PSYCHOLOGY ASSESSMENT REPORT
CONFIDENTIAL

Name: Anushka Gautam

File No.: A11788

Age: 21 years 6 months

Date of Birth: 18th July 2003

Language: English

Handedness: Right-Handed

Rationale of Assessment: To assess her neurodevelopmental profile and identify struggles and skills.

Date of Assessment: 29th and 1st January 2025.

Assessment tools:

- Wechsler Adult Intelligence Scale- Fourth Edition (WAIS-IV)
- Tests from Wechsler Individual Achievement Test- Fourth Edition (WIAT-IV)\
- Conners' Adult ADHD Rating Scale Short Version- Self-Report (CAARS-S-S)
- Conners' Adult ADHD Rating Scale Short Version - Observer (CAARS-O-S)

Part 1

Background Information: Anushka is a 21-year-old individual in her third year of Bachelor in Computer Science and Entrepreneurships at Ashoka University. She currently resides on campus at the university. Her family is based in Lucknow.

Developmental History: *The developmental and early school history is not included in this assessment.*

Educational History: Anushka started her formal schooling at Mount Carmel School, with no significant difficulties reported. Anushka joined La Martiniere Girls College in Grade 3, where she experienced a sudden rise in her performance, she won prizes for her academic performance. Over time, she developed a tendency to study at the nick hour, causing her to often stay up before exams, which was a rewarding experience despite the struggles. In Grade 8, she struggled with math exams, realizing the need for more consistent practice. During Grades 9-10, Anushka found courses in humanities easier and more engaging, while subjects in science and mathematics were an area of struggle. During this time, Anushka was performing well in extra-curriculars for instance, debating. Her high school years happened during the pandemic, with a lack of structure and discipline. She performed well in English and political science

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including class participation, however science and mathematics along with last minute assignments and work were challenging . Currently, Anushka is enrolled in Ashoka University, where she initially chose political science but later shifted to computer science to seek more opportunities Despite her interest in science, she struggles to dedicate time to the subjects. She enjoys reading but finds it difficult to find time for books due to college work, and though writing came easily to her in the past, she struggled with essay writing in her first year of college, especially with structuring her work. At present her writing tasks have reduced and shifted to coding, however, and it takes her time to understand the written information. Additionally, Anushka is the president of Women in computer society in her university.

Relevant History: Anushka has undertaken the service of a Psychiatrist in August 2024. Anushka is diagnosed with PCOD, and uses corrective glasses for her myopia, she reported that her reading skills does not get impacted.

Part 2

Assessment

Observations during assessment: Anushka came across as a cooperative, courteous and polite young individual. It was easy to form a rapport with her and engage in a reciprocal conversation wherein she articulated her interest, experiences, and areas of concern. She was alert and attentive during the assessment process, and could comprehend the instructions quickly. It was observed that she struggled with block construction when the number of blocks increased. Additionally there was an ease in response during the Matrix reasoning subtest. She had clarity of expression in her articulation during verbal subtests. She demonstrated persistence in an effort to recall the formula during mathematical subtest or when certain words. She also sought clarification when she had doubts.

Assessment was carried out over two sessions in English language.

Wechsler Adult Intelligence Scale-IV

The following scores are on a scale of 1 to 19, where a score between 8 to 12 is the average.

Scale	Subtest	Scaled Scores	Brief Description of Subtest
Verbal Comprehension	Similarities	14	Measures logical analytical ability & knowledge of concrete, functional and/abstract relationships.
	Information	12	Measures long term memory of factual data: may

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			be rote knowledge or answered by analysis.
	Vocabulary	13	Measures verbal fluency and concept formation, word knowledge, and word usage.
Perceptual Reasoning	Block Design	6	Measures (a) the ability to analyse and reproduce abstract designs with blocks working from whole to part and reconstruction, (b) the ability to perceive from a three-dimensional model and translate into a linear model.
	Matrix Reasoning	8	Requires visual perception, organization and reasoning with visually presented, nonverbal material to solve the kinds of problems that are NOT school taught.
	Visual Puzzles	9	Measures visual discrimination
Working Memory	Digit Span	11	Measures short-term auditory memory.
	Arithmetic	10	Measures mental manipulation, attention, short- & long-term memory, numerical reasoning ability.
Processing Speed	Coding	10	Assesses processing – psychomotor - speed.
	Symbol Search	10	Timed visual scanning test assessing mental speed.

