



WISC®-V

WECHSLER INTELLIGENCE SCALE FOR CHILDREN® - FIFTH EDITION

WISC®-V

Wechsler Intelligence Scale for Children®-Fifth Edition

Interpretive Report

Examinee Name	Simone Lorge	Date of Report	2021/01/27
Examinee ID	004174003	Grade	
Date of Birth	2010/12/31	Primary Language	
Gender	Female	Handedness	
Race/Ethnicity		Examiner Name	JOEY TRAMPUSH
Date of Testing	2021/01/14	Age at Testing	10 years 0 months
		Retest?	No

Comments:



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[1.3 / RE1 / QG1]

BACKGROUND

Home

Simone is a 10-year-old child.

Language

Simone's primary language was not reported.

Development

Information about Simone's prenatal, birth, and developmental history is not known.

Health

Information regarding Simone's most recent vision and hearing screenings is not known.

ABOUT WISC-V SCORES

Simone was administered seven subtests from the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V). The WISC-V is an individually administered, comprehensive clinical instrument for assessing the intelligence of children ages 6:0-16:11. The primary and secondary subtests are on a scaled score metric with a mean of 10 and a standard deviation (*SD*) of 3. These subtest scores range from 1 to 19, with scores between 8 and 12 typically considered average. The primary subtest scores contribute to the primary index scores, which represent intellectual functioning in five cognitive areas: Verbal Comprehension Index (VCI), Visual Spatial Index (VSI), Fluid Reasoning Index (FRI), Working Memory Index (WMI), and the Processing Speed Index (PSI). This assessment also produces a Full Scale IQ (FSIQ) composite score that represents general intellectual ability. The primary index scores and the FSIQ are on a standard score metric with a mean of 100 and an *SD* of 15. The primary index scores range from 45 to 155; the FSIQ ranges from 40 to 160. For both the primary index scores and the FSIQ, scores ranging from 90 to 109 are typically considered average.

Ancillary index scores are also provided. The ancillary index scores represent cognitive abilities using different primary and secondary subtest groupings than do the primary index scores. The ancillary index scores are also on a standard score metric with a mean of 100 and an *SD* of 15. The Verbal (Expanded Crystallized) Index (VECI), Expanded Fluid Index (EFI), Quantitative Reasoning Index (QRI), and Auditory Working Memory Index (AWMI) scores have a range of 45-155. The remaining three ancillary index scores have a range of 40-160: Nonverbal Index (NVI), General Ability Index (GAI), and the Cognitive Proficiency Index (CPI). Scores ranging from 90 to 109 are typically considered average. Further, the WISC-V provides complementary index scores that measure additional cognitive processes related to academic achievement and learning-related issues. The complementary index scores include the Naming Speed Index (NSI), Symbol Translation Index (STI), and the Storage and Retrieval Index (SRI). Both the complementary subtests and index scores are on a standard score metric with a mean of 100 and an *SD* of 15, with a range of 45-155. Scores ranging from 90 to 109 are typically considered average.

A percentile rank (PR) is provided for each reported composite and subtest score to show Simone's standing relative to other same-age children in the WISC-V normative sample. If the percentile rank for her Verbal Comprehension Index score is 70, for example, it means that she performed as well as or better than approximately 70% of children her age. This appears in the report as PR = 70.

The scores obtained on the WISC-V reflect Simone's true abilities combined with some degree of measurement error. Her true score is more accurately represented by a confidence interval (CI), which is a range of scores within which her true score is likely to fall. Composite scores are reported with 95% confidence intervals to ensure greater accuracy when interpreting test scores. For each composite score reported for Simone, there is a 95% certainty that her true score falls within the listed range.

It is common for children to exhibit score differences across areas of performance. Comparing the score differences in relation to three separate benchmarks may yield a richer portrait of a child's strengths and weaknesses. The three types of score difference comparisons presented in this report use interpretive statements that describe what can be generically understood as strengths or weaknesses. Because many score comparisons are possible within the WISC-V, attention to exactly what the scores are compared to is necessary to understand Simone's performance. The first type of comparison may be used to detect a normative strength or weakness, which occurs if a composite or subtest score differs from what is typical in the normative sample. For the purposes of this report, scores that fall above or below the Average qualitative descriptor range suggest either a normative strength or a normative weakness. The report will include phrases such as 'very high for her age' or 'lower than most children her age' when this occurs. The second type of comparison may be used to examine score differences from an intrapersonal perspective. For this comparison, a score is described as a strength or weakness if a primary index or subtest score differs from an indicator of overall performance (i.e., the mean of the primary index scores, the mean of the FSIQ subtest scores, the mean of the primary subtest scores, or the mean of the FSIQ subtest scores). Statistically significant differences are described with phrases such as 'personal strength' or 'personal weakness' or as one of the child's 'strongest or weakest areas of performance'. The third type of comparison may be used to examine scores for a relative strength or weakness, which occurs if a composite or subtest score differs in relation to another score of the same type (e.g., scaled, standard). When a scaled or standard score is compared with another scaled or standard score, the phrases 'relative strength' and 'relative weakness' are used to describe statistically significant differences when comparing performance on one score in relation to another.

If the difference between two scores is statistically significant, it is listed in the report with a base rate to aid in interpretation. The statistical significance and base rate results provide different information. A statistically significant difference suggests that the result is reliable and would likely be observed again if the assessment were repeated (i.e., the difference is not due to measurement error). The base rate (BR) provides a basis for estimating how common or rare a particular score difference was among other children of similar ability in the WISC-V normative sample. For example, a base rate of 22.20% is reported if the composite score for the Verbal Comprehension Index is 11 points higher than the composite score for the Fluid Reasoning Index. This appears on the report as VCI > FRI, BR = 22.20%. This means that 22.20% of children of similar ability level in the WISC-V normative sample obtained a difference of this magnitude or greater between those two scores. In many cases, a statistically significant difference may be accompanied by a base rate of greater than 15%, which indicates that the difference, while reliable and not due to measurement error, is relatively common among children. This result does not necessarily reduce the importance of the difference, but does indicate a difference that

large or larger is relatively common.

It is possible for intellectual abilities to change over the course of childhood. Additionally, a child's scores on the WISC-V can be influenced by motivation, attention, interests, and opportunities for learning. All scores may be slightly higher or lower if Simone were tested again on a different day. It is therefore important to view these test scores as a snapshot of Simone's current level of intellectual functioning. When these scores are used as part of a comprehensive evaluation, they contribute to an understanding of her current strengths and any needs that can be addressed.

INTERPRETATION OF WISC-V RESULTS

FSIQ

The FSIQ is derived from seven subtests and summarizes ability across a diverse set of cognitive functions. This score is typically considered the most representative indicator of general intellectual functioning. Subtests are drawn from five areas of cognitive ability: verbal comprehension, visual spatial, fluid reasoning, working memory, and processing speed. Simone's FSIQ score is in the Average range when compared to other children her age (FSIQ = 99, PR = 47, CI = 93-105). Although the WISC-V measures various aspects of ability, a child's scores on this test can also be influenced by many factors that are not captured in this report. When interpreting this report, consider additional sources of information that may not be reflected in the scores on this assessment. It is important to note that Letter-Number Sequencing was substituted for Digit Span when deriving Simone's FSIQ score. Subtest substitution introduces the risk of increased measurement error for this score and changes the content of the FSIQ. Therefore, a thoughtful interpretation of results is warranted. While the FSIQ provides a broad representation of cognitive ability, describing Simone's domain-specific performance allows for a more thorough understanding of her functioning in distinct areas. Some children perform at approximately the same level in all of these areas, but many others display areas of cognitive strengths and weaknesses.

Verbal Comprehension

The Verbal Comprehension Index (VCI) measured Simone'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. Overall, Simone's performance on the VCI was typical for her age (VCI = 108, PR = 70, Average range, CI = 100-115). Her performance on verbal comprehension tasks was particularly strong when compared to her performance on tasks that involved using logic to solve problems (VCI > FRI, BR = 22.2%). Her pattern of performance implies a strength in crystallized abilities relative to fluid reasoning abilities.

With regard to individual subtests within the VCI, Similarities (SI) required Simone to describe a similarity between two words that represent a common object or concept and Vocabulary (VC) required her to name depicted objects and/or define words that were read aloud. She performed comparably across both subtests, suggesting that her abstract reasoning skills and word knowledge are similarly developed at this time (SI = 10; VC = 13). Her score on Vocabulary was above average, suggesting that she learns new words and is able to explain them easily. This was one of her strongest areas of performance when compared to her overall ability (VC = 13; VC > MSS-F, BR = <=10%). This represents a strength that can be built upon in her future development.

Fluid Reasoning

The Fluid Reasoning Index (FRI) measured Simone's ability to detect the underlying conceptual relationship among visual objects and use reasoning to identify and apply rules. Identification and application of conceptual relationships in the FRI requires inductive and quantitative reasoning, broad visual intelligence, simultaneous processing, and abstract thinking. Overall, Simone's performance on the FRI was typical for her age (FRI = 97, PR = 42, Average range, CI = 90-104). Her current performance evidenced difficulty with fluid reasoning tasks in relation to her performance on language-based tasks (FRI < VCI, BR = 22.2%). This pattern of strengths and weaknesses suggests that she may currently experience relative difficulty applying logical reasoning skills to visual information, but she may have relatively strong ability to verbalize meaningful concepts. Her crystallized abilities are a strength compared to her fluid reasoning abilities.

The FRI is derived from two subtests: Matrix Reasoning (MR) and Figure Weights (FW). Matrix Reasoning required Simone to view an incomplete matrix or series and select the response option that completed the matrix or series. On Figure Weights, she viewed a scale with a missing weight(s) and identified the response option that would keep the scale balanced. She performed comparably across both subtests, suggesting that her perceptual organization and quantitative reasoning skills are similarly developed at this time (MR = 10; FW = 9).

Additional Subtests Contributing to the FSIQ

In addition to the index scores described in this report, the FSIQ includes subtests that measure other areas of cognitive ability. When compared to other children her age, Simone exhibited typical performance across other subtests contributing to the FSIQ. On Block Design (BD), she showed average performance when putting together multicolored blocks to match pictured designs. Block Design measures the ability to analyze and synthesize abstract visual information. Her score on this Visual Spatial subtest was typical for her age (BD = 10). During Letter-Number Sequencing (LN), a subtest in the Working Memory domain, Simone listened to a sequence of numbers and letters, and then recalled the numbers in ascending order and the letters in alphabetical order. Letter-Number Sequencing measured her sequential processing, working memory capacity, mental manipulation, and attention. On this Working Memory task, her performance was similar to other children her age (LN = 8). On Coding (CD), a Processing Speed subtest, Simone worked at an average speed when copying symbols that were paired with numbers (CD = 9). Coding measures short-term visual memory, psychomotor speed, visual perception, visual-motor coordination, visual scanning ability, cognitive flexibility, and procedural and incidental learning ability. This subtest also reflects her attention, concentration, and motivation.

ANCILLARY INDEX SCORES

In addition to the index scores described above, Simone was administered subtests contributing to one ancillary index score. Ancillary index scores do not replace the FSIQ and primary index scores, but are meant to provide additional information about Simone's cognitive profile.

General Ability

Simone was administered the five subtests comprising the General Ability Index (GAI), an ancillary index score that provides an estimate of general intelligence that is less impacted by working memory and processing speed, relative to the FSIQ. The GAI consists of subtests from the verbal comprehension, visual spatial, and fluid reasoning domains. Overall, this index score was similar to other children her age (GAI = 103, PR = 58, Average range, CI = 97-109). The GAI does not replace the FSIQ as the best estimate of overall ability. It should be interpreted along with the FSIQ and all of the primary index scores. Simone's GAI score was significantly higher than her FSIQ score (GAI > FSIQ, BR = 19.9%). The significant difference between her GAI and FSIQ scores indicates that the effects of cognitive proficiency, as measured by working memory and processing speed, may have led to a lower overall FSIQ score. This estimate of her overall intellectual ability was lowered by the inclusion of working memory and processing speed subtests. This result supports that her working memory and processing speed skills are areas of specific weakness. The GAI is especially informative when interpreted together with its counterpart, the CPI. The practitioner may wish to enter scores for all of the CPI subtests and evaluate the GAI-CPI pairwise comparison.

Relative weaknesses in mental control and speed of visual scanning may sometimes create challenges as Simone engages in more complex cognitive processes, such as learning new material or applying logical thinking skills.

