



## THE REACH CLINIC

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### **PSYCHO-EDUCATIONAL ASSESSMENT REPORT**

**Name:** Balanujan Suryanarayanan

**Date of testing:** 20/04/2022

**Date of Birth:** 18/11/2010

**Language Spoken:** English

**Age:** 11 years 05 months

**Grade:** 6

**School:** Sri Chaitanya Techno (CBSE)

**Summary of presenting concerns:** Balanujan, 11 years old, currently in the 6<sup>th</sup> grade, was referred for an evaluation. He had been diagnosed with ADHD when he was 8 years old, at Chennai, in addition to learning difficulties. He had been assessed then, on the Seguin Form Board, where he placed with Superior IQ (123). At present, there continues to be concerns with sustained attention and focus. Earlier a recommendation had been given for second languages, which was not implemented. Balanujan would start any activity well, and then have difficulty sustaining his interest. A comprehensive evaluation was requested to assess his current learning levels and structure an academic management plan.

**Reason for referral:** IQ assessment, learning assessment, assessment for attention/hyperactivity issues

### Tests administered:

- **Wechsler's Intelligence Scale for Children- 4<sup>th</sup> edition (WISC-IV India)** – To assess the intellectual level of the child across various domains.
- **NIMHANS SLD**
- **Conner's Parent Report-** To screen for attention and hyperactivity issues

### TEST RESULTS

#### Test of Intelligence:

Balanujan obtained a Full-Scale IQ of 96 (Sum of Scaled Scores is 95) on the WISC IV indicating *Average Intelligence* (Average IQ Range: 90-110). His scores on various sub-tests are as follows-

(Scaled scored range is from 1 to 19, with an average range of 8 to 12)

Sub-Test	Proposed abilities measured	Scaled Score
Block Design	Visual spatial processing and problem solving; visual motor construction	8
Similarities	Abstract verbal reasoning; semantic knowledge	10
Digit Span	Working memory, attention, encoding, auditory processing	14
Picture Concepts	Ability to quickly perceive visual details	7
Coding	Processing speed, associative memory, grapho-motor speed	8
Vocabulary	Semantic knowledge; verbal comprehension and expression	8
Letter-number sequencing	Working memory, attention, mental control	9



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Matrix Reasoning	Nonverbal abstract problem solving, inductive reasoning	8
Comprehension	Ability to express abstract social conventions, rules and expressions	11
Symbol Search	Processing speed	12

Domain	Sum of Scaled Scores	Composite Scores	Percentile
Verbal Comprehension	29	VCI-98	45 <sup>th</sup>
Perceptual Reasoning	23	PRI-86	18 <sup>th</sup>
Working Memory	23	WMI-109	73 <sup>rd</sup>
Processing Speed	20	PSI-100	50 <sup>th</sup>
Full Scale	95 (Sum of Scaled Scores)	96 (Full Scale IQ)	39 <sup>th</sup>

Balanujan was administered ten subtests of the Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV) from which his composite scores were derived and mentioned with the Full-Scale IQ (FSIQ). THE FSIQ is derived from a combination of ten subtest scores and is considered the most representative estimate of global intellectual functioning. Balanujan's general cognitive ability is in the Average range of intellectual functioning, as measured by the FSIQ.

His overall thinking and reasoning abilities exceed those of approximately 39 % of children his age (FSIQ = 96; 95% confidence interval = 91-109). His ability to think with words is better than his ability to reason without the use of words. Balanujan's verbal reasoning abilities are in the Average Range and his non-verbal reasoning abilities are in the Below Average Range (in comparison with his age group).



Balanujan's verbal reasoning abilities as measured by the Verbal Comprehension Index are in the Average Range and above those of approximately 45% of his peers (VCI = 98; 95% confidence interval = 91-105). The Verbal Comprehension Index is designed to measure verbal reasoning and concept formation. Balanujan's performance on the subtests that contribute to the VCI are all similarly developed. *Word guessing was present, when he was reading out the list.*

Balanujan's nonverbal reasoning abilities as measured by the Perceptual Reasoning Index are in the Below Average Range and above those of approximately 18% of his peers (PRI = 86, 95% confidence interval: 79-95). The Perceptual Reasoning Index is designed to measure nonverbal concept formation, visual perception and organization, simultaneous processing, visual-motor coordination, learning, and the ability to separate figure and ground in visual stimuli. Balanujan's performance on the subtests that contribute to the PRI are somewhat similar, suggesting that his abilities in this domain are equally developed.

