties with visual spatial processing:
  - Compensatory Approaches:*
    - Technology aids: GPS navigation apps, digital maps with voice guidance
    - Visual supports: Creating visual maps or diagrams to supplement verbal instructions
    - Structured routines: Developing consistent navigation patterns and landmarks
  - Cognitive Remediation:*
    - Visual-spatial training programs specifically designed for adults
    - Spatial reasoning exercises that gradually increase in complexity
    - Dual-coding strategies that combine visual and verbal information
  - Accommodations:*
    - Executive function supports to help with planning and organization related to spatial tasks
    - Environmental modifications to reduce spatial complexity in work/living environments
    - Time management strategies for tasks involving spatial navigation
- Post-COVID brain fog symptoms may require medical consultation to rule out underlying neurological factors contributing to cognitive changes.
- Sleep hygiene interventions and energy regulation strategies should be considered given the impact on daily functioning.
- Madhav would benefit greatly from referral to a licensed mental health professional who specializes in working with individuals with ADHD. A provider with expertise in evidence-based treatments like Cognitive Behavioral Therapy (CBT) or Dialectical Behavior Therapy (DBT) is strongly advised. Some specific therapy goals include:
  - Building executive functioning skills
  - Developing a plan to maintain healthy habits, including nutrition, exercise, and time participating in enjoyable hobbies
  - Implement behavioral strategies to increase independence and achieve goals
  - Strengthen emotional regulation abilities so Madhav experiences success with modulating his emotional responses when stressed or upset

It has been a pleasure working with Madhav. I wish him the best in the future. Please do not hesitate to contact me with any questions about this evaluation.

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Sarah N. Lawson

1/16/2026 (review date)

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Sarah N. Lawson, Ed.D., NCSP  
 Licensed School Psychologist – FL SS1440  
 New Hope Counseling

Date

<u>Assessment Procedure</u>	<u>Date Administered/Completed</u>
<b>Initial Consultation (Phone Interview)</b>	12/08/2025
<b>Clinical Interview/Intake</b> <ul style="list-style-type: none"> <li>Diagnostic Interview for Anxiety, Mood, and OCD and Related Neuropsychiatric Disorders (DIAMOND)</li> <li>World Health Organization Disability Assessment Schedule 2.0- Interview (WHODAS-Interview)</li> </ul>	12/16/2025
<b>Social and Developmental History Form</b>	12/16/2025
<b>Cognitive Functioning</b> <ul style="list-style-type: none"> <li>Wechsler Adult Intelligence Scale, Fifth Edition (WAIS-5)</li> </ul>	01/02/2026
<b>Social/Emotional/Behavioral Testing</b> <ul style="list-style-type: none"> <li>Rating Scales <ul style="list-style-type: none"> <li>Conners Adult ADHD Rating Scales Second Edition (CAARS 2)</li> <li>Behavior Assessment System for Children, Third Edition (BASC-3) Self-Report of Personality-College</li> </ul> </li> <li>Interview <ul style="list-style-type: none"> <li>Diagnostic Interview for ADHD in Adults (DIVA-5)</li> </ul> </li> </ul>	Self: 01/11/2026 Observer: 01/04/2026 01/11/2026 01/02/2026
<b>Executive Functioning Assessment</b> <ul style="list-style-type: none"> <li>Comprehensive Executive Function Inventory Adult, Self-Report Form</li> <li>Delis-Kaplan Executive Function System Advanced (D-KEFS Advanced)</li> </ul>	01/11/2026 01/02/2026

## Relevant Background

### *Developmental History*

**Early Development:** Madhav reportedly demonstrated accelerated developmental milestones compared to typical expectations, with faster than usual progression in motor skills, language skills, and toilet training. No developmental delays were reported during early childhood.

**Academic Achievement:** Madhav has maintained exceptional academic performance since first grade, earning recognition as an "academic weapon" and achieving multiple international science Olympiad gold medals during teenage years. This pattern of intellectual hyperfocus and achievement has been consistent throughout his educational trajectory.

**Social Development:** Madhav reports strong social functioning with hyperactive tendencies that facilitate easy social conversations. He describes having approximately 50 comfortable social connections, though relationships tend to remain at a surface level rather than developing into deeper connections.

### *Areas of Concern/Delay*

**Post-COVID Symptomatology:** Following COVID infection, Madhav reports onset of persistent brain fog accompanied by increased hyperactivity and inattentional symptoms. These symptoms represent a marked change from previous functioning levels and have created barriers to academic performance.