WAIS-IV Profile Table

Scale	Index Score	Percentile Rank	95% Confidence Interval	Level of Skill
Verbal Comprehension	116	86	110-121	**High**
Perceptual Reasoning	86	18	80-93	**Requires Support**
Working Memory	102	55	95-109	In Keeping with Age
Processing Speed	100	50	92-108	In Keeping with Age

Academic Assessment

Wechsler Individual Achievement Test- Fourth Edition (WIAT-IV)

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Subtests	Brief description	Standard Scores	Percentile Rank	95% Confidence Interval	Level of Skill
Word Reading	Checks for accuracy of pronunciation	108	70	102-114	In Keeping with Age
Orthographic Fluency	Assesses sight vocabulary and ability to recognize words quickly	121	92	113-129	**Superior/ Very High**
Pseudoword Decoding	Assesses phonetic knowledge	113	81	107-119	**High**
Decoding Fluency	Assesses phonic decoding fluency under a time constraint	125	95	118-132	**Superior/ Very High**
Oral Reading Fluency	Assesses the ability to read accurately, at an appropriate speed and with expression	107	68	100-114	In Keeping with Age
Reading Comprehension	Assesses types of reading comprehension skills taught in the classroom or used in everyday life (matching words to pictures, reading sentences aloud, orally answering oral questions about reading passages, silent reading speed).	112	79	99-125	**High**
Reading Composite		111	77	104-118	**High**
Numerical Operations	Assess number skills – basic arithmetic operations.	108	70	101-115	In Keeping with Age
Mathematical Problem Solving	Assesses mastery of number facts, reasoning & sequential skills.	111	77	103-119	**High**
Mathematical Fluency	Assesses grasp over basic numerical operations under time constraint.	112	79	106-118	**High**

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Mathematics Composite		111	77	105-117	**High**
Spellings	Checks for sound blends & knowledge of other spelling rules.	120	91	113-127	**Superior/ Very High**
Essay Composition	Measures spontaneous writing fluency at the discourse level.	123	94	109-137	**Superior/ Very High**
Sentence Composition	Measures sentence formulation skills.	127	96	115-139	**Superior/ Very High**
Written Composite		129	97	121-137	**Superior/ Very High**

*Reference table for scores

Score Range	**Level of Skill/ Support Required**
130 and above	Gifted/ Very Superior
120-129	Superior/ Very High
110-119	High
90-109	In Keeping with Age
80-89	Requires Support
70-79	Requires High level of Support
69 and below	Requires very High level of Support

Qualitative observations:

- **Handedness:** Anushka is Right-handed.

- **Posture:** She maintained an upright posture while writing, wherein her notebook was placed diagonally. She supported her notebook firmly using her left hand from the top.

- **Pen Control:** Anushka wrote using a tripod grip using optimal pressure.

- **Script:** Anuska wrote in a linked script. It was legible with consistent spacing, sizing and alignment. Her fluency was adequate and she appeared immersed in the process of writing.

Written expression: Anushka was instructed to write an essay on her favourite game, within a time limit of 10 minutes. The essay was written in a single paragraph format, the introduction and certain sentences were informal in nature. Overall, in the essay, Anushka could provide and explain three reasons while adding anecdotes to hold personal relevance and emotional expression in her narrative. There were few spelling mistakes, for instance "succint", "inqiusitiveness" and "accidentaly". The writing was legible,

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with appropriate sentence construction, and use of grammar like capitalisation, punctuations, and articles.

Conner's Adult ADHD Rating Scale Short Version

These scales are used to characterise patterns of an adult's behaviour. It evaluates problem behaviours as reported by the individual themselves and an observer. Scores are in t-scores where 55 above indicates significant score.

The **Inconsistency Index** for both Self and Observer forms fall below the cut-off point of 8, indicating that the results **can be interpreted with confidence.**

Observer: Parent

Subscale	T-Score	Category
Inattention/Memory Problems	72	**Significant**
Hyperactivity/Restlessness	45	Insignificant
Impulsivity/Emotional Lability	62	**Significant**
Problems with Self-Concept	65	**Significant**
ADHD Index	41	Insignificant

Self-Report: Anushka

Subscale	T-Score	Category
Inattention/Memory Problems	80	**Significant**
Hyperactivity/Restlessness	65	**Significant**
Impulsivity/Emotional Lability	55	**Significant**
Problems with Self-Concept	72	**Significant**
ADHD Index	73	**Significant**

Inconsistency Index in both the scales is 6 which is below the cut-off point of 8 indicating that the results may be interpreted with confidence.

