

Functional Academic and Learning Skills Assessment

Permanent solutions to learning differences

Creating comfortable, independent learners

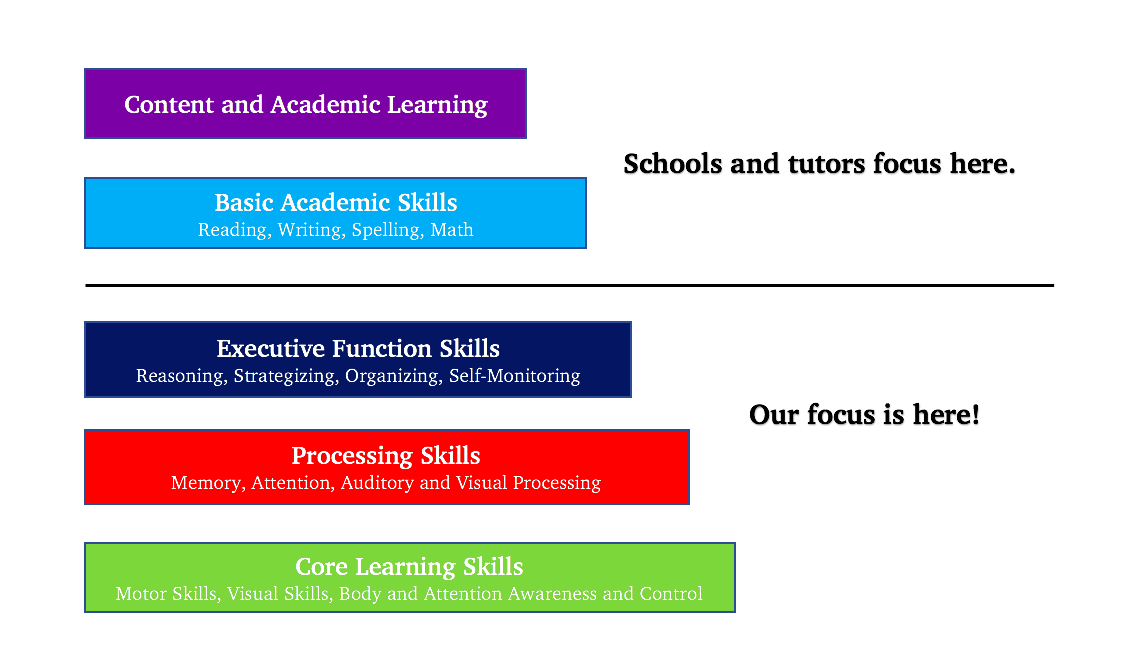
Paving the way to a brighter future

Unlocking Potential

| Date: |  |
| --- | --- |
| Client: | Grade: |
| Date of Birth: | Age: |
| From: Carolyn L. Haney, M.A.Ed.Psych  Educational Director |  |

How Learning Works (Learning Skills Continuum)

Academic and social success depends upon a solid foundation of cognitive learning skills. If you think about these skills like a ladder or a continuum, academics and school subjects are at the very top. Many other skills must be in place in order to learn easily at the top of the ladder. When the underlying skills, or skills lower on the continuum are weak, they may keep children and adults from learning and functioning as well and as independently as they should.



Key Reason for Assessment:

Name was assessed because of concerns in the following areas:



Name is currently in the …...

Mom is concerned about Name’s struggles focusing and her level of anxiety.

The purpose of this assessment is to identify any weaknesses in underlying learning skills or basic academic skills that are keeping Name from learning and functioning as comfortably and independently as she could be and to determine the best course of action for improving/correcting these challenges.

Summary and Impact of Challenges

Test results, available records, and parent and student input indicate that Name is experiencing challenges in the following areas:

**Neurodevelopmental (Core Learning Skills) Development**

In the first 9 months to 3 ½ years of life, the primitive reflexes that were necessary for birthing and survival as an infant are gradually integrated as more mature motor abilities and higher-level functions in the brain take over. These neurological connections provide a critical foundation for internal organization and comfortable learning and functioning. When primitive reflexes are retained, they can cause neurological interference, producing anxiety and causing the person to have to work too hard and less efficiently than would be expected. This is called neurodevelopmental delay.

Challenges in this area might show up as follows:

* Fatigue, low stamina, anxiety
* Laying on desk
* Confusion with directions, spatial orientation, letter reversals
* Hard time getting started or following through
* Lack of organization – always losing or forgetting things
* Poor handwriting
* Can’t sit still
* Trouble getting self going

With stimulation, primitive reflexes can be integrated and more efficient neurological connections can be made, supporting attention, visual skills, spatial orientation, organization, coordination, and stamina.