**Attention and Executive Functioning:** Current presentation includes significant challenges with attention to non-preferred tasks, disorganization, lack of life planning and direction, and forgetfulness regarding routine obligations such as meetings. Madhav demonstrates extreme variability in attention, with ability to hyperfocus on preferred intellectual activities for over five hours while experiencing significant difficulty initiating boring or mundane tasks.

**Sleep and Energy Regulation:** Sleep patterns have deteriorated since high school, with late bedtimes and difficulty with morning activation. Despite being awake, Madhav reports low energy levels and difficulty getting out of bed, typically rising around 11am.

**Appetite and Eating:** Reduced appetite and boredom during meals have resulted in consistently low body weight.

### *Contextual Factors*

**Cultural Background:** Madhav identifies as Nepalese with Hindu/Buddhist spiritual beliefs and is bilingual in Nepalese/English. He has been separated from family since age 12 due to boarding school attendance, developing strong independence and perseverance skills.

**Current Living Situation:** Madhav currently lives on campus. He maintains a romantic relationship with a peer at Rollins College who was previously a friend.

**Family History:** No reported family history of medical or mental health diagnoses. Madhav's mother's pregnancy and delivery were uncomplicated.

**Values and Strengths:** Madhav demonstrates strong empathy, kindness, and equity values. Key strengths include intellectual hyperfocus capabilities, creativity (published novels), perseverance, independence, and big-picture thinking orientation.

### **Behavioral Observations**

#### *Appearance, Engagement, Mood*

Madhav was individually evaluated across two sessions. The first session consisted of interviews that were conducted remotely. The second session consisted of interviewing and cognitive assessments that were conducted in-person. He presented as a pleasant, energetic person. Madhav appeared to be well-groomed and appropriately dressed for the sessions. He engaged in all tasks asked of him without issue. There were no concerns related to his mood. At times, there were changes in his

	mood because he seemed to become increasingly stressed or nervous when presented with a timed task. This could have impacted his performance on timed tasks.
<i>Speech, Language, Social Skills</i>	Madhav communicated effectively throughout the sessions. There were no differences observed related to his speech or language skills. Madhav self-disclosed that English was not his first language, so he sometimes asked for clarification of word meanings. This was infrequent and mostly occurred during the interview portions, so there seemed to be no threats to testing validity. There were no differences observed related to his social skills outside of somewhat impulsive behaviors at time, which seemed to be related to his need to take breaks or have coffee. These moments were abrupt but not inappropriate.
<i>Attention, Executive Functioning, Activity Level</i>	When engaged in tasks or answering interview questions, Madhav seemed to have no apparent difficulties with regulating his attention and focus. There were also no apparent struggles with executive functioning skills outside of some inhibition control difficulties. Madhav was visibly active or fidgety during interview portions of the evaluation sessions but seemed to regulate his activity level when working through the various cognitive assessment tasks.
<i>Motivation, Cooperation</i>	Madhav seemed highly motivated to complete the evaluation process, as he mentioned multiple times that he would like to complete the testing as soon as possible. This motivation was evident as he continued through each task asked of him with complete cooperation.

### **Validity of Testing Results**

Formal validity testing was not administered. However, based on observations and validity scores within the measures administered, the following results are likely valid and reliable.

### **Test Interpretations**

*NOTE: Formal interpretation of standardized scores should only be undertaken by individuals trained in psychometrics.*

Scores are reported using a variety of formats. All scores and descriptions show how Madhav performed compared to similar-aged people.

This table helps understand what the descriptions mean:

<b>Extremely High</b>	Madhav did REALLY well compared to peers – better than nearly everyone else
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<b>Very High</b>	Madhav has a very clear strength in this area
<b>High Average</b>	Madhav did better than most peers in this area
<b>Average</b>	Madhav's skills in this area are right where they should be compared to peers
<b>Low Average</b>	Madhav has a mild weakness in this area
<b>Very Low</b>	Madhav likely has a hard time with these skills compared to peers
<b>Extremely Low</b>	Madhav really struggles to perform at the same level as peers in this area
*	At-risk or elevated symptoms
**	Clinically significant or severe symptoms

### **Cognitive**

The **Wechsler Adult Intelligence Scale, Fifth Edition (WAIS-5)**, is a comprehensive test designed to assess various aspects of cognitive abilities in individuals aged 16 to 90 years. It evaluates a wide range of skills, including verbal comprehension, visual-spatial skills, fluid reasoning, working memory, and processing speed, to provide a thorough understanding of an individual's cognitive strengths and weaknesses. The WAIS-5 is administered through a series of subtests that are scored using scaled scores with a mean of 10 and a standard deviation of three, and composite scores with a mean of 100 and a standard deviation of 15. The results can be used to identify areas where an individual may need additional support or enrichment, and to inform educational planning, clinical diagnoses, and occupational decision-making. The balance between technical precision and practical application makes the WAIS-5 a valuable tool for comprehensive cognitive assessment in diverse settings. The WAIS-5 was administered with Madhav individually in office with limited distractions. The following pertains to his performance on the test.