SUMMARY

Simone is a 10-year-old girl. The WISC-V was used to assess Simone's performance across five areas of cognitive ability. When interpreting her scores, it is important to view the results as a snapshot of her current intellectual functioning. As measured by the WISC-V, her overall FSIQ score fell in the Average range when compared to other children her age (FSIQ = 99). Simone's verbal comprehension skills were similar to other children her age (VCI = 108), and were a relative strength compared to her performance on fluid reasoning (FRI = 97) tasks. Ancillary index scores revealed additional information about Simone's cognitive abilities using unique subtest groupings to better interpret clinical needs. She scored in the Average range on the General Ability Index (GAI), which provides an estimate of general intellectual ability that is less reliant on working memory and processing speed relative to the FSIQ (GAI = 103). Potential areas for intervention are described in the following section.

RECOMMENDATIONS

Recommendations for Building Verbal Skills

Simone's family is encouraged to set aside time each evening to discuss the day's events. It is important that distractions are minimized during this time, allowing each family member to be given the full attention of those around them. Such activities may help to develop Simone's verbal expression skills.

In order to build Simone's verbal skills, adults should ask her open-ended questions. Adults are encouraged not to interrupt Simone, but instead listen carefully and ask open-ended follow-up questions.

Children who struggle with verbal skills may be reluctant to express themselves. It is therefore important that adults give Simone positive feedback when she engages in conversation with them. Positive feedback includes engaging in reciprocal conversation, asking Simone to elaborate, and making positive comments about her contributions to the conversation.

An evidence-based shared reading strategy such as dialogic reading may be useful in building early literacy and vocabulary skills. This shared reading intervention encourages adults to ask the child specific questions to encourage interest, comprehension, and enjoyment of reading.

To assist Simone in developing analogical reasoning skills, her parents/teachers may wish to play a game in which she is requested to finish the following types of statements: "Pears are bigger than cherries and cherries are bigger than..." Additionally, she can be requested to finish sentences such as "Humans are to homes as birds are to..."

Simone's family and teachers could participate in activities to improve Simone's language development and verbal categorization ability. For example, naming games can be developed in which Simone is asked to list as many objects as she can based on a specific characteristic (e.g., red, round, soft, furry). She can also classify common objects through simple activities such as sorting laundry or putting away toys.

Simone may benefit from practicing new skills in several different ways. For example, to reinforce her learning of new vocabulary words, she could finger-paint or mold letters with clay into words, practice with flash cards, and create sentences with the words.

Simone's family and teacher could assist her by participating in activities that teach attributes of objects. For example, adults could describe an object in the room and Simone can name the object based on its attributes.

Simone's teacher and family can assist with Simone's language development by participating in story-time activities. For example, a story is read several times, with each reading including a change to the characters, action, or sequence. Simone's task is to identify and describe the part of the story that has changed. Simone could also be asked to complete an incomplete story or to participate in dramatization of a story.

Several classroom strategies can be used to increase Simone's comprehension of class content. Prior to the lesson, Simone can be introduced to upcoming content and can learn the meaning of important keywords. During the lesson, the teacher can use visual supports in the form of pictures, diagrams, or graphs. Additionally, the teacher can give Simone verbal cues to prepare Simone for important information. During the lesson, Simone can be provided with a written outline of main ideas to follow along. After the lesson, Simone should immediately review her learning by paraphrasing important information in the lesson.

Decrease overall complexity of classroom discourse and discussions by controlling vocabulary level, reducing multistep commands, controlling sentence length and grammatical complexity, and providing written support.

Organizing new information into visual categories that are meaningful may help Simone remember the information more easily and accurately.

Teachers may elect to use visual cues to teach operations or skills involving sequencing to help Simone retain the facts and skills being taught.

Provide visual supports for lessons and text in the form of pictures, diagrams, or graphs.

Parents and teachers should focus on exposing Simone to new vocabulary. For example, when in a store, adults should encourage Simone to name objects that she knows, and to identify objects that she cannot name. Adults can then tell her the name of the object.

Further evaluation by a speech-language pathologist is recommended to further explore the nature of Simone's speech and language difficulties.

Recommendations for Building Visual Spatial and Fluid Reasoning Skills

Family and teachers can encourage activities that teach the relationship between part and whole. For example, Simone can be taught to complete puzzles by matching colors and shapes in each piece that correspond to the completed picture.

To teach sequencing skills, Simone can be asked to watch the teacher or family member perform a number of activities in sequence. She can then be asked to imitate the actions. The complexity and number of activities can be varied.

Teachers and family are encouraged to assist Simone by participating in activities designed to teach sequential reasoning skills. For example, a story could be developed in which Simone is the central character. Simone can then be asked to draw/select pictures that illustrate the sequence of events. She can then "read" the story back to her parents/teacher. Another way of developing Simone's sequencing skills is to ask her to identify what happened before and after an event in a story. While sequential reasoning skills are important for literacy, they also are useful when learning mathematics and science.

Simone could benefit from increased opportunities at home to improve her visual spatial abilities. Such activities may involve visual-motor skills, for example cutting, pasting, tracing, and coloring.

Several evidence-based interventions are available to build children's spatial skills. These include teaching children strategies for mental rotation skills and visual cues that assist in spatial decision-making.

Because of Simone's difficulties with tasks requiring visual processing, teachers are encouraged to avoid crowded or "busy" worksheets and leave adequate white space between items.

Because of Simone's difficulties with tasks requiring visual processing, teachers are encouraged to extend the time for the completion of assignments that require these skills.

Recommendations for Building Processing Speed and Working Memory Skills

Given Simone's struggles with working memory and processing speed, she may benefit from computerized intervention programs. Evidence-based interventions are available to enhance working memory skills and increase speed of processing.

CogMed is an evidence-based computerized intervention program aimed at enhancing working memory skills. It is recommended that Simone participate in a CogMed training program in order to build her skills in this area.

When learning new information, Simone may benefit from using mnemonic devices or visual imagery to help her remember information. These strategies include mental pictures (using imagery and visualizations) and first-letter cues (to remember the words in a series or statement).

Simone may benefit from "chunking" information, a strategy in which pieces of information are grouped together into larger chunks so that fewer pieces of information need to be remembered. For example, the seven digits of a telephone number can be grouped into four numbers: 555-5678 becomes five, fifty-five, fifty-six, seventy-eight.

Because of Simone's working memory difficulties, it may be challenging for her to remember new information. It may help her to remember new information if she links the new information to information that she already knows.

Because Simone has difficulty working quickly, she may benefit from extended time on tests and quizzes. When evaluating whether Simone requires extended time, her parents and teachers should monitor how often she uses extended time in regular class work and state tests.

An occupational therapy evaluation is strongly recommended. This type of evaluation will identify specific areas for intervention with regard to Simone's fine- and gross-motor challenges. Addressing these issues may help Simone develop greater speed on fine-motor tasks.

Recommendations for Executive Functioning

Simone's parents or guardians are encouraged to provide immediate reinforcement for demonstrations of increased self-control or longer periods of maintaining attention.

Simone's parents and teachers can facilitate her development of executive functioning by praising her for working hard, rather than telling her that she is "smart." When children are praised for working hard, they may learn to persevere when faced with difficult concepts.

Mindfulness is a technique in which Simone can learn to ignore distracting thoughts and concentrate on the task at hand. Children of all ages can benefit from mindfulness training, which can help them to develop impulse control.

Learning to delay gratification has been shown to help children regulate their impulses and promotes positive social interactions.

To improve self-control, Simone and her parents can play a game in which they are asked to "freeze" when they hear a certain sound, e.g., a bell. Another game may involve clapping during a song, except during certain words. These games can build in complexity, such as clapping twice during certain words but not clapping during other words. Such activities can help to build her ability to inhibit motor impulses and regulate her motor output.

Parents, guardians, and teachers are encouraged to set appropriate time limits for clearly defined tasks and to allow Simone to monitor her own progress with a timing device.

Simone's sense of time may be enhanced by having her estimate the length of time needed to complete specific activities.

Simone can build her time management skills by learning to use a schedule. Deadlines, appointments, and homework assignments can be recorded on a calendar and she can check her progress daily.

Simone's family is encouraged to teach her to set realistic goals and monitor her progress toward those goals.

Parents, guardians, and teachers may wish to use a contract approach, when appropriate, to help Simone develop independence and self-direction. Involve Simone in development of contracts to ensure her investment in the outcome.

In order to complete multistep assignments in a timely manner, Simone may be taught to break larger tasks into smaller, more manageable steps. She can then learn to set realistic goals for each step and monitor her progress.

Simone may need to be taught the steps required to solve a problem or complete a task and be given the opportunity to rehearse the steps. Whenever possible, Simone can be offered a logical structure or procedure in solving problems.

Simone may need encouragement to assume responsibility for completing assignments and turning in work on time. Clear rules and timeliness can be established and maintained.

Recommendations for Attention Difficulties

Simone may maximize her productivity during study time by eliminating outside distractions, extraneous noise, and unnecessary interruptions. At school, Simone should be given a quiet place to work away from other students. At home, Simone's family may help her complete her homework assignments by providing a location where she can be monitored. It is recommended that she not do her homework in an unsupervised room, as this affords too many opportunities for distraction.

To help Simone maintain focus on cognitive tasks, teachers are encouraged to provide "motor breaks." These are periods of 3 to 5 minutes of physical movement or motor activity, and occur after every 15 to 20 minutes of cognitive effort. Simone would additionally benefit from stretch breaks. This means that she should be allowed, when appropriate, to stand up and stretch during extended periods of cognitive effort.

Simone may benefit from assistance in channeling her excess energy into appropriate activities. For example, teachers may allow her to stand during seatwork or use activity (e.g., running an errand, arranging classroom materials, cleaning the chalkboard) as a reinforcement for task completion.

Children with attention problems may find it useful to relieve excess physical energy by fidgeting during class. To allow her to fidget, Simone can be given a "wiggle seat" or stress ball to squeeze during class. This allows her a chance to relieve her excess physical energy in a socially appropriate manner.

Simone may benefit from techniques utilizing "self-talk" in situations where attention is vital. These inner reminders might include statements such as "Sit up straight, eyes on the speaker," "I need to keep looking at the person speaking," and "I need to write this down." Additionally, she should be encouraged to self-monitor by asking herself, "Did I get everything this person said?" and by double-checking with the speaker.

Children with attention problems often find it helpful to keep track of their on- and off-task behavior. For example, Simone can keep a chart at her desk that is divided in half. At regular intervals, a timer can cue her to mark whether she was on or off task during that interval. She can be encouraged to calculate her performance by determining what percentage of the time she was on or off task. As her ability to attend to task improves, these intervals can become longer.

A prearranged, unobtrusive, non-punitive signal, such as a tap on the shoulder, may be used as a means of bringing Simone back on task. Teachers are encouraged to use such cues when Simone is engaged in off-task behaviors such as daydreaming or talking to peers. It is recommended that the teacher discuss the use of this cue with Simone prior to implementation, allowing Simone to decide the type of cue that would be most helpful to her.

Because of Simone's difficulties remembering task instructions and details, she may benefit from increased assistance from peers. For example, she could be assigned a classmate whom she can call with questions. She may also benefit from working in small groups, with one other student, or with a peer tutor to share ideas and "talk through" tasks.

Simone's teachers may wish to use behavioral techniques to keep her on task by reinforcing target behaviors or charting successful completion of assignments.

Simone should benefit from a mixture of high- and low-interest tasks. For example, teachers could follow a lecture with a hands-on activity. She is more likely to maintain attention when presented with a variety of tasks rather than a series of either high-interest or low-interest activities.

Simone's tasks should be short, well within her attention span, varied, and should gradually increase in length. Long or complex tasks should be broken into smaller pieces that she can easily complete. For example, if a task consists of three steps, Simone should be given one step at a time rather than all at once.

Family and teachers are encouraged to establish eye contact with Simone before giving instructions.

Teachers are encouraged to use multiple teaching modalities when teaching Simone new material, as she will have significant difficulty attending to the same modality for extended periods of time.

Simone would benefit from a well-structured learning environment that is carefully planned and consistently implemented in terms of the physical arrangement, schedule of activities, and expected behaviors.

Teachers could facilitate Simone's attention to important information by having her use highlighting or underlining to emphasize task directions or other areas of difficulty.