**Name tested positive for … out of the 5 primitive reflexes assessed, indicating that these reflexes are still active when they are not needed. Movement seems to support her system. He/She was able to maintain her focus best when she was moving in her chair.**

**Cognitive Processing Skills**

These are skills such as attention, memory, auditory and visual processing (how we think about and understand things that we hear or see), processing speed, language comprehension, and phonological awareness (the thinking process critical to reading that supports learning and using phonics). Problems in this area may show up as:

* Trouble sounding out words
* Slow or poor reader
* Trouble memorizing spelling words or math facts
* Can read but can’t remember or understand what was read
* Gets very tired when listening
* Misses information when listening
* Trouble understanding visual organization in math, charts, etc.
* Can learn words for spelling test but can’t remember the next week
* Poor attention
* Can do the work but can’t “get it together” to get the work done and turned in
* Slow work / working too hard or too long

**Name struggled. Parents listed …….. on the Listening and Language Questionnaire.**

Recent research on the brain and learning has shown that mental exercises can increase the connections between brain cells, making thinking and learning quicker and easier. Cognitive processing skills can be developed through targeted and intensive brain training, allowing students to quickly see changes in their thinking and learning.

**Auditory Processing**

Living with an auditory processing delay or a weakness with listening skills can be fatiguing and frustrating. The ear has neurological connections to nearly every organ and function in the body as well as the attention, emotional, language, and learning centers in the brain. As a result, poor listening skills can cause a person to experience difficulties with speaking, reading, spelling, comprehension, attention, communication, energy, and sense of well-being.

Good listening/auditory skills depend upon being able to take-in and process a very broad range of sound frequencies. When the brain is not processing the full range of frequencies, the listener may get incomplete and inaccurate information – much like having a bad cell phone connection.

Individuals with weak auditory processing may

· Miss details or parts of what was said

· Mishear and therefore misunderstand or misinterpret information

· Confuse similar sounding words

· Have trouble sounding out or pronouncing words

· Feel lost and confused

· Feel anxious

· Look like they are not paying attention

· Have poor attention when listening

· Give responses that don’t match the question or conversation

· Withdraw or talk incessantly so that they don’t have to listen

**Name’s listening difficulties stressed her/his ability to attend. She/he often mixed up similar sounding words and found it difficult to extract concrete facts while listening or receiving directions. This is evidenced by a frequent need to have things repeated and struggling to follow conversations.**

Through the use of specifically targeted ***sound therapy and auditory stimulation and training exercises***, the brain can be retrained to perceive and use auditory information more completely, easily, and accurately.

**Visual Processing**

A tremendous amount of information comes in through our visual system. The eye, as with the ear, has neurological connections to nearly every organ and function in the body as well as the attention, emotional, and learning centers in the brain. Weak or inefficient processing of visual information can make reading and writing stressful and fatiguing. It can affect a person’s ability to understand the visual organization on the page needed for math and using charts, graphs, and tables. The highest level of visual processing is being able to visualize, manipulate, and think with mental images. Weaknesses in this area can affect comprehension, planning, and mental flexibility (“seeing” things from different perspectives and points of view).

**Name needed to get really close to the paper in order to complete more complex tasks, turning the paper around continually and at one point said, “it hurts my eyes”.**

Visual processing skills development crosses many areas of the continuum, starting with reflex integration and core learning skills. Visual processing skills are highly involved with cognitive processing skills training and at the highest level with executive function skills development.

**Attention Focus**

Attention challenges can be a symptom of weak underlying processing or learning skills. When this is the case, developing these weak or inefficient underlying skills is the first step and will often eliminate the attention challenges. However, there are some children and adults who struggle specifically with attention as the primary issue. For these individuals, attention training is a critical part of their treatment plan.

**Name had many strategies……Her/His attention is further stressed by an auditory weakness that prevents her/him from receiving a clear message.**

Because the attention issues look different for each person, attention training is highly specific to the individual. Critical to the process is helping students to develop awareness of what it feels like to be focused, what they do when they are off, and the use of strategies to refocus. Attention training is never about making students pay attention, but about teaching them *how* to attend and ultimately to monitor and control their own attention.