Balanujan's working memory abilities as measured by the Working Memory Index is in the Average Range and above 73 % of his peers (WMI = 109; 95% confidence interval = 98-113) reflecting Balanujan's abilities to sustain attention, concentrate, and exert mental control. Mental control is the ability to attend to and hold information in short-term memory while performing some operation or manipulation with it. Balanujan was able to recall up to 9 digits in forward and 5 digits in the reverse. *This domain is a strength.*

Balanujan's speed of processing abilities as measured by the Processing Speed Index is in the Average Range and above those of approximately 50% of his peers (PSI = 100; 95% confidence interval = 91-109). Processing speed is an indication of the rapidity with which Balanujan can mentally process simple or routine information without making errors. Performance on this task may be influenced by visual discrimination and visual-motor coordination. Learning often involves a combination of routine information processing (such as reading) and complex information processing (such as reasoning).



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### Learning abilities test findings:

#### Academic Skills:

##### *Reading and Reading Comprehension-*

English: Balanujan's reading was tested and he was found to have mild difficulty with current grade level reading (6). His phonological processing was observed to be mostly adequate when he slowed down and read, as he would try to break down words into syllables. Word guessing was present on occasion, and he would not pause to check whether the word he read, made sense. For example, he read out, "defending yett in terror", instead of, "deafening yell in terror". Smaller errors, such as, reading out, "there" as, "the", "from", as, "for", etc. was observed. Reading ability and reading comprehension is slightly below a grade 6 level. His English vocabulary is not on par with his age.

#### Writing Skills

**Spelling ability:** Balanujan's spelling ability was found to be significantly inadequate for his current grade level (6). Spelling errors were observed in the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade spell lists. He seems to have grasped phonetics reasonably, since there was some connection between the stimulus word and what he wrote.

Stimulus word	Spelt as
catch	chath
uncle	Unkle
expect	Expatat
business	bisniss
sailor	Sailer
swimming	swiming
fountain	Foutnen
disappeared	Disperd

Spelling ability is slightly below a grade 3 level. *Feature of specific learning disorder.*

**Written expression:** Balanujan's handwriting was legible and his writing, reflected the following-

- Significant spelling errors were present.
- Grammatical construction of sentences was significantly inadequate for current grade level.
- Balanujan was able to communicate all the facts as read in the given paragraph, however, poor punctuation and grammar made it difficult to comprehend meaning of written content.
- Word omissions were present (careless mistakes). He would also punctuate in between a sentence at times.
- His writing speed was observed to be very slow.

Overall written expression skills are significantly inadequate for his current grade level and is at a grade 3 level- ***Feature of specific learning disorder.***

**Arithmetic skills:** Balanujan was able to complete a few arithmetic sums given to him involving basic addition, subtraction and multiplication. He found double digit multiplication difficult and inconsistency in performance was observed. He was unable to work out 4<sup>th</sup> and 5<sup>th</sup> grade word problems and fraction, however, conceptually he was able to understand what operation is to be done, up to the 5<sup>th</sup> grade level. Inattentiveness also influenced his performance. For example, he would see the number as 504, reading it as 540. Arithmetic ability is at a grade 3 level- ***Feature of specific learning disorder.***

### **Conner's Screening Form**

Conner's Parent forms (two independent evaluations) were used to help understand the presenting concerns better. The long version of the forms, were used for more comprehensive understanding of the reported symptoms. Consolidating information, it was seen that significant features of Inattention and Restlessness were present, and the concerns mentioned *met the DSM criteria for ADHD predominantly Combined (Inattentive, Hyperactive) presentation.* Balanujan was reported to have a short attention span, but a good memory (observed and supported by scores on the WISC). He would try and avoid activities that requires sustained attention and effort, making careless mistakes, and forgetting things he has already learned (not paying attention and understanding the concept when taught), depending on rote memory instead. He was described to be





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available, impulsive, getting over-stimulated, expecting his demands to be met immediately. He would lose things and have trouble keeping his mind on work or play for long.