Because Simone may not remember everything at once, she can be encouraged to start with main ideas, until that information becomes part of her general fund of knowledge. She can then classify new information based on these main ideas. She should attempt to classify information into clusters based on similarities in meaning, making it easier for her to remember.

Because Simone is prone to rushing through her work, she should be encouraged to proofread her work before a grade is assigned. This will be most effective if Simone proofreads her work a few hours or days after she completed the initial draft. Simone should also be encouraged to proofread her tests for errors and mistakes. If appropriate, she could then be reinforced (e.g., receive partial credit) for correcting assignments.

Simone should be taught to advocate for her own needs, requesting additional time for scheduled tests, and separating herself from sources of distraction.

Recommendations to Build Reading Skills

Simone should receive an evidence-based intervention to remediate reading difficulties. It is important that Simone's reading progress is carefully monitored so that the intervention can be tailored to her needs.

Simone is encouraged to highlight important material (e.g., key words, instructions, main ideas) in texts or handouts.

Read complete and incomplete sentences (fragments) to Simone and ask her to identify each.

Read sentences to Simone and ask her to identify nouns, verbs, adjectives, or adverbs.

Model declarative, interrogative, compound, and negative sentences and have the student identify each type.

An evidence-based shared reading strategy such as dialogic reading may be useful in building early literacy and vocabulary skills. This shared reading intervention encourages adults to ask the child specific questions to encourage interest, comprehension, and enjoyment of reading.

To build orthographic awareness, Simone and her family can play a game in which Simone spells the same word as many ways as possible. For example, for the word "table," acceptable responses would be "tabel," "taebul," "taybull," etc. A small prize can be given for the person who generates the most acceptable spellings while maintaining the same pronunciation. This type of activity helps Simone to expand her knowledge of the letters and letter combinations that correspond to specific phonemes.

Simone demonstrates weaknesses in phonological processing that appear to interfere with her reading and writing skills. In addition to using an evidence-based intervention to build Simone's phonological processing skills, it may also help to practice playing word games that require rhyming, blending sounds together to form a word, removing a sound from a word to form another word, and saying a word one syllable or one sound at a time. In some cases, incorporating letters (orthography) is helpful for supporting and building phonological processing. For example, use letter cards to build a word and then change one or more letters or letter combinations to form a different word.

Reading teachers are encouraged to focus on developing Simone's reading fluency and de-emphasize individual word analysis. Teachers can combine fluency techniques such as imitative reading, repeated reading, radio reading, phrase reading, paired reading, and echo reading with basic sight-word recognition, decoding, vocabulary development, and comprehension lessons.

Read sentences to Simone that contain correct and incorrect grammatical forms (e.g., runned; mouses). Ask her to identify the incorrect instances. (Note that dialectal rules allow different options.)

Simone should be encouraged to ask adults to define unfamiliar words. She can write down these words in a log and make flashcards, reviewing these words until they have become part of her sight-word vocabulary.

Simone's progress in reading fluency and comprehension should be monitored daily or weekly by collecting data. Graphing this data can assist in understanding her progress and setting appropriate literacy goals.

Simone's progress in reading fluency and comprehension should be monitored daily or weekly by collecting data. Computerized systems such as aimsweb can be useful in monitoring progress. Graphing this data can assist in understanding her progress and setting appropriate literacy goals.

Teachers and family could record brief passages from a story in which Simone is interested, yet is too difficult for her to read. Simone could then follow the script while listening to the passage on tape. Simone could repeat the process until she is able to read the passage on her own.

Because of Simone's reading difficulties, recorded textbooks may be an appropriate accommodation. Simone can listen to the textbook while following along.

Simone's parents and teachers are encouraged to provide her with high-interest, low-readability books that will allow her to read for pleasure. She may need assistance finding books that are appropriate to her reading level.

Simone's teachers should scaffold her reading activities by discussing the subject matter prior to reading, pre-reading end-of-chapter questions and boldfaced headings, and pausing at the end of each sentence (or paragraph) to summarize or paraphrase the information.

In order to bolster her sense of accomplishment, parents and teachers should keep a list of all the books that Simone has read. She should be able to choose a reward when she has read a pre-determined number of books.

Open communication with Simone regarding her reading difficulties is encouraged to assist her in gaining acceptance and understanding of her areas of difficulty, as well as the ways in which she can compensate for her difficulties.

Because of Simone's reading difficulties, teachers are encouraged to reduce the number of questions or problems to be completed at one time. For example, the teacher could indicate the essential items to be completed and give bonus points for additional items that Simone completes.

A number of digital resources are available to develop all aspects of Simone's reading skills. Simone should be taught to search for these resources on her own and to choose activities that are both fun and educational.

Simone's teacher, parents, or guardians are encouraged to visit the International Dyslexia Association (IDA) and the Learning Disabilities of America (LDA) websites for information and resources.

Due to Simone's reading difficulties, it is recommended that she receive additional time to complete tests, quizzes, and assignments requiring this skill.

Recommendations to Build Writing Skills

Simone should participate in an evidence-based writing intervention aimed at her specific areas of weakness. It is important that her progress is carefully monitored throughout this intervention to ensure that the intervention is meeting her needs and tailor the instruction as needed.

Simone's family may help her learn to spell words by playing games in which Simone is asked to make words (or made-up words) from a group of letters.

Simone is encouraged to practice weekly spelling and sight-vocabulary words by using different modalities. For example, she could use a computer, chalkboard, or plastic magnetic letters to work on these skills.

Give Simone two simple sentences and a conjunction (e.g., and, but, or), and have her combine them into a compound sentence to increase complexity of language use.

Simone could develop a list of her problem words, that is, words that she commonly misspells. She could then concentrate on learning these words and could add and remove words from the list as appropriate.

Simone's language development may be enhanced through writing activities. For example, Simone could write a short story and then rewrite the story by substituting synonyms or rhyming words for existing words.

Because of Simone's persistent difficulties with spelling, her teachers are encouraged to not penalize her for misspelled words in subjects other than spelling. However, these mistakes should be pointed out to help Simone identify words that she commonly misspells.

Because of Simone's difficulties with visual-motor coordination, spatial visualization, and written language, teachers are encouraged to not penalize her for poor handwriting.

On tests with written responses that are not directly measuring writing skills, Simone should be allowed to dictate responses to an adult rather than write them during testing. This will reduce the impact of writing/fine motor skills on her test performance.

Parents and teachers should consider allowing Simone to use speech-to-text software, which allows her to speak her thoughts rather than writing or typing them. This type of software should supplement, but not replace, writing instruction.

Given Simone's fine-motor difficulties, she should be allowed to type her responses on assignments that are not directly assessing writing skills. Reducing demands on fine-motor skills may allow her to concentrate more on the content of her writing.

An occupational therapy evaluation is strongly recommended. This type of evaluation will identify specific areas for intervention with regard to Simone's fine- and gross-motor challenges. Addressing these issues may help Simone develop greater speed on fine-motor tasks.

Recommendations to Build Math Skills

To develop rote counting skills and one-to-one correspondence, Simone's parents may wish to use an egg carton and ask her to place objects (e.g., toys, blocks) into a specified number of holes.

Because poor visual organizational skills may make the alignment of multiple-digit numbers more difficult, teachers are encouraged to allow Simone to use graph paper. This will allow her to align rows and columns of numbers more easily.

To help Simone build automaticity in her retrieval of basic math facts, practice counting by 2s, 3s, 4s, 5s, 6s, etc. (multiplication is repeated addition, and fast counting facilitates quick addition), teach her strategies and tricks for remembering math facts (e.g., finger trick for multiplying by 9), use mnemonics and rhymes, and use flash cards and digital games with immediate feedback and reinforcement.

Teachers are encouraged to incorporate the use of manipulatives, drawing, and other hands-on activities when teaching Simone mathematical concepts or skills.

To teach relational skills specific to mass, Simone's parents/teachers may wish to fill plastic bags with materials (e.g., Styrofoam, sand, or beans) to demonstrate varying weights. Simone should then be asked to identify which of 2 bags is heavier or lighter.

To develop money skills, Simone's parents/teachers may wish to attach coins of different denominations to index cards. Pictures could be drawn around each coin to illustrate (e.g., picture of a girl named "Penny"). Review the coins and provide prompts if Simone has difficulty with recall.

Because of Simone's difficulties with math, she is encouraged to generalize any new skills to "real world" applications (e.g., shopping, making change, cooking). Parents should demonstrate their use of mathematical concepts in everyday life, for example in determining how long it will take them to drive to work.

When completing math tests, quizzes, and assignments that are designed to assess Simone's procedural knowledge rather than her computational skills, allowing her to use a calculator is recommended.

Teachers may elect to use visual cues to teach operations or skills involving sequencing or serialization to help Simone retain the facts and skills being taught.

Simone should participate in an evidence-based math intervention. An intervention should be chosen that specifically targets her areas of weakness. Simone's progress should be closely monitored. If she does not make adequate progress, a more intensive intervention should be implemented.

Because of Simone's difficulties with math, she will require extended time to complete math tests and quizzes.

Recommendations for School Difficulties

When possible, Simone should be presented with new material in a small-group setting. This will allow for fewer distractions and will allow the teacher to monitor Simone's learning more closely.

Teachers are encouraged to provide frequent, immediate, and specific feedback on Simone's task performance. This is particularly important as Simone is learning new skills. For example, rather than using a vague statement such as "Try again," a more effective phrase could be, "You added these two numbers, but you should have added these two instead." Immediate feedback regarding incorrect practice or response patterns should reduce the need for retraining.

Teachers are encouraged to make tasks concrete whenever possible by providing manipulatives, pictures, models, diagrams, and graphs.

Teachers are encouraged to repeat new concepts in a variety of ways to provide Simone ample opportunity to generalize and internalize the new material.

Teachers are encouraged to provide maintenance activities for newly mastered skills and concepts to ensure that Simone retains novel learning.

It is recommended that assigned tasks and activities be appropriately challenging for Simone's ability level. Positive reinforcement can be given at home and school before, during, and after Simone successfully completes a task. Giving Simone appropriately challenging work can help build her self-esteem and sense of accomplishment.

Simone's activities could be shortened and then gradually lengthened. For example, if Simone is required to complete ten arithmetic problems, the teacher might first give her two problems and then gradually increase the number presented.

Simone is encouraged to seek extra help from teachers or students when she does not understand an assignment. The teacher can suggest names of specific students with whom she may work best to enable her to feel more comfortable pursuing this help. Also, Simone may be more willing to seek help from those teachers who make it known to her that they are available when needed or who set up specific times to help.

Simone should be encouraged to ask frequent questions to ensure her understanding of task requirements or academic material.

It is recommended that Simone learns to type more fluently through either a class or digital program. This may help her to work more efficiently when using a computer.

Simone's family is encouraged to support her efforts in completing homework while avoiding an overemphasis on high grades. Her family may wish to focus upon the quality of work and timely completion of assignments. When Simone completes assignments successfully, her family should consider displaying her work at home.

In order to ensure Simone's understanding of a task, it may be helpful if directions are presented one at a time and she is asked to rephrase the directions prior to proceeding with the task.

Participation in a mentoring or tutoring program for younger students may enhance Simone's self-confidence and ability to identify personal areas of strength.

Because Simone has experienced academic difficulty, school staff, as well as parents or guardians, are encouraged to monitor her academic work.

Teachers are encouraged to complete weekly progress reports to assist Simone in monitoring her accomplishments and areas in need of improvement.

Simone could bring her homework home and review materials covered in class. The teacher may wish to assist her in developing a homework log in which assignments are noted. At the end of each school day, Simone can review which assignments are due and which materials she needs to bring home.

Simone's family, teachers, therapists, school counselor, and/or school psychologist are encouraged to maintain regular communication to ensure that they use consistent approaches throughout Simone's day. Homework should reflect concepts learned in class and should include information to parents that indicate how tasks should be completed.

A multi-disciplinary conference is recommended to evaluate Simone's current level of functioning and plan appropriate educational programs, placement, or services.

A number of digital resources are available to develop all aspects of Simone's math skills. Simone should be taught to search for these resources on her own and to choose activities that are both fun and educational.

Simone would benefit from the assistance of a mentor to support her in the school environment.

It is recommended that Simone's family set realistic expectations, goals, or responsibilities on Simone that build on her strengths and skills or target desired emerging behaviors.