Summary of Skills of Learning and Living & Struggles

The following is a summary as reported by teachers, parents, assessment scores and observations in the sessions

Skills of learning and living	Struggles
● Verbal Comprehension ● Academic Skills and Fluency ● Temperament	● Attention and Executive Skills ● Perceptual Reasoning ● Socio-Emotional Concerns

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● Range of Interests ● Multimodal Learning Style	

Skills of learning and living:

- **Verbal Comprehension:** Anushka demonstrated high verbal comprehension skills which refers to the ability to access and apply acquired word knowledge. This can emerge as strengths to engage in verbal expression of ideas and thoughts, remembering verbal information, and using well developed word knowledge. This translates well into her academic achievement subtests within reading composite and can be observed through observation while having conversations.

- **Academic Skills and Fluency:** Academic fluency refers to the ability to comprehend and express oneself effortlessly and accurately in an academic context. It goes beyond basic competency in academic skills and implies a level of proficiency and ease in applying those skills across various academic disciplines. Academic fluency involves a seamless integration of reading, writing, listening, and speaking skills to effectively engage with complex academic materials and communicate ideas with clarity and sophistication. Anushka's ability to efficiently utilise her cognitive skills and superior verbal skills along with other skills of writing and mathematics indicates an overall well-developed academic fluency. Overall, these academic skills help Anushka in her academic performance at college.

- **Range of Interests:** Anushka is the president of 'Women in Computer society' in her college. She enjoys reading, and would read at a higher level from a young age. She is a creative individual, who enjoys editing videos, and has a way to figure out things; she mentioned problem solving comes intuitively to her. She shared her interest in science and how she 'deeply resonates with humanities'.

- **Temperament:** Anushka appeared to be a collaborative person, making it easy to connect with her. She also showed a strong sense of self-awareness regarding both her strengths and challenges. Her determination during certain tasks and her proactive approach to understanding and addressing her difficulties highlight her resilience, which has been evident since a young age, where she had to exert effort to learn and succeed. Anushka expressed how quickly she picks up on social cues and her ability to engage in conversations with others.

- **Multimodal Learning Style:** Based on her profile, Anushka is likely to benefit from a multimodal approach to learning, which will involve using auditory (such as conversations, discussions, podcasts, etc.), visual (movies, videos, flowcharts, diagrams, etc.), and practical hands-on experiences to teaching (presentations, group projects, practical, etc.), along with reading and

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writing concepts.

Summary of Struggles:

- **Attention and Executive Skills:** Attention refers to a state of alertness through which an individual is able to selectively focus on certain tasks, ideas or aspects of the environment. Struggles in this area can show up as difficulty with inhibiting distractions and maintaining concentration for longer durations of time. Another related area is <u>Executive Skills</u> which refers to a set of cognitive processes that help to plan, organise, initiate tasks, regulate, and evaluate thoughts and behaviours. Executive skill struggles can appear as difficulties with planning, organisation, sequencing, time management and awareness, goal directed behaviour, problem-solving.

- **Perceptual Reasoning**: Her scores on Perceptual Reasoning subtests requires support, it refers to the ability to solve problems that are primarily non-verbal in nature and have little or nothing to do with words. This further involves interpreting visual information, identifying patterns and navigating our everyday environment. Tasks that rely heavily upon our perceptual reasoning skills include reading, understanding maps, interpreting images and graphs. Although her scores on the subtest were low, her performance across reading, mathematics was high or superior, which may mean that her strengths compensate for her struggles, which may add demand on her working memory, processing speed, and attentional controls.

- **Socio-Emotional concerns:** These co-occurring experiences which impact socio-emotional well-being are vital influencers in the personal, academic and professional journeys of young people.

Impact:

Learning is an integrated process that requires many different areas of our cognitive abilities, life skills and body to work together. It is important to note that when one of these areas of functioning has difficulty in integration, the result is usually a drop in the comfort, focus, and performance of the person. Thus, the difficulties mentioned should not be seen in isolation.

- **Academics:** Anushka exhibits strengths in areas like verbal comprehension and academic skills; she demonstrates the ability to process language, articulate thoughts, and understand complex verbal material well. Similarly, her high scores in reading, writing, and mathematics indicate strong academic potential, especially in subjects where she can use her verbal skills and numerical reasoning. However, struggles with attention and executive functioning including task initiation, planning, time management, along with additional demands posed by perceptual reasoning skills. This is important to note, as while Anushka's scores on all academic tests fell within the higher

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than expected range for their age, the process of getting the academic tasks done may be laborious, time-consuming and emotionally impactful for her. These challenges, combined with the gap between her abilities and the outcomes she strives for, can impact her motivation and may create feelings of being othered in academic environments.