**Madhav's WAIS-5 Scores**

Name of Subtest/Composite	Description	Standard/Scaled Score	Percentile Rank	Interpretation
<b>Verbal Comprehension Index (VCI)</b>	<b>How well someone understands and uses language and words</b>	<b>105</b>	<b>63<sup>rd</sup></b>	<b>Average</b>

Similarities (SI)*	Finding what two things have in common (like 'How are an apple and orange alike?')	11	63 <sup>rd</sup>	Average
Vocabulary (VC)*	Knowing what words mean and explaining them clearly	11	63 <sup>rd</sup>	Average
<b>Visual Spatial Index (VSI)</b>	<b>How well someone works with visual information and puzzles</b>	<b>79</b>	<b>8<sup>th</sup></b>	<b>Very Low</b>
Block Design*	Using blocks to recreate designs within a time limit	7	16 <sup>th</sup>	Below Average
Visual Puzzles	Mentally putting puzzle pieces together without touching them	6	9 <sup>th</sup>	Below Average
<b>Fluid Reasoning Index (FRI)</b>	<b>Solving new problems without using learned knowledge</b>	<b>113</b>	<b>81<sup>st</sup></b>	<b>Above Average</b>
Matrix Reasoning (MR)*	Finding the missing piece in a visual pattern	14	91 <sup>st</sup>	Above Average
Figure Weights (FW)*	Figuring out balance and weight relationships in pictures	11	63 <sup>rd</sup>	Average
<b>Working Memory Index (WMI)</b>	<b>Holding information in mind while using it</b>	<b>142</b>	<b>99.7<sup>th</sup></b>	<b>Extremely High</b>
Digit Sequencing (DQ)*	Hearing numbers and putting them in order while remembering them	18	99.6 <sup>th</sup>	Extremely High
Running Digits (RD)	Keeping track of the most recent numbers heard in a list	16	98 <sup>th</sup>	Extremely High
<i>Digits Forward</i>	<i>Hearing numbers and then recalling them in order</i>	18	99.6 <sup>th</sup>	Extremely High
<b>Processing Speed</b>	<b>How quickly someone can do simple tasks accurately</b>	<b>102</b>	<b>55<sup>th</sup></b>	<b>Average</b>
Coding*	Quickly copying symbols based on a key	11	63 <sup>rd</sup>	Average
Symbol Search	Quickly find matching symbols	10	50 <sup>th</sup>	Average
<b>Full Scale IQ*</b>	<b>Overall thinking and reasoning ability</b>	<b>112</b>	<b>79<sup>th</sup></b>	<b>Above Average</b>

#### *Verbal Comprehension Index (VCI)*

The Verbal Comprehension Index measures language-based reasoning abilities, including verbal concept formation, word knowledge, and the ability to express thoughts verbally. These skills form the foundation for reading comprehension, written expression, and verbal communication in academic and social settings. Strong verbal comprehension abilities are essential for understanding complex instructions, participating in class discussions, and comprehending advanced reading materials. Madhav's performance resulted in a score of 105, which is in the Average range. This indicates solid verbal reasoning abilities, including well-developed vocabulary, conceptual thinking, and verbal expression skills. Madhav earned the same score on both subtests, indicating that his skills within this area are similarly developed.

#### *Visual Spatial Index (VSI)*

The Visual Spatial Index assesses the ability to understand visual-spatial relationships and solve problems using visual information. These skills are crucial for tasks such as geometry, map reading, visual arts, and understanding graphical representations. Visual-spatial abilities play a significant role in various academic subjects, including mathematics, science, and engineering. Madhav scored in the Very Low range overall on this index. Within this assessment, this was an area of relative weakness for him. He performed similarly across subtests, both of which represented areas of specific weakness within this assessment as well.

#### *Fluid Reasoning Index (FRI)*

The Fluid Reasoning Index measures the ability to reason, form concepts, and solve problems using novel information. This cognitive domain involves logical thinking, pattern recognition, and the ability to analyze and synthesize information. Fluid reasoning is essential for tasks that require problem-solving, critical thinking, and adapting to new information. Madhav's performance resulted in a score of 113, which is in the Above Average range. This indicates fluid reasoning abilities that are above peers, including well-developed logical thinking, pattern recognition, and problem-solving skills. Madhav's different scores indicate that his pattern reasoning skills are stronger than his quantitative reasoning abilities. However, neither score was below age-level expectations.