Learning concerns were reported across all domains of learning, which was in line with the results of the NIMHANS SL D. There were no concerns reported in the domain of peer relations and his social skills was reported to be a strength. During the session, rapport was built easily and he was observed to be very jovial as well.

### Conner's 3 Parent-Report (1)

Domain	Score Cut-Offs	Interpretive Guideline
Inconsistency Response Style	Inconsistency Index (A)-1 Absolute differences (B)-1	Inconsistent response style Absent
Positive Response Style	0 out of 4	Absent (Results can be interpreted)
Negative Response Style	0 out of 5	Absent
ADHD Inattentive	9 features present (A minimum of 6 features required for DSM diagnosis)	Indicated
ADHD Hyper-Active	10 features present (A minimum of 6 features required for DSM diagnosis)	Indicated
Conduct Disorder	0 features present	Absent
Oppositional Defiant Disorder	0 out of the minimum required 4 features present	Absent
Degree of impairment		➤ Very High
Screener items	Anxiety – 0/4 features Depression-1/4 features	Absent
Conduct Critical Items	0/6 features	Absent

### T scores of significant domains

Domain	T score	Interpretation
Inattention	90+	Intervention recommended
ADHD Inattentive	84	Intervention recommended
Hyperactive	90+	Intervention recommended
ADHD Hyperactive	87	Intervention recommended
Learning concerns	90+	Intervention recommended

### Conner's 3 Parent-Report (2)

Domain	Score Cut-Offs	Interpretive Guideline
Inconsistency Response Style	Inconsistency Index (A)-1 Absolute differences (B)-1	Inconsistent response style Absent
Positive Response Style	0 out of 4	Absent (Results can be interpreted)
Negative Response Style	0 out of 5	Absent
ADHD Inattentive	10 features present (A minimum of 6 features required for DSM diagnosis)	Indicated
ADHD Hyper-Active	10 features present (A minimum of 6 features required for DSM diagnosis)	Indicated
Conduct Disorder	0 features present	Absent
Oppositional Defiant Disorder	0 out of the minimum required 4 features present	Absent
Degree of impairment		➤ Very High





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Screener items	Anxiety – 0/4 features Depression-1/4 features	Absent
Conduct Critical Items	0/6 features	Absent

### T scores of significant domains

Domain	T score	Interpretation
Inattention	90+	Intervention recommended
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Hyperactive	90+	Intervention recommended
ADHD Hyperactive	87	Intervention recommended
Learning concerns	90+	Intervention recommended

### IMPRESSIONS

Assessments, Observations and Interview are suggestive of:

- Average Intelligence (WISC IQ-96)
- Written expression is significantly inadequate and is at a grade 3 level
- Arithmetic ability is significantly inadequate and is at a grade 3 level.
- Spelling ability is significantly inadequate for current grade level and is slightly below a grade 3 level.
- Reading ability and reading comprehension is slightly below a grade 6 level.
- Significant features of restlessness, inattention observed and reported.

Clinical judgement indicates **ADHD predominantly Combined (Inattentive, Hyperactive)** presentation with feature of specific learning disorder in spelling, written expression and arithmetic

## RECOMMENDATIONS

- *To follow up with Dr Yesheswini regarding ADHD management as well as school and curriculum fit.*
- *Psycho education to parents about management plans.*
- *Physical activity. Sport activities are recommended as this will help increase his focus.*
- *An NIOS curriculum would benefit him*
- *Focus on his areas of interests when choosing subjects.*

*A Math and Spelling exemption is recommended. However, if math cannot be dropped as a subject, provision for a calculator can be given, since conceptually Balanujan is better, when compared to his ability to calculate.*