- **Day to day living:** Anushka shared the benefit of having to follow a structure within university settings allowing her to attend classes and do tasks. However, activities of daily living require self-directed organization, which may pose a challenge to initiate tasks, plan, organise or manage time in activities like laundry, organising Id card, as they require executive skills. Similarly, attentional controls while engaging in leisure pleasurable activities like watching tv shows, or reading may be effortful for her.

- **Socio-emotional:** In addition to the challenges mentioned earlier, Anushka's difficulty in keeping up with social commitments may contribute to added stress, which could have created a mediating effect to navigate her overwhelm. These struggles can further affect the attention, task initiation or planning for an individual due to the emotional impact further affecting her confidence across settings such as academics and daily living. Creating a supportive environment for Anushka would allow her to leverage her strengths, helping her thrive in academic settings while also navigating her social and personal life more effectively.

Diagnosis*:

*According to the DSM-5, Anushka's profile suggests a diagnosis of **Attention-Deficit Hyperactivity Disorder (ADHD).***

*(The diagnosis explains the problem and does not define the child)

Part 3
Way Forward

Accommodations at School/ Specific Interventions at Home & College

Accommodations help the child bypass the negative impact of a lagging skill and interventions help strengthen it. The goal of the accommodation is to give the child equal access to the learning environment. Accommodations are not designed to give the student an advantage over other students nor to weaken academic rigour.

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Accommodations for Examinations

Anushka would benefit from the provision of the following accommodations to facilitate optimal learning at Ashoka University: (Source: Policy-on-Inclusion-of-students-with-Disabilities-at-Ashoka- University)

- Extension in assignment submission
- Extra time allowance during exams (25% to 50% depending on the recommendations in the diagnostic assessment report)
- Rest periods during exams
- Option to take formal examinations in a small group setting or a distraction-free sitting area/taking a break.
- Option of typing out assignments or projects instead of handwritten work as it helps with organisation and coherence of written work.

General Accommodations and Interventions at University for Curriculum and Assessment

- Providing one-on-one, individualised supervision wherever required.
- Allowing a head-start to complete assignments, especially written work and work which consists of descriptive reading material.
- Anushka could be seated in a seat of her choice where **distraction is minimal** and where she can engage in occasional movement breaks if needed.
- Providing a **structure or an outline at the start of a class** or an activity will allow her to have a clearer direction of what is forthcoming.
- Giving assignments which are divided into parts with **staggered deadlines** and offering flexibility in terms of the format of submission.
- **Reviewing assignments** together to explore ways in which Anushka can improve her overall performance in places where she feels stuck.
- Allow Anushka to **audiotape lectures, use audiotaped textbooks, receive notes and copies or PowerPoint presentations**.
- Working one-on-one with a **mentor** who could assist Anushka in managing her work, prioritizing, managing time and also in monitoring stress.
- Clean structure and sequential organisation of information through the **usage of categorization or classifications** will help her better absorb information. This could be achieved through the usage of lists or mind maps.

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Specific Interventions for Building Skills

Attentional Skills

- **Create a Structured Routine:** Allocate specific times for studying, breaks, exercise, and sleep to help the mind to focus during set periods.

- **Optimize Study Environment:** Preparing a distraction free environment that facilitates attention and concentration.

- Having a **visual schedule** and calendars within close vicinity. This can be done through to-do lists on post-its, a white board or through mobile apps.

- **Practice Attention-Enhancing Activities:** meditation or mindfulness exercises can improve sustained attention. Activities like Sudoku, puzzles, or memory-based games (e.g., *Lumosity*) can train attention. Focus on one topic at a time to avoid cognitive overload. Using flashcards, quizzes, and discussions to actively engage with the material.

- **Adding movement to study:** This could be in the form of creating a standing desk, walking around, changing locations, or completing a series of physical exercises.

- Use **visual reminders** such as highlighters or post-it flags to direct visual attention to parts of the text where important information is stored.

- **Make a distraction to-do list:** Whenever you have an off-task thought, jot it down on paper (or possibly in an Evernote app). Then, set aside time to review the off-task items after finishing the current task or while taking a break.