Simone would benefit from positive reinforcement throughout her day. Teachers and parents should make an effort to identify positive behaviors and point them out to Simone. For example, they might say "I like the way you are completing that assignment," or "I like the way you are drawing that picture."

Simone's teachers are encouraged to provide as much structure as possible. For example, the homeroom teacher can post a schedule of daily activities or classroom periods, provide a designated place to pick up assignments and leave completed assignments, and provide frequent and specific feedback on Simone's performance.

It is recommended that Simone's abilities or skills be tested further with an individual achievement measure, an assessment of basic conceptual knowledge, or an assessment of emerging literacy skills.

While creating an intervention plan for Simone, it is important to consider the learning environment. It is recommended that an assessment of the learning environment is conducted to identify aspects that could be changed to allow Simone to better access the curriculum.

Recommendations for Speech and Language Difficulties

When giving directions, pause frequently at appropriate junctures (e.g., at the end of clauses), and/or reduce speaking rate to allow the student time to process information.

Redirect Simone to promote attention and listening by providing verbal, visual, or written cues.

Providing written lesson outlines and instructions may promote increased understanding of lesson content and teacher expectations.

Teachers may need to paraphrase or rephrase directions to ensure that Simone has understood each task.

Simone should be seated close to the source of auditory information or instructions (e.g., the teacher, television, speaker).

Family and teachers should encourage Simone to ask the meaning of unfamiliar words.

Provide visual supports for lessons and text in the form of pictures, diagrams, or graphs.

Introduce key concepts of the lesson (e.g., main idea, characters, conflict) before reading text and review them after reading.

Given Simone's difficulty with reading comprehension, she may need to be taught specific comprehension strategies such as reading for the main idea, using context clues to determine word meaning, and identifying cause and effect.

Give visual or verbal cues to prepare Simone for key information.

Because of Simone's challenges with auditory comprehension, she will have difficulty comprehending material presented in lectures. She should therefore be allowed to record lectures so that she can review content at a later time.

Build schema by capitalizing on Simone's past experiences or popular concepts. Connecting new information to previous knowledge may help her to remember new information.

Read complete and incomplete sentences (fragments) to Simone and ask her to identify each.

Read sentences to Simone and ask her to identify nouns, verbs, adjectives, or adverbs.

Model declarative, interrogative, compound, and negative sentences and have Simone identify each type.

Read sentences to Simone that contain correct and incorrect grammatical forms (e.g., runned; mouses). Ask her to identify the incorrect instances. (Note that dialectal rules allow different options.)

Give Simone two simple sentences and a conjunction (e.g., and, but, or), and have her combine them into a compound sentence to increase complexity of language use.

Give Simone two simple sentences and a transitional word such as a relative pronoun (e.g., who) or an adverb (e.g., when), and have her combine them into a complex sentence.

Prepare Simone for transitions by writing and posting the steps that will be required.

Provide strategies for immediate recall (e.g., association, acronyms) to help Simone remember facts and details of complex text.

Create and review scripts with Simone that involve responding to praise and criticism.

Create and review scripts for polite behavior and responses inside and outside the classroom.

Create and review scripts with Simone for conversations via telephone, texting, email, or social media.

Minimize interruptions created by students in the class by providing separate areas for group interaction and quiet activities.

Minimize any echoing effect or reverberation of sounds in the classroom by strategically placing dividers or mobile bulletin boards to separate noisy areas.

Minimize the amount of competing noise from adjoining classrooms and hallways by closing the door or by placing group interaction areas as far from the doorway as possible.

To compensate for Simone's hearing difficulties, the teacher should adjust the volume and intonation of his/her voice based on background noise and the size of the classroom. An FM system may be an appropriate accommodation.

Decrease overall complexity of classroom discourse and discussions by controlling vocabulary level, reducing multistep commands, controlling sentence length and grammatical complexity, and providing written support.

Read various statements of fact and opinion. Ask Simone to identify which are fact or opinion and why. For more advanced directions, ask Simone to change statements of fact to opinion and vice versa.

Read aloud definitions of various words. Simone must name the word that best fits the definition.

Students form teams. One partner builds a block tower out of sight of her partner, and must only use her language skills to give instructions to her partner who must build the exact same structure.

Read a comic strip to Simone. Cut the comic strip apart and present the frames (shuffled) to Simone. Tell Simone to sequence the frames and re-create the story.

Give each student a sheet of graph paper with the same starting point marked on each. Have Simone follow your directions to create a drawing. Check the completed drawings against your original drawing.

Create a fictional menu of popular food items, and gather pictures of the foods. Simone can take the order (or more than one order to increase difficulty), and serve the pictures of the food to the "customer(s)."

Recommendations for Emotional and Behavioral Difficulties

Simone may benefit from application of the problem-solving approach to problematic situations. Steps in this approach include identifying the problem, evaluating all possible solutions, choosing a strategy or behavior, and evaluating the outcome. Concrete examples may be used to teach the approach (e.g., the teacher describes a hypothetical situation where a student is studying and another student begins to talk).

It is recommended that Simone be referred for individual counseling.

A mental health professional at Simone's school is encouraged to schedule weekly contact with her to discuss any concerns she might have.

Simone and her family may wish to become involved with a support program for children with similar challenges. This will allow the family to share experiences and gain emotional support.

Parents and teachers are encouraged to reduce stress on Simone by providing Simone with clear behavioral expectations. For example, instead of telling Simone, "pay attention," they might say, "put both feet on the floor and face the front of the room."

Simone's teachers are encouraged to explain classroom rules and consequences in a clear manner. When Simone's behavior does not comply with class rules, she should be asked in a non-punitive manner whether her behavior is consistent with class rules. Consequences should be consistent, fair, and predictable.

Simone would benefit from a well-structured learning environment that is carefully planned and consistently implemented in terms of the physical arrangement, schedule of activities, and expected behaviors.

Simone's teachers are encouraged to provide as much structure as possible. For example, the homeroom teacher can post a schedule of daily activities or classroom periods, provide a designated place to pick up assignments and leave completed assignments, and provide frequent and specific feedback on Simone's performance.

To help Simone develop appropriate interpersonal relationships and social behaviors at home and school, family and teachers are encouraged to share behavior-management strategies so that limits are well defined and consistently applied.

Simone's teachers are encouraged to reinforce her appropriate behaviors by rewarding her with free-time tokens or time to do her favorite activity. Immediate verbal feedback may also be used to reinforce appropriate behavior. For example, the teacher might say, "I like the way you are sitting next to Jim. You are not touching him and you are keeping your hands in your lap." It is important that feedback is immediate and specific.

To reduce Simone's problem behavior, it can be useful to reinforce alternate behaviors that are incompatible with the problem behavior. For example, if out-of-seat behavior is problematic, the teacher can reinforce Simone for staying seated for increasingly long periods of time.

Simone would benefit from positive reinforcement throughout her day. Teachers and parents should make an effort to identify positive behaviors and point them out to Simone. For example, they may say "I like the way you are completing that assignment," or "I like the way you are drawing that picture."

Simone's teachers and parents or guardians are encouraged to create opportunities for appropriate behavior to occur. For example, to increase helping behaviors, Simone can be asked to assist in classroom demonstrations or with appropriate household chores.

Focus on reinforcing positive behaviors rather than punishing negative behaviors. For example, if Simone interacts positively with others, one might say, "Thank you for picking up those puzzle pieces. You are a good helper."

It is recommended that Simone's family set realistic expectations, goals, or responsibilities on Simone that build on her strengths and skills or target desired emerging behaviors.

Simone's appropriate behaviors can be reinforced with tokens that she can redeem for desired activities and/or possessions. It is important to revisit the desired activities and reinforcers periodically with Simone to ensure that they remain motivating over time.

Simone's teachers may implement verbal or nonverbal interruption of self-stimulating behavior. For example, for nonverbal interruption, the teacher can tape five short strips of paper to the side of Simone's desk. If Simone rocks during a lesson, a strip is removed. If she attends appropriately during a lesson, a strip is added. The strips can serve as tokens for purchasing desired rewards, such as extra computer time or the job of line leader.

Simone's family is encouraged to consider family counseling to help resolve possible family issues that may be causing stress for Simone, as this stress may be related to her irritable, argumentative, and aggressive behavior.

Participation in family counseling may help Simone and her family to discuss their feelings and alleviate stress.

When upcoming events may require additional control or new skills, Simone may benefit from role-playing those events ahead of time with an adult.

Simone's family may help her identify and cope with her feelings by encouraging her to verbally label and openly discuss emotions, or by demonstrating that everyone experiences emotions. If Simone has difficulty identifying her feelings, many "feeling charts" are available that allow Simone to choose her feelings from multiple options.

Simone is encouraged to communicate her displeasure, anger, frustration, and other similar feelings in a socially acceptable manner. Family and teachers may need to assist her in determining how to communicate these feelings appropriately.

Family and teachers are encouraged to give Simone appropriate chores or responsibilities to be performed regularly to build her sense of worth and value as a member of the home and classroom. Chores appropriate to Simone's age and ability will reduce the likelihood of failure. It is important that Simone see such chores as genuine involvement, not as punishment.

Exercise and physical activity may alleviate Simone's depressive symptoms.

Simone's family may help her cope with failures by openly discussing difficulties and emphasizing successes. Sharing examples of others' failures will help demonstrate open discussion.

Avoid trying to "talk Simone out of depression" and instead present concrete evidence of her accomplishments and completion of assignments or chores. Examine task performance with Simone when she states that she is terrible at a task or is a failure.

Teachers and family may choose to work with Simone to establish realistic goals and keep a record of the goals that are accomplished. Because depressed children often set unrealistically high expectations and then feel disappointed when they do not meet them, it is important to emphasize realistic expectations.

Family or teachers could ask Simone what her peers do for fun and develop a program requiring her to do one thing for fun each day. (The question must be phrased this way because depressed children often respond that they do not have any fun when directly asked what they do for fun.)

Participation in a mentoring or tutoring program for younger students may enhance Simone's self-confidence and ability to identify personal areas of strength.

Instruct Simone in the use of positive coping statements when she encounters difficult situations or experiences failure (e.g., "Oh, I made a mistake. Next time I'll be more careful and maybe I'll get it right").

Simone may benefit from relaxation techniques, such as deep breathing, progressive muscle relaxation, and meditation when facing an upcoming, potentially stressful event.

Simone appears to have significant anxiety when faced with testing situations. It is recommended that she receive assistance from professionals who are knowledgeable about ways of reducing test anxiety and other test-taking strategies.

Simone's family is encouraged to consider family counseling to help resolve possible family issues that may be causing stress for Simone, as this stress may be related to her difficulty concentrating.

Further psychological assessment of Simone's depression is recommended.

It is recommended that Simone's family consult a therapist regarding potential strategies to reduce Simone's anxiety.

Recommendations to Build Social Skills

Simone would likely benefit from structured peer activities that allow her to excel. For example, scouting, sports, or band may allow Simone to interact with peers in a structured, non-threatening manner.

Simone may need encouragement to learn ways of handling social situations appropriately and successfully without conflict. Role-playing is an engaging method for practicing these skills.

Simone could be assisted by others who model socially appropriate behaviors, such as initiating a conversation, maintaining appropriate eye contact, and body distancing during conversations. It is important that adults model behavior that is similar to other children Simone's age, rather than modeling overly dramatic or formal behavior.

Simone's family is encouraged to engage in activities that promote communication and enrich Simone's verbal environment. For example, family members could take turns recounting the day's events, asking questions, and telling stories.

Simone may be encouraged to maintain appropriate eye contact with adults and peers. If eye contact is uncomfortable for her, she can be encouraged to employ compensatory strategies such as looking between or slightly above peers' eyes when speaking.

Teachers, other adults, and family are encouraged to engage Simone in social communication as often as possible.

Rather than punishing Simone for lack of communication, teachers and family members are encouraged to reward any appropriate behaviors as they are observed.

Simone is encouraged to participate in an evidence-based intervention to build her social skills. This type of intervention should include structured, enjoyable, and appropriately challenging activities. Simone's progress should be monitored over time.

Recommendations for Adaptive Functioning Skills

An incentive system designed to help Simone develop independence may be helpful. Small, simple incentives could motivate Simone to complete tasks without being told. She may also assist in identifying appropriate incentives.

Simone would benefit from further development of her adaptive skills. Her family and teachers should identify specific areas for adaptive skill development and set realistic goals in those areas.