**Executive Function:** This is our personalmanager that guides and directs our attention and behavior. It helps us reason, problem solve, organize, and make decisions. Problems in this area may appear as follows:

* Poor time management
* Can’t organize materials
* Trouble reasoning
* Waits until the last minute to start a long term project
* Can’t plan and organize projects
* Lacks tact
* Poor follow through
* Trouble getting started

**Attention is a primary concern for Name which affects her/his time management and organization and her/his ability to understand time concepts………**

**(She describes difficulties with tasks that have multiple steps and require sustained attention. She is showing weak executive function skills in the areas of mental flexibility, task initiation and completion, planning and organizing, and working memory. Because processing skills support executive function, it is possible that once processing skills are improved, her executive function challenges will resolve themselves. )**

Executive function skills can be developed through specific training once a solid foundation of underlying learning and processing skills is in place.

**Phonological Awareness, Reading and Spelling Skills**

Weak phonological awareness will make it difficult for students to think about the number, order, and identity of sounds and syllables in words. This is a critical thinking process that supports being able to learn and consistently use phonics for reading and spelling.

**Name…….info**

Reading and spelling skills remediation must include development of phonological awareness, an understanding of the phonetic code of the language, and alternative spellings, as well as skills to increase visualization of how words look, reading fluency, and comprehension.

**Dyslexia. Reading, and Spelling Skills**

Dyslexic learners have a unique thinking style, which may cause the perplexing situation of being gifted or talented in certain areas while experiencing serious challenges in reading, spelling, and language-related tasks. They typically have weak phonological awareness as well as visual disorientation or confusion when reading. They often add, omit, or move small common sight words and word endings when reading. Visual processing problems may be related to neuro-timing differences.

**Specific comment RE student performance/challenges**

Dyslexia, reading, and spelling skills remediation must be coupled with development of the weak underlying skills in auditory and/or visual processing, timing, and sequencing needed for reading and spelling.

**Dysgraphia**

Dysgraphic learners may have difficulty with the physical writing process as well as getting their ideas from head to paper.

**Specific comment RE student performance/challenges**

Graphomotor (printing/handwriting) skills development improves fine motor skills, eye-hand coordination, and handwriting fluency. It involves strategies to increase timing, flow, and speed. Handwriting has a physiological and psychological link in the brain that impacts integration, attention, fluency, and learning. With a built-in capacity to regulate the emotional energy flow, the repetitive, multisensory stimulation of graphomotor skills training impacts the emotional brain to reduce anxiety, increase motivation, and gain impulse control.

**Disorientation and Neuro-timing** –Disorientation/neuro-timing deficits when reading can make it very difficult to look at the page, causing the person to experience confusion and perceive that letters and words are moving on the page. This makes reading very difficult, taxing, and fatiguing. Students often omit, change, add, or move small, common sight words such as *the, of, and if* when disoriented.

**Name completely changed the meaning of passages by omitting and adding multiple filler words. She/He also skipped around while reading. She/He frequently used her/his finger to help her/his keep her/his place.**

**Comprehension**

Critical underlying skills for comprehension include:

1. Getting a clear message
2. Visualizing *while* listening or reading.
3. Understanding the gestalt, or whole idea of material heard or read and seeing how the details fit into the big picture.
4. Understanding the story grammar, or the key content elements in material that is read or heard.
5. Verbal reasoning and understanding vocabulary.

Challenges with any of these skills may cause students to have difficulty following directions; misunderstand lectures, conversations, test questions, and information they have read; and may affect their vocabulary and expressive language.

**Name’s………………Auditory Reasoning vs. Auditory Comprehension**

**Expressive Language Skills**

Expressive language challenges can be very frustrating as students search for the words they want to say, get their words out of order or confused, or have people constantly asking them to repeat themselves. Oral expressive language challenges are often mirrored in written language as well.

**Specific comment RE student performance/challenges**

**Math Concepts and Skills**

Students who struggle with math often try to learn math calculations and processes by rote memory without really understanding what they are all about. As a result, they have inconsistent performance and are unable to catch and/or correct their errors. They don’t really understand how math works so it becomes something to avoid.

Math remediation must include development of math concepts and reasoning so that students really understand how numbers work and can logically think through math processes and skills.

**Name…..Logic and reasoning and visual processing are areas that highly influence math ability. Both these areas were weak on the Gibson.**

What Can Be Done?

**These challenges can be permanently improved or corrected through cognitive, or learning skills, training.** Students scoring or functioning below their potential do not have to be stuck there. The brain can be retrained to process information and learn more quickly, easily, and independently as a result of learning skills training.