#### *Working Memory Index (WMI)*

The Working Memory Index assesses the ability to temporarily hold and manipulate information in mind to complete tasks. This cognitive function is crucial for following multi-step directions, performing mental calculations, and engaging in complex reasoning tasks across various academic subjects. Working memory plays a vital role in learning and academic performance. Madhav's performance resulted in a score of 142, which is in the Extremely High range. This indicates that Madhav's skills in this area are significantly above age-level expectations. When administered additional working memory tasks, he scored in the Extremely High range on Auditory Working Memory-Registration as well. Overall, his index score represented an area of strength, as well as his subtest scores on Running Digits and Digit Sequencing.

### *Processing Speed*

The Processing Speed Index measures the ability to quickly and accurately process visual information, perform simple tasks, and complete cognitive operations efficiently. This cognitive domain is essential for tasks that require rapid scanning, visual perception, and quick response times. Madhav scored in the Average range on this index, indicating skills that are like those of his peers. He performed similarly across subtests within this index.

### **Behavioral Functioning**

The **Behavior Assessment System for Children, Third Edition (BASC-3)** is a comprehensive tool designed to evaluate emotional and behavioral functioning in individuals. It measures various aspects of behavior through rating forms, providing insight into areas such as self-control, anxiety, and social interaction. The BASC-3 is administered then scored to produce standardized scores that compare the individual's behavior to that of their peers. Scores are interpreted based on established guidelines, with *higher scores on clinical scales indicating more significant concerns and lower scores on adaptive scales indicating potential difficulties (T-Scores have a mean of 50)*. The results provide a comprehensive understanding of the individual's emotional and behavioral strengths and challenges, informing behavioral understanding and mental-health support. Madhav completed the College form of the Self-Report of Personality, and the following pertains. All validity index scores were in the Acceptable range based on his responses, indicated valid results that accurately represent his perceptions of his functioning.

**Madhav's Self BASC-3 Results**

Scale/Composite Name	Self T-Score
<b>Internalizing Problems</b>	<b>65*</b>
Atypicality	66*
Locus of Control	67*
Social Stress	70**
Anxiety	58
Depression	60*
Sense of Inadequacy	67*
Somatization	53
<b>Inattention/Hyperactivity</b>	<b>89**</b>
Attention Problems	81**
Hyperactivity	91**

Sensation Seeking	69*
Alcohol Abuse	65*
School Maladjustment	54
<b><i>Emotional Symptoms Index</i></b>	<b>64*</b>
Relations with Parents (T-score reversed)	55
Interpersonal Relations (T-score reversed)	60
Self-Esteem (T-score reversed)	51
Self-Reliance (T-score reversed)	37*
<b>Personal Adjustment (T-score reversed)</b>	<b>51</b>
Anger Control	51
Mania	75**
Test Anxiety	39
Ego Strength (T-score reversed)	53

#### *Inattention/Hyperactivity*

This composite assesses behaviors related to hyperactivity, impulsivity, and inattention. Overall, Madhav's self-report indicates notable concerns in attention problems and hyperactivity, with scores in the Clinically Significant range for both scales. This indicates that from Madhav's perspective, he experiences substantial difficulty sustaining focus, staying organized, and completing tasks, often reporting frequent distractibility, forgetting assignments, and trouble following multi-step directions. The elevated Hyperactivity score suggests Madhav perceives his activity level and impulsivity as greatly elevated compared to peers, with restlessness and excessive or disruptive hyperactive behavior. The Inattention/Hyperactivity composite score of 89 is within the clinically significant range. The pattern of clinically significant attention difficulties alongside elevated levels of hyperactivity suggests that Madhav's challenges in this area are attentional and impulsive or overly active. These symptoms are likely to interfere with academic performance, manifesting as incomplete assignments, difficulty following classroom instructions, and inconsistent work quality.

#### *Internalizing Problems*

The Internalizing Problems composite assesses behaviors related to anxiety, depression, somatic complaints, and general emotional distress. Overall, Madhav's self-report shows elevated internalizing concerns. His Internalizing Problems score of 65 is in the At-Risk range. This indicates that he experiences heightened emotional distress, such as frequent sadness or low mood, that exceeds typical expectations for his age. Based on his input, there are significantly elevated concerns related to Social Stress. There were also elevations in the areas of Atypicality, Locus of Control,

Depression, and Sense of Inadequacy. This indicates that Madhav is experiencing several internalizing problems, and at a level higher than others his age.