Simone is encouraged to develop a personal hygiene program. For example, she could create a visual and/or written checklist of personal hygiene activities that need to be completed each day and check them off as they are completed.

Simone's family is encouraged to positively reinforce small improvements in her performance of simple routines. It is important to maintain consistent limits and establish simple routines. As Simone masters simple tasks, additional tasks may be added to develop simple routines. For example, "Brush your teeth and come tell me when you are through" can be gradually increased to "Brush your teeth, use the bathroom, put on your pajamas, and bring me a story to read."

Adults should assist Simone in dividing daily routines into simple steps. Simone can then use a checklist to complete the routine until she has mastered it. For example, the larger activity of "getting ready for school" can be divided into smaller steps such as "brush teeth, wash face, choose clothes," etc. Simone can then use self-talk during each task to reinforce the sequencing of the steps required for successful completion.

Given Simone's challenges with mobility, it is strongly recommended that she is assessed by a mobility specialist. This type of evaluation will result in specific recommendations to increase Simone's mobility and independence.

A variety of assistive technology options may be available to Simone. An assistive technology evaluation is recommended.

Thank you for the opportunity to assess Simone. Please contact me with any questions you have about these results.

This report is only valid if signed by a qualified professional:

JOEY TRAMPUSH

Date

PRIMARY SUMMARY

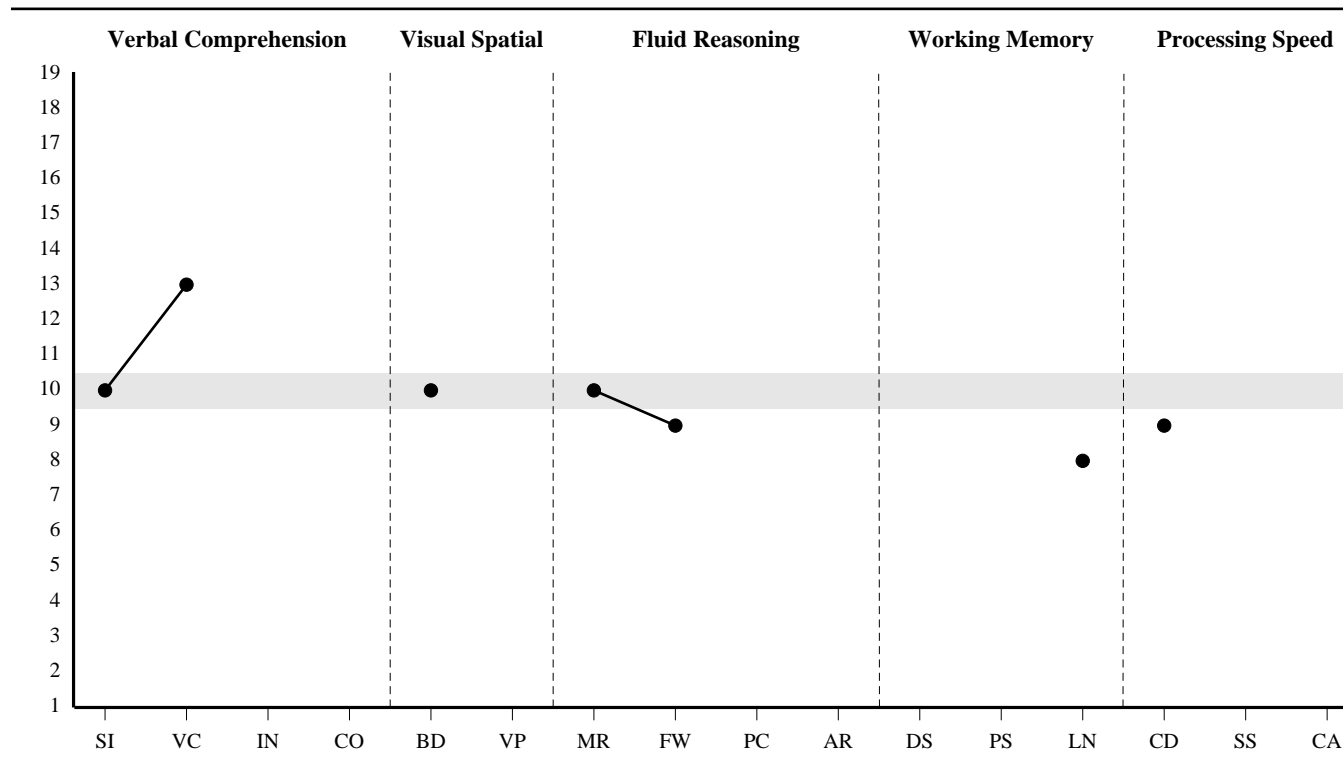
Subtest Score Summary

Domain	Subtest Name		Total Raw Score	Scaled Score	Percentile Rank	Age Equivalent	SEM
Verbal Comprehension	Similarities	SI	25	10	50	9:10	1.04
	Vocabulary	VC	31	13	84	12:6	1.08
	(Information)	IN	-	-	-	-	-
	(Comprehension)	CO	-	-	-	-	-
Visual Spatial	Block Design	BD	26	10	50	9:10	1.31
	Visual Puzzles	VP	-	-	-	-	-
Fluid Reasoning	Matrix Reasoning	MR	19	10	50	10:6	1.16
	Figure Weights	FW	19	9	37	9:6	0.60
	(Picture Concepts)	PC	-	-	-	-	-
	(Arithmetic)	AR	-	-	-	-	-
Working Memory	Digit Span	DS	-	-	-	-	-
	Picture Span	PS	-	-	-	-	-
	(Letter-Number Seq.)	LN	14	8	25	8:2	1.34
Processing Speed	Coding*	CD	36	9	37	9:6	1.31
	Symbol Search	SS	-	-	-	-	-
	(Cancellation)	CA	-	-	-	-	-

Subtests used to derive the FSIQ are bolded. Secondary subtests are in parentheses.

*Paper response booklet

Subtest Scaled Score Profile



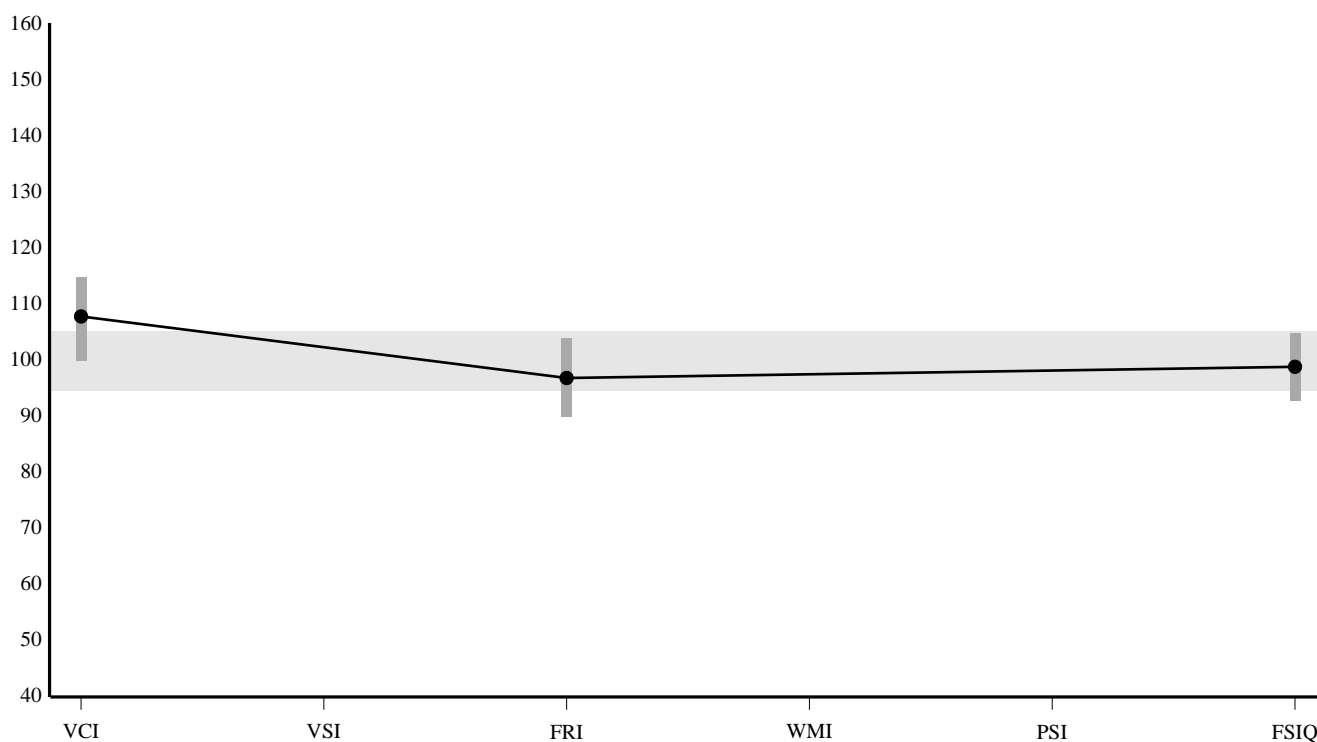
PRIMARY SUMMARY (CONTINUED)

Composite Score Summary

Composite		Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Description	SEM
Verbal Comprehension	VCI	23	108	70	100-115	Average	3.97
Visual Spatial	VSI	-	-	-	-	-	-
Fluid Reasoning	FRI	19	97	42	90-104	Average	3.97
Working Memory	WMI	-	-	-	-	-	-
Processing Speed	PSI	-	-	-	-	-	-
Full Scale IQ	FSIQ	69	99	47	93-105	Average	3.00

Letter-Number Sequencing was substituted for Digit Span when deriving the FSIQ.
Confidence intervals are calculated using the Standard Error of Estimation.

Composite Score Profile



Note. Vertical bars represent the Confidence Intervals.

PRIMARY ANALYSIS

Index Level Strengths and Weaknesses

Index	Score	Comparison Score	Difference	Critical Value	Strength or Weakness	Base Rate
VCI	108	99	9	9.03		<=15%
VSI	-	-	-	-	-	-
FRI	97	99	-2	9.60		>25%
WMI	-	-	-	-	-	-
PSI	-	-	-	-	-	-

Comparison score is the FSIQ because one or more primary index scores are missing.

Statistical significance (critical values) at the .05 level.

Base rates are reported by ability level.

Index Level Pairwise Difference Comparisons

Index Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference	Base Rate
VCI - VSI	-	-	-	-	-	-
VCI - FRI	108	97	11	11.00	Y	22.2%
VCI - WMI	-	-	-	-	-	-
VCI - PSI	-	-	-	-	-	-
VSI - FRI	-	-	-	-	-	-
VSI - WMI	-	-	-	-	-	-
VSI - PSI	-	-	-	-	-	-
FRI - WMI	-	-	-	-	-	-
FRI - PSI	-	-	-	-	-	-
WMI - PSI	-	-	-	-	-	-

Statistical significance (critical values) at the .05 level.

Base rates are reported by ability level.

PRIMARY ANALYSIS (CONTINUED)

Subtest Level Strengths and Weaknesses

Subtest	Score	Comparison Score	Difference	Critical Value	Strength or Weakness	Base Rate
SI	10	9.9	0.1	2.72		>25%
VC	13	9.9	3.1	2.80	S	<=10%
BD	10	9.9	0.1	3.31		>25%
VP	-	-	-	-	-	-
MR	10	9.9	0.1	2.98		>25%
FW	9	9.9	-0.9	1.83		>25%
LN	8	9.9	-1.9	2.53		<=25%
PS	-	-	-	-	-	-
CD*	9	9.9	-0.9	3.31		>25%
SS	-	-	-	-	-	-

Letter-Number Sequencing was substituted for Digit Span.

The values reported are based on the primary subtests. If allowable substitutions are used to derive these means, additional measurement error may be introduced.

Comparison score is the Mean Scaled Score for the FSIQ subtests (MSS-F) because one or more primary subtests are missing.

Statistical significance (critical values) at the .05 level.

*Paper response booklet

Subtest Level Pairwise Difference Comparisons

Subtest Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference	Base Rate
SI - VC	10	13	-3	3.02	N	13.2%
BD - VP	-	-	-	-	-	-
MR - FW	10	9	1	2.60	N	41.5%
DS - PS	-	-	-	-	-	-
CD* - SS	-	-	-	-	-	-

Statistical significance (critical values) at the .05 level.