### *Classroom management*

- *More focus to be provided on core subjects. Making learning fun, avoid repetition, providing **encouragers such as appreciation** can help motivate the learning process.*
- *Timely individual attention from the teachers would help him focus better during classroom instructions. They can also assist by helping him to identify the important part of a task.*
- *Frequent reminders to focus and to self-check his answers/written assignments to help him look for and identify his careless mistakes.*
- *Encourage him to watch videos/ documentaries, to help understand his subject better.*
- *Encourage him to participate in sports and physical training classes.*
- *During online classes, all material that may distract him has to be kept away. A rotating chair, a crayon, a toy car, etc or even a headset wire, can cause distractions.*
- *Writing guidelines and a minimum-criteria will be helpful for both examinations and assignments. For example, a teacher telling him that for a comprehension question, he has to write a minimum of a page, or a minimum of 100 words, will set clear targets.*
- *Use his strengths in oral communication to increase/ boost his confidence.*
- *Use the inverted classroom method for arithmetic where he is taught a week ahead, the portions that would be covered, thus using the class room space for revision.*



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- *To start learning support/ tutor/ assistance during the summer vacation to help bridge the gap in learning. Focus on basic concepts.*

***Home management:***


- He can complete study and practice worksheets chapter wise at home. Alternate the use of timed worksheets and worksheets that are concept based but untimed.
- Since he is a visual learner, visual aids can be used at home to teach him certain concepts.
- Help create an environment where he will not be afraid to make a mistake.
- A sandwich method of working to be adopted where a difficult activity should be made to occur between two easy/interested activities. He can also break down the task of working into smaller modules (chunking). For example, working on 2 different projects in the same day would be too much information. A section of a project alone at a time, with breaks in between, will be more beneficial.
- Encourage him to pre-read a chapter before actually reading it.
- Guided notes can be provided for each chapter. This will help him comprehend better, especially if these notes can be provided a week or two prior to class.
- Create a list of things to do upon waking up. Prioritize. Rather than micro-managing him, you can follow up with Balanujan after every set of instructions, rather than, after every instruction.
- Increase goals gradually.
- Track his improvement, positively reinforcing smaller achievements as well. Treat him to a movie/snack when he has met weekly or monthly goals. Set this goal list with Balanujan where he can reward himself with his favourite book or even a
- If Balanujan enjoys hands on learning, more active engagement with the topic will help increase his interest.
- Task analysis method can be followed where the assigned tasks can be broken down into smaller components rather than giving a whole assignment. Set an activity schedule that sets aside structured time for both work and play.
- Cue cards can be prepared for a quick revision before exams. Bring attention to his spellings and grammatical rules such as punctuation. *Give him paragraphs and ask him to add the punctuation at the right places.*





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- *Balanujan can attend a few sessions of handwriting improvement classes and practice ,creative writing at home.*
- *Spelling lists can be provided at least twice a week, from his own text books. As he has good rote memory, this can be banked upon.*
- ***Help him set a time table where together you and your son can decide study time, free time, time with family etc.*** Start with simple topics, chunking into smaller easy to achieve targets. Set realistic targets with respect to academics and Balanujan can receive adequate reinforcement once he achieves them.
- Track his improvement, positively reinforcing his smaller achievements as well. Words of encouragement, a hug, an opportunity to spend some time on an activity he likes etc. can motivate him.
- Short term memory strategies like repeating information to oneself, remembering information in clusters, mnemonic devices (funwithwords.com) and mind maps can be used.
- Ask him to share his day with you and keep in regular touch with his teachers. Reinforce him on a weekly basis for good work and for independent work.
- He can join a class, sports activity of his interest, at least once a week that will be cathartic. ***Reduce time spent on gadgets/ video games. Set realistic play hours on the same. Increase out door play.***
- ***Help him improve his English vocabulary. He can learn a new word every two three days, learn it's function, and use it in a sentence.***
- Encourage Balanujan to teach his peer/ parent a concept, appreciating him for being able to do. Engage in active learning where you try finding applications of the new topic in your own life.
- ***Spend quality time together as a family where conversations and discussions are healthy and not in relation to his academics. Plan a trip together, a movie, etc.***

  
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