

Attention/Executive

The patient demonstrated Below Average capacity for sustaining attention during prolonged tasks, which may impact ability to complete schoolwork, drive safely, or maintain focus during work assignments. Executive functioning strengths were noted in planning and organizing complex projects, suggesting effective problem-solving skills in structured environments. However, difficulties with inhibiting impulsive responses and shifting between tasks were observed, potentially affecting adaptability in dynamic social or work settings. These findings suggest the patient may benefit from strategies to support sustained attention, such as frequent breaks or task segmentation, while leveraging organizational strengths to manage routine responsibilities.

Table 1: Attention/Executive Scores

| | SCORE | % RANK | RANGE |
|---------------------------------------|-------|--------|-------------------|
| D-KEFS Color-Word Interference | | | |
| Inhibition | 9 | 36 | Average |
| Inhibition/Switching | 11 | 63 | Average |
| Inhibition Total Errors | 7 | 15 | Low Average |
| Inhibition/Switching Total Errors | 5 | 4 | Below Average |
| Trail Making Test¹ | | | |
| TMT, Part A | 9 | – | Exceptionally Low |
| TMT, Part B | 30 | 2 | Below Average |
| WISC-V² | | | |
| Coding | 6 | 9 | Low Average |
| Symbol Search | 6 | 9 | Low Average |

¹ T score: Mean = 50 [50th%], SD ± 10 [16th%, 84th%]

² Scaled score: Mean = 10 [50th%], SD ± 3 [16th%, 84th%]

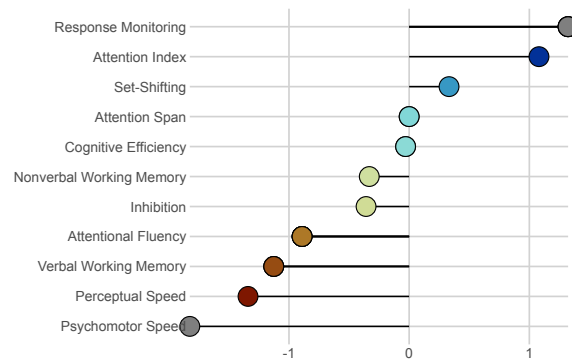


Figure 1: Attentional and executive functions underlie most, if not all, domains of cognitive performance. These are behaviors and skills that allow individuals to successfully carry-out instrumental and social activities, academic work, engage with others effectively, problem solve, and successfully interact with the environment to get needs met.