*Paper response booklet

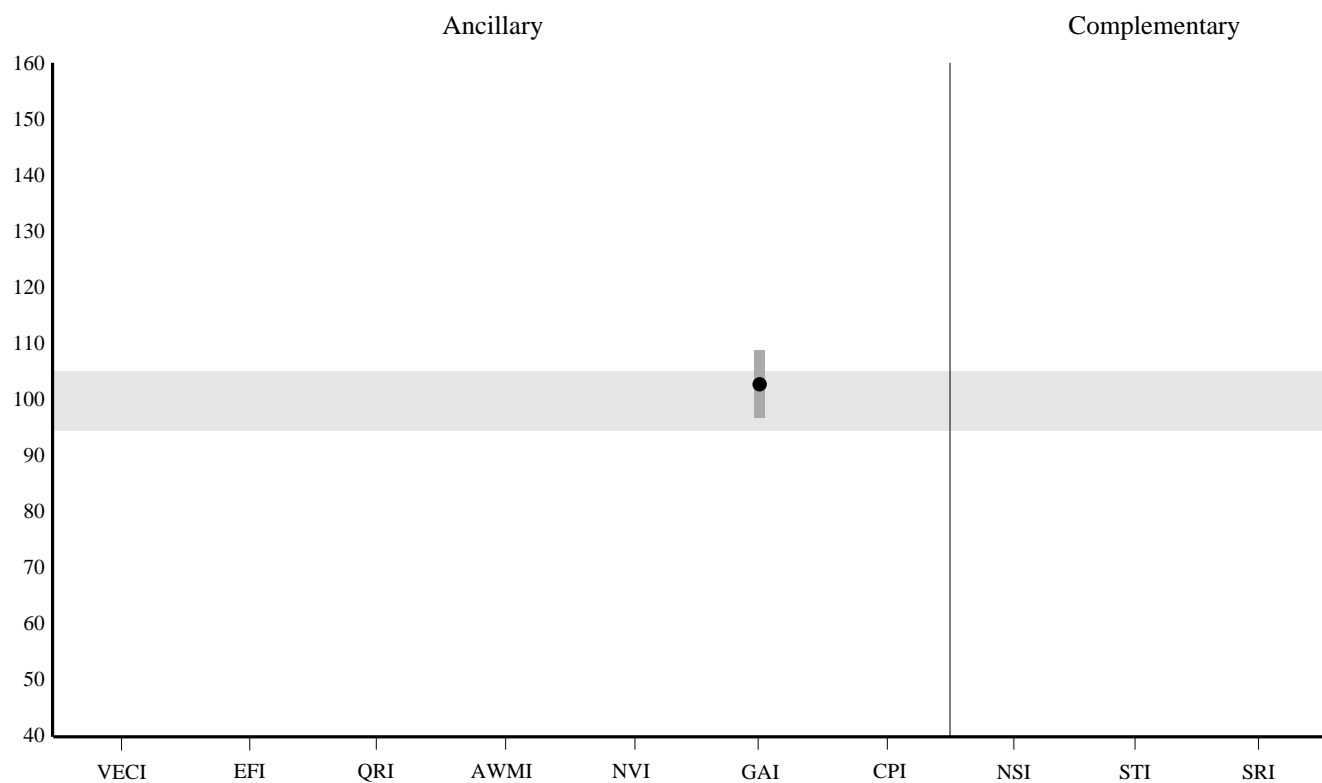
ANCILLARY & COMPLEMENTARY SUMMARY

Index Score Summary

Composite		Sum of Scaled/ Standard Scores	Index Score	Percentile Rank	95% Confidence Interval	Qualitative Description	SEM
Ancillary							
Verbal (Expanded Crystallized)	VECI	-	-	-	-	-	-
Expanded Fluid	EFI	-	-	-	-	-	-
Quantitative Reasoning	QRI	-	-	-	-	-	-
Auditory Working Memory	AWMI	-	-	-	-	-	-
Nonverbal	NVI	-	-	-	-	-	-
General Ability	GAI	52	103	58	97-109	Average	3.00
Cognitive Proficiency	CPI	-	-	-	-	-	-
Complementary							
Naming Speed	NSI	-	-	-	-	-	-
Symbol Translation	STI	-	-	-	-	-	-
Storage & Retrieval	SRI	-	-	-	-	-	-

Ancillary index scores are reported using standard scores.

Ancillary/Complementary Index Score Profile



Note. Vertical bars represent the Confidence Intervals.

ANCILLARY & COMPLEMENTARY SUMMARY (CONTINUED)**Subtest Score Summary**

Scale	Subtest/Process Score		Total Raw Score	Standard Score	Percentile Rank	Age Equivalent	SEM
Naming Speed	Naming Speed Literacy	NSL	-	-	-	-	-
	Naming Speed Quantity	NSQ	-	-	-	-	-
Symbol Translation	Immediate Symbol Translation	IST	-	-	-	-	-
	Delayed Symbol Translation	DST	-	-	-	-	-
	Recognition Symbol Translation	RST	-	-	-	-	-

ANCILLARY & COMPLEMENTARY ANALYSIS**Index Level Pairwise Difference Comparisons**

Index Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference	Base Rate
Ancillary						
GAI - FSIQ	103	99	4	3.46	Y	19.9%
GAI - CPI	-	-	-	-	-	-
WMI - AWM	-	-	-	-	-	-
Complementary						
NSI - STI	-	-	-	-	-	-

Statistical significance (critical values) at the .05 level.

Base rates are reported by ability level.

Subtest Level Pairwise Difference Comparisons

Subtest Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference	Base Rate
Ancillary						
FW - AR	-	-	-	-	-	-
DS - LN	-	-	-	-	-	-
Complementary						
NSL - NSQ	-	-	-	-	-	-
IST - DST	-	-	-	-	-	-
IST - RST	-	-	-	-	-	-
DST - RST	-	-	-	-	-	-

PROCESS ANALYSIS

Total Raw Score to Scaled Score Conversion

Process Score		Raw Score	Scaled Score
Block Design No Time Bonus	BDn	26	10
Block Design Partial Score	BDp	-	-
Digit Span Forward	DSf	-	-
Digit Span Backward	DSb	-	-
Digit Span Sequencing	DSs	-	-
Cancellation Random	CAR	-	-
Cancellation Structured	CAs	-	-

Process Level Pairwise Difference Comparisons (Scaled Scores)

Process Score Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference	Base Rate
BD - BDn	10	10	0	3.40	N	
BD - BDp	-	-	-	-	-	-
DSf - DSb	-	-	-	-	-	-
DSf - DSs	-	-	-	-	-	-
DSb - DSs	-	-	-	-	-	-
LN - DSs	-	-	-	-	-	-
CAR - CAs	-	-	-	-	-	-

Statistical significance (critical values) at the .05 level.

PROCESS ANALYSIS (CONTINUED)

Total Raw Score to Base Rate Conversion

Process Score		Raw Score	Base Rate
Longest Digit Span Forward	LDSf	-	-
Longest Digit Span Backward	LDSb	-	-
Longest Digit Span Sequence	LDSs	-	-
Longest Picture Span Stimulus	LPSs	-	-
Longest Picture Span Response	LPSr	-	-
Longest Letter-Number Sequence	LLNs	4	80.5%
Block Design Dimension Errors	BDde	0	>25%
Block Design Rotation Errors	BDre	0	<=25%
Coding Rotation Errors	CDre	0	<=10%
Symbol Search Set Errors	SSse	-	-
Symbol Search Rotation Errors	SSre	-	-
Naming Speed Literacy Errors	NSLe	-	-
Naming Speed Quantity Errors	NSQe	-	-

Base rates are reported by age group.

Process Level Pairwise Difference Comparisons (Raw Scores)

Process Score Comparison	Raw Score 1	Raw Score 2	Difference	Base Rate
LDSf - LDSb	-	-	-	-
LDSf - LDSs	-	-	-	-
LDSb - LDSs	-	-	-	-

End of Report



KTEA™-3

Kaufman Test of Educational Achievement, Third Edition

Standard Report

Alan S. Kaufman, PhD, & Nadeen L. Kaufman, EdD

Name:	Simone Lorge	Test Date:	2021/01/14
Examinee ID:	004174003	Form:	A
Birth Date:	2010/12/31	Examiner Name:	JOEY TRAMPUSH
Age:	10:0	Testing Site:	
Gender:	Female	Current Grade (or Highest Grade Completed):	4
Reason for Referral:		Medication:	



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[1.8 / RE1 / QG1]

Core Composite Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category	Age Equivalent	GSV
Core Composites								
Academic Skills Battery (ASB) Composite	-	-	-	-	-	-	-	-
Math Concepts & Applications	-	-	-	-	-	-	-	-
Letter & Word Recognition	-	-	-	-	-	-	-	-
Written Expression	-	-	-	-	-	-	-	-
Math Computation	-	-	-	-	-	-	-	-
Spelling	-	-	-	-	-	-	-	-
Reading Comprehension	-	-	-	-	-	-	-	-
Reading Composite	-	-	-	-	-	-	-	-
Letter & Word Recognition	-	-	-	-	-	-	-	-
Reading Comprehension	-	-	-	-	-	-	-	-
Math Composite	-	-	-	-	-	-	-	-
Math Concepts & Applications	-	-	-	-	-	-	-	-
Math Computation	-	-	-	-	-	-	-	-
Written Language Composite	-	-	-	-	-	-	-	-
Written Expression	-	-	-	-	-	-	-	-
Spelling	-	-	-	-	-	-	-	-

¹ Indicates a raw score that is converted to a weighted raw score (not shown).

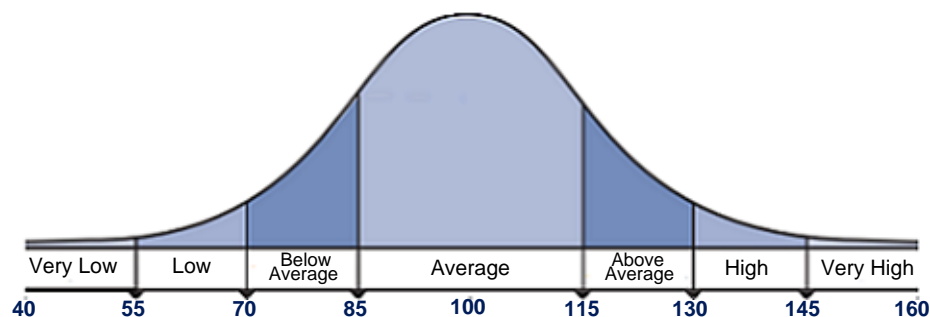
² Indicates that a raw score is based on a below grade level item set.