#### *Emotional Symptoms Index*

Madhav's overall self-report score indicates an elevated level of general maladjustment. There were also elevated concerns related to sensation seeking behaviors and abusing alcohol. While Madhav's primary concern and reason for evaluation was related to possible ADHD, there are other concerns to be addressed related to his social, emotional, and behavioral functioning. These concerns may be influenced by the high levels of inattention, hyperactivity, and impulsivity he reports.

#### *Personal Adjustment*

The Personal Adjustment composite assesses personal adjustment, self-reliance, and effective coping in daily life. Overall, Madhav's self-report places his adjustment within normal limits, indicating few challenges in personal adjustment and coping. However, concerns are indicated related to his self-reliance.

#### **ADHD Assessments**

To address concerns related to ADHD, Madhav was interviewed using the **DIVA-5** diagnostic interview. He and his girlfriend also completed the **CAARS 2**, which assesses symptoms of ADHD experienced compared to other adults. The following results summarize information gleaned during administration of those assessment tools.

#### **Attention-Deficit/Hyperactivity Disorder Criteria**

According to results from the assessments administered, Madhav is showing characteristics of Attention-Deficit/Hyperactivity Disorder (ADHD), including the following inattentive symptoms:

- ✓ Often failing to give close attention to details or making careless mistakes (DIVA-5, CAARS 2 Self, Observer)
- ✓ Often having difficulty sustaining attention in tasks (DIVA-5, CAARS 2 Self, Observer)
- ✓ Often seeming as though not listening when spoken to directly (DIVA-5, CAARS 2 Self, Observer)
- ✓ Often not following through on instructions and often failing to finish chores or duties (DIVA-5, CAARS 2 Self, Observer)
- ✓ Often having difficulty organizing tasks and activities (DIVA-5, CAARS 2 Self, Observer)
- ✓ Often avoiding tasks that require sustained mental effort (DIVA-5)
- ✓ Often losing things that are necessary for tasks or activities (DIVA-5, CAARS 2 Self, Observer)
- ✓ Often being easily distracted by extraneous stimuli (DIVA-5, CAARS 2 Self, Observer)
- ✓ Often being forgetful in daily activities (DIVA-5, CAARS 2 Self, Observer)

Madhav also reportedly experiences the following symptoms of ADHD, hyperactive/impulsive presentation:

- ✓ Often fidgeting with or tapping hands or feet, or often squirming in chair (DIVA-5, CAARS 2 Self, Observer)
- ✓ Often leaving seat in situations where it is expected to remain seated (DIVA-5, CAARS 2 Self, Observer)

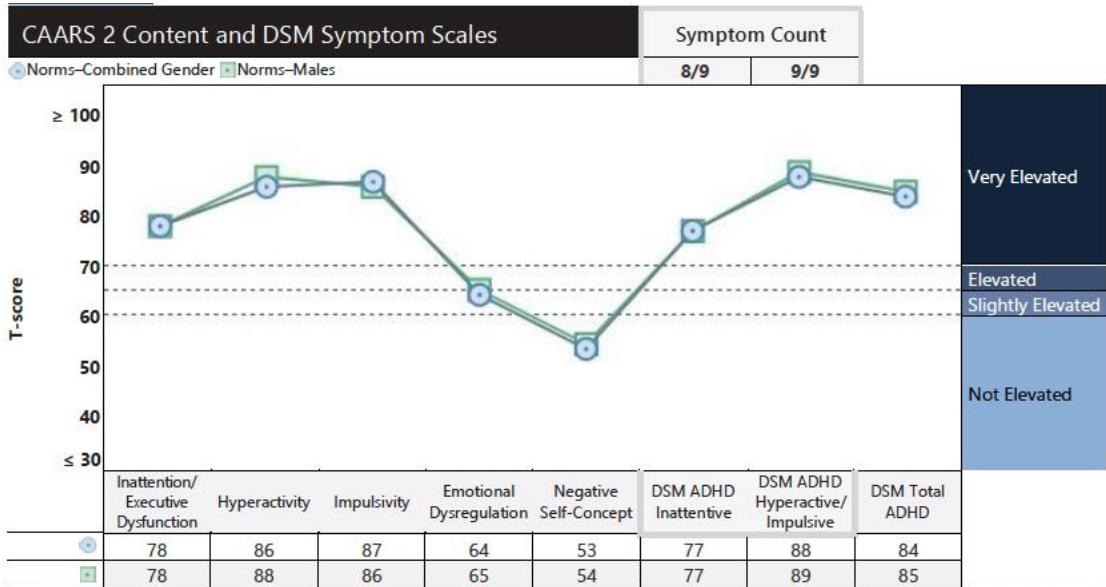
- ✓ Often feeling restless (DIVA-5, CAARS 2 Self, Observer)
- ✓ Often finding it difficult to engage in leisure activities quietly (DIVA-5, CAARS 2 Self, Observer)
- ✓ Often being on the go or acting as if driven by a motor (DIVA-5, CAARS 2 Self, Observer)
- ✓ Often talking excessively (DIVA-5, CAARS 2 Self, Observer)
- ✓ Often blurting out an answer before questions have been completed (DIVA-5, CAARS 2 Self, Observer)
- ✓ Often finding it difficult to await turn (DIVA-5, CAARS 2 Self)
- ✓ Often interrupting or intruding on others (DIVA-5, CAARS 2 Self, Observer)