What are the consequences of not solving the real issues?

Learning difficulties and struggles in school and/or social situations are most often the result of weak or inconsistent learning skills. These underlying skills cause interference to learning. Unfortunately, they do not typically improve with time or traditional tutoring.

As a result, students become more frustrated and anxious about their learning challenges. They may become angry or withdrawn. They may appear unmotivated. They may make poor decisions, feel like a failure, and quit believing in themselves.

It does not have to be this way. These issues can be changed. But to permanently solve a learning problem, the underlying skills must be developed. With specialized training the brain can learn to think and process information in more effective ways. Students don’t have to go through life crippled by their learning challenges.

Programming /Recommendations

Interactive Metronome

*Interactive Metronome* isa training program that improves timing in the brain through movement and cognitive tasks. IM challenges thinking and movement simultaneously while providing immediate millisecond feedback in order to synchronize the body’s internal clock. This in turn helps strengthen sensory processing, working memory, attention/focus, processing speed, motor planning/sequencing, and balance and coordination.

The Listening Program Sound Therapy

*TLP* is a music and sound stimulation method that focuses on re-educating the ear and auditory pathways for increased learning, attention, communication, listening, sensory integration, and physical coordination. This is accomplished through the use of specially modified classical music that stimulates the hearing mechanism to take in a full spectrum of sound.

A home listening protocol is developed for the individual student based on his/her needs. The student will do approximately 15-30 minutes of listening at home 5 days a week. This is a very prescriptive program, requiring weekly consultation in therapy sessions.

Core Learning Skills Training

This program helps eliminate the interference caused by primitive reflexes and under-developed visual and motor skills. It is a series of physical balance and movement activities that improve visual skills, internal organization, coordination, self-awareness, self-control, and attention. *Core Learning Skills Training* helps the student gain a sense of reference point and an understanding of space and time, which are so critical for developing attention awareness and control and organization skills.

Auditory Stimulation and Training – Reading and Spelling (AST-Reading and Spelling)

This is a scientifically-based auditory training program that uses specific brain-based reading lessons to improve underlying skills critical to reading success. Auditory processing skills are improved through the sound therapy and audio-vocal training lessons that help the learner get clearer and more accurate information when listening. This impacts speech clarity, intonation, comprehension, verbal expression, and attention. Lessons are structured to stimulate and improve working memory; grammar and word usage; phonemic awareness; phonetic and visual decoding; visual attention to detail; and reading accuracy, fluency and comprehension. Activities to increase spelling, capitalization, punctuation, and proofreading are also included.

Auditory Stimulation and Training – Comprehension (AST-Comprehension)

This is a scientifically-based auditory training program that uses specific brain-based audio-vocal training lessons that specifically address the auditory skills needed for good listening and processing of auditory information. It includes all of the critical components to comprehension starting with stimulating and improving auditory processing and receptive language and building to self-guided logical reasoning.

Auditory skills are improved actively through the audio-vocal training lessons so that the learner gets clearer and more accurate information when listening. This impacts speech clarity, intonation, comprehension, verbal expression, and attention. Lessons are structured to stimulate and improve working memory, grammar and word usage, and reading fluency and comprehension.

Auditory Stimulation and Training – Reading, Spelling, and Comprehension (AST-R/S/C)

This is a scientifically-based auditory training program that uses specific brain-based reading and comprehension lessons to improve underlying skills critical to listening and reading success. Auditory processing skills are improved through the sound therapy and audio-vocal training lessons that help the learner get clearer and more accurate information when listening. This impacts speech clarity, intonation, comprehension, verbal expression, and attention. Lessons are structured to stimulate and improve visualization of information that is read or heard; working memory; grammar and word usage; phonemic awareness, decoding, and spelling skills; reading accuracy, fluency and comprehension; and reasoning skills for test-taking and analyzing questions.

Auditory Stimulation and Training – Language (AST-Language)

This is a scientifically-based auditory training program that uses specific audio-vocal lessons to develop language competency. Auditory processing skills are improved through the sound therapy and audio-vocal training lessons that help the learner get clearer and more accurate information when listening. This impacts speech clarity, intonation, comprehension, verbal expression, and attention. Lessons are structured to stimulate and improve working memory, grammar and word usage, and vocabulary, articulation, and expressive language.