Supplemental Composite Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category	Age Equivalent	GSV
Supplemental Composites								
Sound-Symbol Composite	-	-	-	-	-	-	-	-
Phonological Processing	-	-	-	-	-	-	-	-
Nonsense Word Decoding	13	-	83	78 - 88	13	Below average	7:1	486
Decoding Composite	-	-	-	-	-	-	-	-
Letter & Word Recognition	-	-	-	-	-	-	-	-
Nonsense Word Decoding	13	-	83	78 - 88	13	Below average	7:1	486
Reading Fluency Composite	-	-	-	-	-	-	-	-
Silent Reading Fluency	-	-	-	-	-	-	-	-
Word Recognition Fluency	-	-	-	-	-	-	-	-
Decoding Fluency	13	-	82	69 - 95	12	Below average	<8:1	486
Reading Understanding Composite	-	-	-	-	-	-	-	-
Reading Comprehension	-	-	-	-	-	-	-	-
Reading Vocabulary	-	-	-	-	-	-	-	-
Oral Language Composite	-	-	-	-	-	-	-	-
Associational Fluency	-	-	-	-	-	-	-	-
Listening Comprehension	-	-	-	-	-	-	-	-
Oral Expression	-	-	-	-	-	-	-	-
Oral Fluency Composite	-	-	-	-	-	-	-	-
Associational Fluency	-	-	-	-	-	-	-	-
Object Naming Facility	-	-	-	-	-	-	-	-
Comprehension Composite	-	-	-	-	-	-	-	-
Reading Comprehension	-	-	-	-	-	-	-	-
Listening Comprehension	-	-	-	-	-	-	-	-
Expression Composite	-	-	-	-	-	-	-	-
Written Expression	-	-	-	-	-	-	-	-
Oral Expression	-	-	-	-	-	-	-	-
Orthographic Processing Composite	-	-	-	-	-	-	-	-
Spelling	-	-	-	-	-	-	-	-
Letter Naming Facility	-	-	-	-	-	-	-	-
Word Recognition Fluency	-	-	-	-	-	-	-	-
Academic Fluency Composite	-	271	86	77 - 95	18	Average	-	-
Writing Fluency	31	-	110	96 - 124	75	Average	11:6	522
Math Fluency	13	-	79	68 - 90	8	Below average	7:7	480
Decoding Fluency	13	-	82	69 - 95	12	Below average	<8:1	486

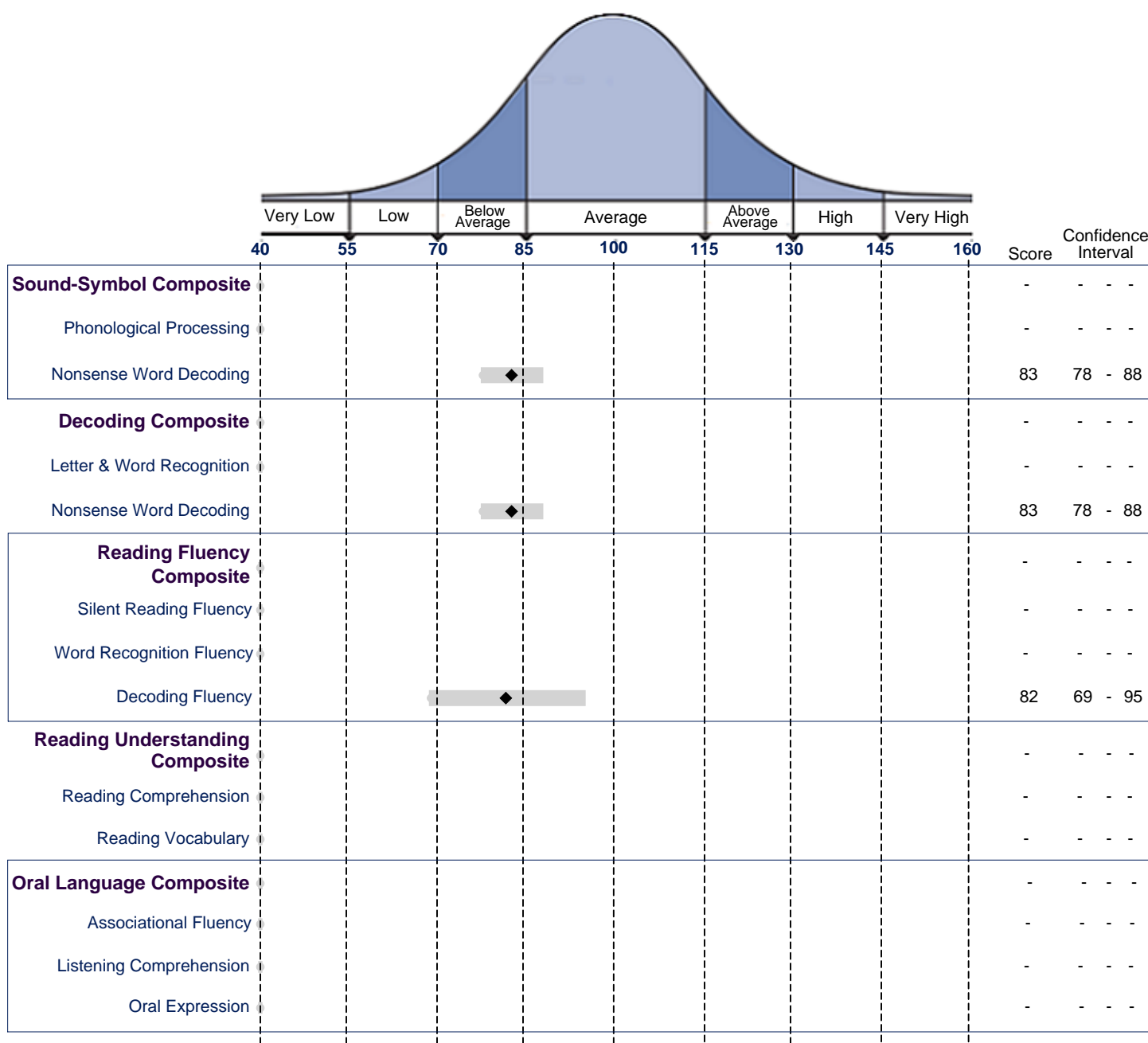
¹ Indicates a raw score that is converted to a weighted raw score (not shown).² Indicates that a raw score is based on a below grade level item set.

Core Composite Score Summary Profile

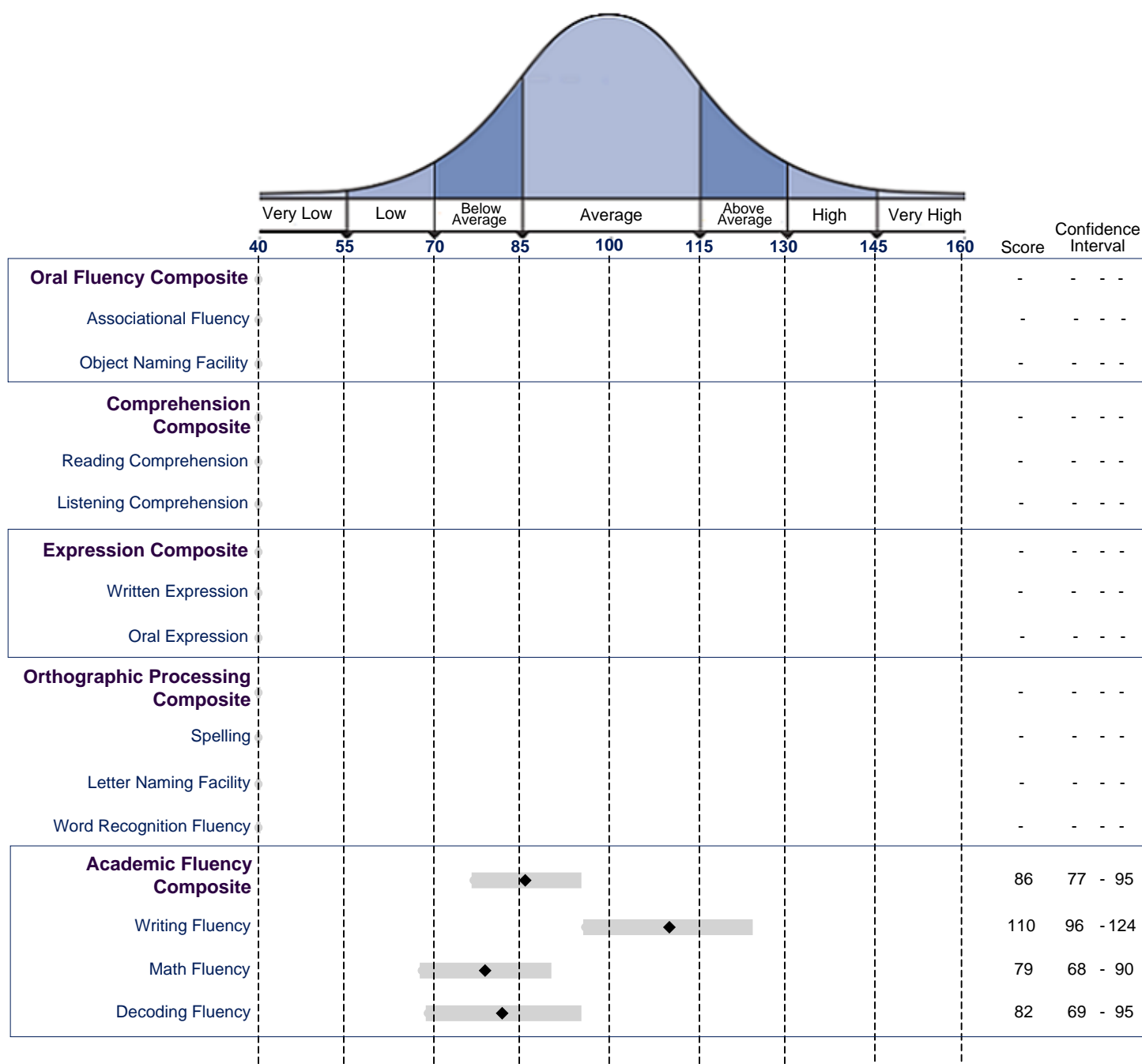


	40	55	70	85	100	115	130	145	160	Score	Confidence Interval
Academic Skills Battery (ASB) Composite										-	- - -
Math Concepts & Applications										-	- - -
Letter & Word Recognition										-	- - -
Written Expression										-	- - -
Math Computation										-	- - -
Spelling										-	- - -
Reading Comprehension										-	- - -
Reading Composite										-	- - -
Letter & Word Recognition										-	- - -
Reading Comprehension										-	- - -
Math Composite										-	- - -
Math Concepts & Applications										-	- - -
Math Computation										-	- - -
Written Language Composite										-	- - -
Written Expression										-	- - -
Spelling										-	- - -

Supplemental Composite Score Summary Profile



Supplemental Composite Score Summary Profile Continued



Error Analysis Narrative

Simone's responses on the following subtest(s) were further examined to identify specific skill strengths and/or weaknesses. First, her errors on each subtest were totaled according to error categories. Then the number of errors Simone made in each error category was compared with the average number of errors made by students in the norm sample who were at the same grade level and who attempted the same items. As a result, Simone's performance in each error category could be rated as strong, average, or weak. The diagnostic information obtained from Simone's error analysis is summarized below. As you read these results, keep in mind that error analysis is most effective for students who obtained standard scores that are below the mean. For students who obtain standard scores above 110, extreme caution should be used in the interpretation of error categories identified as weaknesses.

Error Analysis Summary

Dashes (-) indicate that no error analysis information is available.

Nonsense Word Decoding				
Last Item Administered: 18				
Error Category	Items Attempted	Average # of Errors	Student's # of Errors	Skill Status
Single/Double Consonant	23	0-1	0	A
Initial Blend	5	0-1	0	A
Medial/Final Blend	5	0-1	0	A
Consonant Digraph	2	0	0	A
Wrong Vowel	13	0	0	A
Short Vowel	11	0-1	0	A
Long Vowel	2	0	0	A
Vowel Team/Diphthong	3	0	0	A
R-controlled Vowel	2	0	0	A
Silent Letter	2	0	0	A
Prefix/Word Beginning & Suffix/Inflection	3	0	0	A
Hard/Soft C, G, S	3	0	0	A
Unpredictable Pattern	-	-	-	-
Initial/Final Sound	18	0-1	0	A
Syllable Insertion/Omission	18	0	0	A
Misordered Sounds	18	0	0	A
Whole Word Error	18	0-1	0	A

Ability-Achievement Discrepancy Analysis

Ability Score Type: WISC-V: GAI

Ability Score: 103

Predicted Achievement Method

	Predicted KTEA-3 Score	Actual KTEA-3 Score	Difference	Critical Value (.05)	Significant Difference	Base Rate
KTEA-3 Subtests						
Nonsense Word Decoding	101	83	18	6	Yes	<=10%
Math Fluency	101	79	22	10	Yes	<=5%
Decoding Fluency	101	82	19	12	Yes	<=10%
KTEA-3 Composites						
Academic Fluency	-	86	-	-	-	-

Note. Scores are not reported when the achievement score equals or exceeds the ability scores.