Based on evaluation data, the symptoms Madhav has reported have been impactful in his functioning. According to the WHODAS-Interview, Madhav indicates impairments in cognition, mobility, self-care, and life activities. Regarding the mobility difficulties, he reported having difficulty with standing for long periods. He struggles with multitasking, navigating directions, brain fog, and overstimulation. Madhav reports being healthy and strong but lacking energy and struggling with getting out of bed each day. He tends to hyperfocus on things he finds interesting. Madhav has not been evaluated formally in the past and has not received treatment. Madhav is currently a sophomore in college. He studies math and computer science and has two jobs on campus. Madhav reports having a hard time focusing on important things. He tends to be late to class and work through tests quickly. Madhav makes it to work on time and keeps up with demands. He sometimes misses tutoring appointments with students because there is less pressure and structure with that job, so he may forget about them. On the CAARS 2, Madhav also reported that symptoms impact his romantic relationship and relationships with others.

Madhav endorsed experiencing most symptoms now and earlier in life. If a symptom was negative either in childhood or adulthood on the interview, it is not included in the list above with a reference to the DIVA-5. If a symptom was endorsed on the rating scale, it is noted with CAARS 2 Self (Madhav's report) or Observer (Madhav's girlfriend's report). While there were some inconsistencies between measures, the general impression is that Madhav meets diagnostic criteria for the combined presentation of ADHD. Due to the high level of symptoms endorsed, and multiple areas of impacted functioning, Madhav is experiencing a severe level of difficulties associated with the diagnosis.

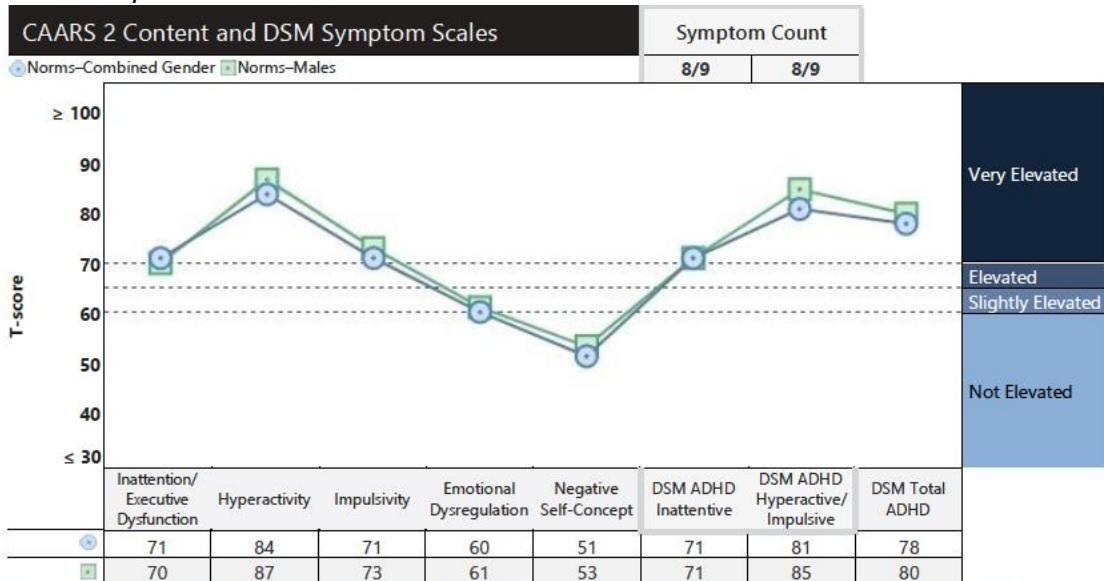
The following tables reflect scores obtained on the CAARS 2 rating scales.

#### *Self-Report*



Note(s). DSM-5-TR requires  $\geq 5/9$  Inattentive and/or  $\geq 5/9$  Hyperactive/Impulsive symptoms to meet Criterion A for ADHD in adults. DSM Symptom Counts contribute to diagnostic assessments but are not sufficient to determine a diagnosis (see CAARS 2 Manual).