- Some **web-based productivity tools**, timers and smartphone-based apps which can be helpful through this process are:
  - Momentum: Habit tracker
  - Productive: habits and Goal Tracker
  - To Do List
  - Task Manager
  - Finch

Executive Skills

Planning, Prioritisation and Organisation

- To sustain motivation for more routine tasks, make **a weekly schedule that balances high-interest and low-interest tasks**. Consider using a sandwich method when scheduling your activities. Place a difficult task between two easier or more interesting activities instead of just doing what may be more enjoyable and simpler.

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- **Visual chunking:** Chunking is the practice of combining bits of information that are related in some way in order to reduce the overall amount of information for easier processing, without feeling overwhelmed by the visual content.
- Working with **accountability buddies** who can assist Anushka in completing activities, tasks, and goals. They could be family members or friends who can assist with maintaining regular check-ins or keeping track of her progress on an assignment or a task.
- **Thematic Mapping:** Create thematic maps or outlines to organise and connect key concepts and arguments from the texts being studied.
- **Create checklists** for tasks with multiple steps. For example, a checklist for the first hour of the study. It might include checking and answering e-mails, reviewing yesterday's progress, checking with the supervisor for important tasks to be completed immediately and so forth.
- New routines can be difficult to get used to—allowing herself the leeway of experimenting, falling off track and coming back to see what works as an important part of this new adjustment process.

Time-Management

- **Generate visual cues and reminders** for vital tasks or habits. Utilising tools like sticky notes, whiteboards, and visual schedules can help you stay on track. Use a **planner or digital calendar to manage appointments**, tasks, and deadlines.
- **Break tasks into smaller, manageable chunks**, and allocate specific time blocks for each part. **Setting 'SMART' goals** that are Small, Measurable, Achievable, Realistic, and Time-bound can be helpful.
- When breaking down work and scheduling tasks, **allow space for buffers**. Leaving some "zoning out time" and allowing the mind, time and space to wander can be helpful in bringing it back to focus without the added stress of a time-crunch or falling behind schedule.
- Similarly, **working backwards** from the final date of submission or a deadline for each step of a task/project can be useful in making the planning process more tangible.
- Remembering the tricks of procrastination can help us counter it effectively. Procrastination often asks us to avoid the task and attend to it later but comes with the by-products of either frustration, decreased motivation or anxiety. Noting these can help the present self to make better future choices.
- Using **phone app-based productivity** tools or browser extension/computer based tools to build time management skills and aid in sustaining attention. Some examples are Momentum, Forest, Pomodoro Timers, Habitica and Todoist.

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Socioemotional Care

- **Biorhythms** play a vital role in healthy development. This includes:
  - Approximately 8 hours of sleep
  - Exercising 3-4 times a week while taking short movement breaks throughout the day.
  - Developing healthy eating habits.
- Keep an **emotional journal to track feelings and triggers**. This can help recognise patterns and develop strategies to address specific emotional challenges.
- **Include a buddy:** Low moods can make sticking to schedules difficult. Developing a plan for future low mood periods where a buddy can help in a pre-planned manner can help initiate a practice of building and maintaining a support system.
- **Identify own social strengths and struggles**, as well as communication style, social preferences, and obstacles; followed by tailoring of preference in different contexts.
- Rewarding a work block with a scheduled relaxing activity can help re- energise. It's also helpful to block out time to eat. Sometimes too much focus may lead to skipping meals and increased agitation and stress leading to burnout. Short breaks and snacks can sustain energy and motivation for longer periods.

Professional Interventions

- **InSync:** Executive skills training programme for young people at Children First to gain insights and learn strategies of executive skills.
- **Individual therapy** to explore executive skill difficulties and build coping.
- **Psychiatric consultation** to explore ADHD as a diagnosis as well as the interventions.

Recommended Reading

Smart but Scattered—and Stalled by Richard Guare, Colin Guare, and Peg Dawson

- *Children's lives are multistoried* – therefore this report gives a glimpse of their struggles but also highlights their sparkles (assets, affinities, skills, abilities) that will enable them to connect to their hopes and aspirations.
- It is important to note that intelligence is not a linear surface that can be measured through a scale. Therefore, the scores are in no way a measure of the child's multiple intelligences. They can be used as a guide to plan interventions and accommodations. *A lower score indicates the need for creative teaching skills and not an inability to learn.*

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- Diagnostic labels are used in the assessment to help the child get the right accommodations and interventions. *It is essential to recognize that these labels describe the problem and not the child.*
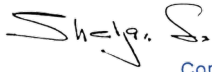
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