Pattern of Strengths & Weaknesses Analysis

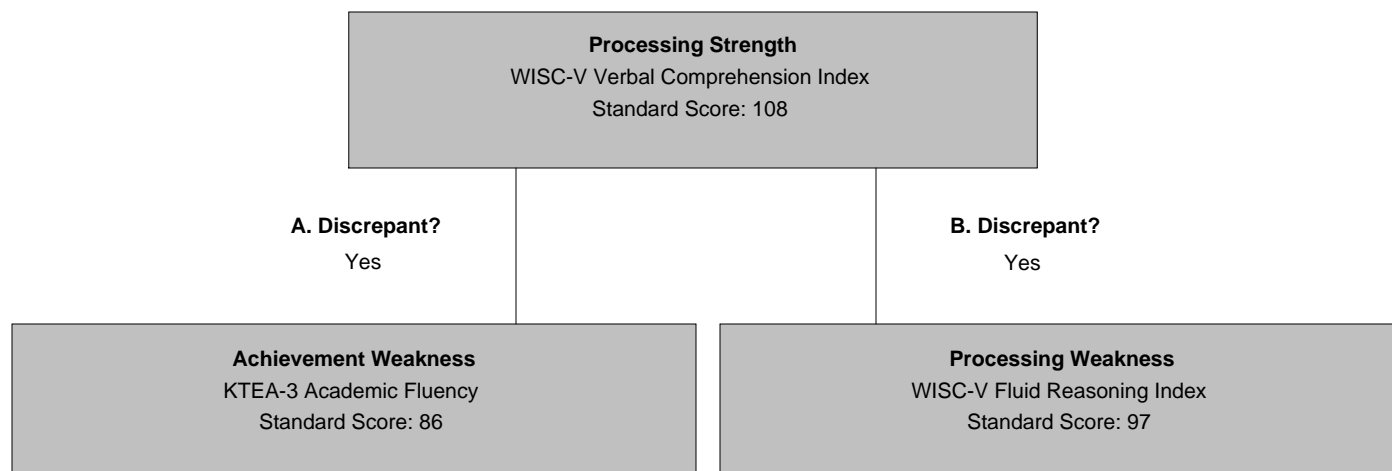
Area of Processing Strength: WISC-V Verbal Comprehension Index: 108

Area of Processing Weakness: WISC-V Fluid Reasoning Index: 97

Area of Achievement Weakness: KTEA-3 Academic Fluency: 86

Comparison	Relative Strength Score	Relative Weakness Score	Difference	Critical Value (.05)	Significant Difference	Supports SLD hypothesis?
Processing Strength/ Achievement Weakness	108	86	22	12	Yes	Yes
Processing Strength/ Processing Weakness	108	97	11	11	Yes	Yes

Note. The PSW model is intended to help practitioners generate hypotheses regarding clinical diagnoses. The analysis should only be used as part of a comprehensive evaluation that incorporates multiple sources of information.



Qualitative Observations

Qualitative observations are used to develop, confirm, or refute hypotheses about areas of processing weakness, which may help explain why an examinee is having academic difficulties. Cognitive processing weaknesses suggested by these qualitative observations are summarized in the following chart.

Areas of Cognitive Processing

Domain	Graphomotor	Visual Processing	Phonological Processing	Orthographic Processing	Language	Executive Functioning	Processing Speed	RAN & Long-term Memory	Working Memory
General Observations									
Oral Expression									
Listening Comprehension									
Written Expression					X	X			X
Basic Reading			X	X	X				X
Reading Fluency						X			
Reading Comprehension									
Mathematics Calculation	X	X		X		X		X	
Mathematics Problem Solving									

An "X" indicates that one or more qualitative observations suggested a possible area of processing weakness in a particular domain. A shaded box indicates that no qualitative observations were applicable to a particular area/domain.

Cross-validate the information suggested by qualitative observation data with other sources of assessment data, including KTEA-3 scores, error analysis data, and tests of cognitive processing.

Consider performance on the KTEA-3 Phonological Processing subtest to cross-validate a possible weakness in phonological processing.

Consider performance on the KTEA-3 Oral Fluency composite (Associational Fluency and Object Naming Facility subtests) or the Letter Naming Facility subtest to cross-validate a possible weakness in rapid automatic naming (RAN).

End of Report



WRAT5™

Wide Range Achievement Test - Fifth Edition

Standard Report

Gary S. Wilkinson and Gary J. Robertson

Name:	Simone Lorge	Test Date:	2021/01/14
Examinee ID:	004174003	Form:	WRAT5 Green Form
Birth Date:	2010/12/31	Examiner Name:	JOEY TRAMPUSH
Age:	10:0	Testing Site:	
Gender:	Female	Current Grade (or Highest Grade Completed):	4
Reason for Referral:		Medication:	

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[1.0 / RE1 / QG1]

SCORE SUMMARY

Subtest/Composite	Raw Score	Standard Score	95% Confidence Interval	Percentile Rank	Descriptive Category	Grade Equivalent	Growth Scale Value
Math Computation	27	87	80 - 94	19	Low Average	3.5	487
Spelling	25	82	74 - 90	12	Low Average	2.6	466
Word Reading	31	82	74 - 90	12	Low Average	2.4	468
Sentence Comprehension	21	94	86 - 102	34	Average	3.9	490
Reading Composite	176	87	81 - 93	19	Low Average	-	-

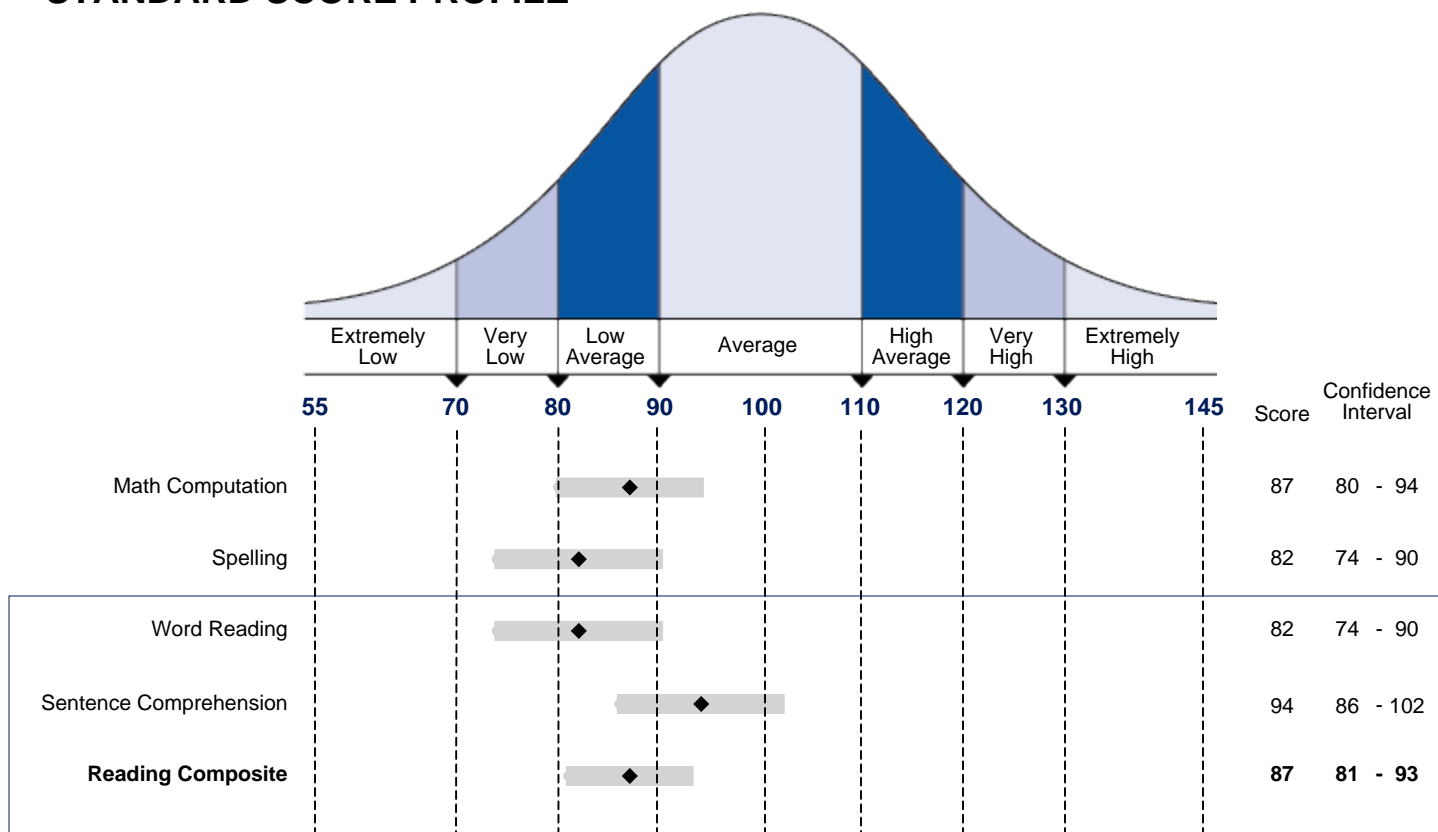
STANDARD SCORE COMPARISONS

Comparisons	Difference	Significance Level	Base Rate
Word Reading vs. Spelling	0	NS	-
Word Reading vs. Math Computation	-5	NS	-
Word Reading vs. Sentence Comprehension	-12	<.05	<=15%
Spelling vs. Math Computation	-5	NS	-
Spelling vs. Sentence Comprehension	-12	<.05	<=25%
Math Computation vs. Sentence Comprehension	-7	NS	-

Note. A negative difference indicates that the second subtest has a higher score than the first subtest listed in the comparison.

Comparisons were made using the age reference group.

STANDARD SCORE PROFILE



ABILITY-ACHIEVEMENT DISCREPANCY ANALYSIS

Ability Score Type: WISC-V: GAI

Ability Score: 103

Predicted-Achievement Method

WRAT5 Subtest/Composite	Predicted WRAT5 Score	WRAT5 Score	Difference	Significance Level	Base Rate
Math Computation	102	87	15	<.01	<=15%
Spelling	101	82	19	<.01	<=10%
Word Reading	102	82	20	<.01	<=5%
Sentence Comprehension	102	94	8	<.05	<=25%
Reading Composite	102	87	15	<.01	<=10%

Note. Data are not reported for a subtest when the actual achievement score equals or exceeds the predicted achievement score used in the analysis.

PATTERN OF STRENGTHS AND WEAKNESSES ANALYSIS

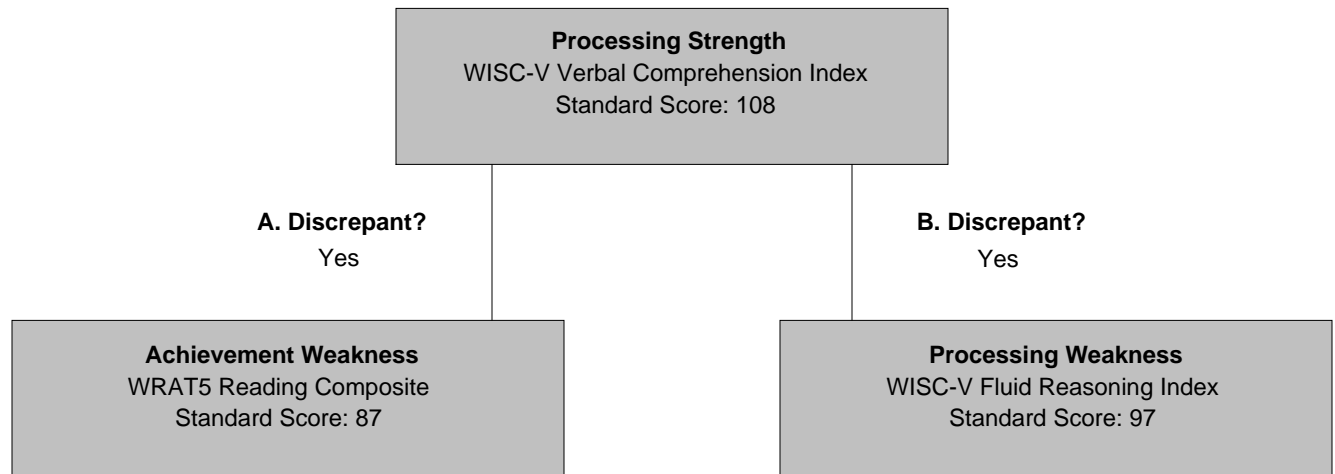
Area of Processing Strength: WISC-V Verbal Comprehension Index: 108

Area of Processing Weakness: WISC-V Fluid Reasoning Index: 97

Area of Achievement Weakness: WRAT5 Reading Composite: 87

Comparison	Relative Strength Score	Relative Weakness Score	Difference	Critical Value (.05)	Significant Difference Y/N	Supports SLD hypothesis? Yes/No
A Processing Strength/ Achievement Weakness	108	87	21	10	Y	Yes
B Processing Strength/ Processing Weakness	108	97	11	11	Y	Yes

Note. The PSW model is intended to help practitioners generate hypotheses regarding clinical diagnoses. The analysis should only be used as part of a comprehensive evaluation that incorporates multiple sources of information.



End of Report