## *Girlfriend's Report*



Note(s). DSM-5-TR requires  $\geq 5/9$  Inattentive and/or  $\geq 5/9$  Hyperactive/Impulsive symptoms to meet Criterion A for ADHD in adults. DSM Symptom Counts contribute to diagnostic assessments but are not sufficient to determine a diagnosis (see CAARS 2 Manual).

Based on results, Madhav is experiencing an elevated level of inattentive, hyperactive, and impulsive symptoms. Some symptoms have worsened or improved over time as Madhav matured. When compared to other adults ages 18 to 24, the probability scores of 99 percent (Madhav) and 98 percent (Observer) indicate an elevated likelihood that Madhav's symptoms reflect ADHD. He also experiences high levels of emotional dysregulation, which is commonly experienced by people with ADHD. No concerns were reported related to his self-concept, which is an asset.

## **Executive Functioning Assessment**

The **Delis-Kaplan Executive Function System Advanced (D-KEFS Advanced)** provides a set of standardized tests for comprehensively assessing higher-level cognitive functioning in both children and adults. These cognitive abilities are referred to as executive functions because they draw upon the individual's more fundamental or primary cognitive skills, such as attention, language, and perception to generate higher levels of creative and abstract thought. The Tower Test from the D-KEFS Advanced was administered to assess Madhav's executive functioning skills. The following results were obtained:

<b>Delis-Kaplan Executive Function System (D-KEFS) Advanced Tower</b>			
<b>Scale</b>	<b>Scaled Score</b>	<b>Percentile Rank</b>	<b>Description</b>
Global Performance Score	14	91 <sup>st</sup>	Above Average

### *Tower Test*

The DKEFS Advanced Tower Test assesses several primarily nonverbal executive functions, including spatial planning, working memory, cognitive shifting, inhibition of impulsive or trial-and-error response, and the execution of a series of optimal steps that build on each other to solve the task problem. The examinee is shown chips of varying sizes placed on three tables. The Tower test requires the examinee to move the chips one at a time from one table to another using the fewest number of moves possible to replicate a target placement. Some items have solid-colored chips, for which the examinee is instructed never to place a larger chip on a smaller one. Some items have striped chips, for which the examinee is instructed never to place a smaller chip on a larger one. This introduces a cognitive shifting component. Although speed and accuracy are both included in the task, accuracy is stressed for the respondent. While Madhav's overall score is above the range of average compared to peers, results indicate that his response time score is at the fifth percentile. This indicates that on this task, speed was sacrificed for accuracy. The skills associated with this task are related to spatial multitasking, which Madhav could efficiently do when he worked at a slower pace.

The **Comprehensive Executive Functioning Inventory (CEFI)** assesses executive processes such as attention, organization, and emotional regulation. The Adult Self-Report Form produces scores that show how cognitive control skills affect learning and daily life. This provides a multi-faceted view of executive functioning across nine key domains: Attention, Emotion Regulation, Flexibility, Inhibitory Control, Initiation, Organization, Planning, Self-Monitoring, and Working Memory. These individual scales combine to form a Full Scale score, which reflects overall executive functioning. The CEFI uses standard scores (mean = 100, standard deviation = 15) to compare an individual's performance to same-age peers, with standard score ranges of 90-109 considered average. Higher or lower scores indicate relative strengths or challenges in executive skills. Results are used to support diagnostic

evaluation, intervention planning, and progress monitoring in educational and clinical settings by identifying patterns of performance across domains. Madhav completed the Self-Report Form, and his responses were compared to others his same age. The following pertains.

**Madhav's CEFI Self-Report Scores**

Scale	Self-Report Standard Score
Attention	52 Well Below Average
Emotion Regulation	80 Low Average
Flexibility	93 Average
Inhibitory Control	65 Well Below Average
Initiation	85 Low Average
Organization	61 Well Below Average
Planning	68 Well Below Average
Self-Monitoring	70 Below Average
Working Memory	61 Well Below Average
<b>Full Scale</b>	<b>66</b> <b>Well Below Average</b>

*Full Scale*

The Full Scale score on the Comprehensive Executive Functioning Inventory (CEFI) reflects overall executive functioning, integrating key cognitive processes such as planning, organization, working memory, and self-regulation that are essential for goal-directed behavior, academic success, and social-emotional development. Madhav's Full Scale score of 66, based on his self-report, is in the Well Below Average range, which indicates significant challenges across multiple domains of executive functioning. This suggests that he perceives substantial difficulty in managing everyday executive demands, such as initiating tasks, staying organized, remembering instructions, and regulating his emotions and behaviors. In real-world settings like school or independent work at

home, this may manifest as incomplete assignments, missed deadlines, disorganized materials, and frustration during multi-step activities. Madhav likely experiences executive functioning difficulties that are not isolated to one area but are broad and affect multiple aspects of his daily functioning. These challenges are likely pervasive across both academic and home environments, potentially impacting his confidence, motivation, and ability to work independently. Given that this score is derived from a self-report, it reflects Madhav's own awareness and perception of his struggles, which may carry important insight into his internal experience. The consistency of below average scores across several scales further supports a global executive functioning profile rather than a specific deficit. This level of impairment may interfere with his ability to meet age-appropriate expectations for autonomy and academic performance without targeted support, structured routines, and explicit strategy instruction.

#### *Attention*

The Attention scale measures Madhav's ability to sustain focus, resist distractions, and maintain concentration during tasks requiring mental effort-skills critical for classroom learning, following multi-step directions, and independent work completion. His self-reported score of 52 falls in the Well Below Average range. This suggests he experiences significant difficulty maintaining focus, particularly during lengthy or less engaging tasks. He may frequently lose track of what he is doing, appear forgetful in daily activities, or require repeated redirection to stay on task. These attentional challenges likely contribute to inefficiencies in both academic and home settings, where sustained mental effort is required. Madhav may struggle to complete schoolwork without breaks, miss important details in instructions, or appear "daydreamy" during lessons. The self-reported nature of this data indicate that he is aware of these difficulties, which may lead to frustration or avoidance of demanding cognitive tasks.

#### *Emotion Regulation*

The Emotion Regulation scale assesses Madhav's ability to manage and regulate his emotional responses to various situations, which is crucial for social interactions, stress management, and overall well-being. His self-reported score of 80 falls in the Low Average range. This suggests he likely experiences significant difficulties in managing his emotions, which could lead to mood swings, irritability, or overreacting to stressful situations.

#### *Flexibility*

The Flexibility scale measures Madhav's ability to adapt to changes, switch between tasks, and adjust to new information or unexpected events, which is essential for problem-solving, learning, and social adaptability. His self-reported score of 93 is in the Average range. This indicates he does not have difficulty adapting to changes or switching between tasks.

#### *Inhibitory Control*

The Inhibitory Control scale assesses Madhav's ability to control his impulses, resist temptations, and inhibit inappropriate behaviors, which is critical for self-regulation, social behavior, and academic performance. His self-reported score of 65 falls in the Well Below Average range. This suggests he likely experiences challenges in controlling his impulses, which could lead to impulsive decisions, interrupting others, or engaging in risky behaviors.

### *Initiation*

The Initiation scale measures Madhav's ability to start tasks, generate ideas, and take the first step in solving problems, which is essential for independence, motivation, and academic success. His self-reported score of 85 falls in the Low Average range. This indicates he may have difficulty starting tasks, which could result in procrastination, lack of motivation, or requiring external prompts to begin work.

### *Organization*

The Organization scale assesses Madhav's ability to plan, organize, and prioritize tasks, materials, and time, which is critical for academic performance, daily functioning, and goal achievement. His self-reported score of 61 falls in the Well Below Average range. This suggests he likely experiences significant challenges in organizing his time, materials, and tasks, which could lead to missed deadlines, lost items, or difficulty completing assignments.

### *Planning*

The Planning scale measures Madhav's ability to set goals, develop strategies, and anticipate consequences, which is essential for problem-solving, decision-making, and achieving long-term objectives. His self-reported score of 68 falls in the Well Below Average range. This indicates he likely has significant difficulty setting goals, developing plans, and anticipating outcomes, which could result in poor decision-making, lack of direction, or struggling to achieve goals.

### *Self-Monitoring*

The Self-Monitoring scale assesses Madhav's ability to reflect on his own performance, identify strengths and weaknesses, and adjust his behavior accordingly, which is critical for self-regulation, motivation, and personal growth. His self-reported score of 70 falls in the Below Average range. This suggests he likely experiences challenges in reflecting on his own performance, which could lead to lack of self-awareness, difficulty identifying areas for improvement, or struggling to adjust his behavior in response to feedback.

### *Working Memory*

The Working Memory scale measures Madhav's ability to hold and manipulate information in his mind, which is essential for learning, problem-solving, and academic performance. His self-reported score of 61 falls in the Well Below Average range. This indicates he probably has difficulty holding and manipulating information in his mind, which could result in struggles with learning new information, following instructions, or completing tasks that require mental effort.