Attention Focus and Integration

Awareness of attention focus and increase in the ability to attend to tasks will be developed through the ***Vestibular Integration Sequence****.* The combination of balance, movement, and dialogue between the clinician and student, guide the student in taking an active role in learning by teaching him/her to recognize when he/she is losing focus and consciously regaining control of his/her attention. Development of attention focus awareness and control will be integrated into all areas of the student’s program.

Optimal learning depends upon the brain and the body working together. ***Infinity Walk*** is a series of sensory and motor activities that prepare the mind for learning and open the doors to overcoming learning difficulties by developing increasingly more sophisticated neural networking in the brain. ***Infinity Walk*** helps organize the body in the most efficient way for each particular task, helps increase attention, and provides a tool for helping students to become aware of and control their internal time clock.

Attention Focus

Awareness of attention focus and increase in the ability to attend to task will be developed through ***Edu-K*** (Education-Kinesiology) and the ***Vestibular Integration Sequence***. The combination of balance, movement, and dialogue between the clinician and student, guide the student in taking an active role in learning by teaching her to recognize when she is losing her focus, what is causing the confusion or loss of focus, and consciously regaining control of her attention. Development of attention focus awareness and control will be integrated into all areas of the student’s program.

Attention Process Training (APT-1)

APT-1 provides the student with a variety of sequenced activities which train the attention components critical to new learning: Sustained attention, selective attention, alternating attention, and divided attention. This is a cognitive training approach that helps reorganize brain systems for more efficient thinking and learning.

Visual-Motor Planning, Integration, and Attention

Optimal learning depends upon the brain and the body working together. The Belgau ***Balametrics*** program will be used to increase mental planning skills; integration of visual, motor, and auditory skills; internal timing; and attention awareness and control. ***Ballametrics*** is a series of sensory and motor activities that prepare the mind for learning and open the doors to overcoming learning difficulties by developing increasingly more sophisticated neural networking in the brain.

AMPS (Attention, Memory, and Processing Skills)

*AMPS* is a cognitive processing skills program based on proven ideas from the fields of behavioral optometry and cognitive neuroscience. These brain exercises are designed to improve mental processing speed, working memory, attention, sequential processing, spatial processing, visual and auditory memory, phonological awareness, motor planning, problems solving, and reasoning. These are processing skills needed for easy, independent learning and functioning.

Executive Function Training and Application

Executive function involves the higher level thinking skills that guide and manage our behavior and attention. The Executive Function Training program helps students develop skills in the areas of:

· Effectively using visual and verbal inner language

· Reasoning and problem solving

· Developing and using strategies

· Time conceptualization and Time management

· Materials management

· Managing multiple tasks and task completion

· Study strategies

· Testing and test anxiety

Discover Reading

***Discover Reading*** is an intensive reading and spelling program that develops phonemic awareness (the thinking process critical to understanding sounds for phonics and spelling), and an understanding of the phonetic code of the language. Vocabulary development and visualization strategies for spelling, sight word development, and comprehension are integrated through the program, as are opportunities to apply skills to context reading and writing.

Discover Math

***Discover Math*** is a comprehensive program that focuses on teaching math concepts, operations, and processes. Concrete experiences and manipulatives bring understanding, and concepts are explored through verbal discussions and mental imagery. Applying concepts to problem solving is done in a natural progression throughout the program. Repetition and reinforcement is used only after a concept is understood. This program will allow students to apply and use what they have learned in previous programs. There is not a strong emphasis on drilling math facts, but on understanding how numbers work so that students can successfully figure out any part of math, including facts, that they need to. Discover Math provides an avenue for developing comprehension, language expression, and logic and reasoning skills as the math concepts and skills are taught.

PACE (Processing and Cognitive Enhancement)

This is a cognitive training program that improves processing skills needed for easy, independent learning and functioning. Skills trained include: attention, memory, processing speed, auditory and visual processing, and logic and reasoning.

Master the Code (MTC)

*Master the Code* is an intensive reading and spelling program that develops phonemic awareness (the thinking process critical to understanding sounds for phonics and spelling), and an understanding of the phonetic code of the language. Basic and alternative spelling codes are taught, as well as multisyllable skills (processing sounds and syllables, affixes, flexibility with accent and schwa, and breaking syllables for reading and spelling)

*Master the Code* will overlap the auditory processing part of *PACE* at level 9, or be started at the completion of the auditory processing part of *PACE*, depending upon what is most appropriate for the student. Application of skills will be made to context reading and writing.

Handwriting Without Tears

The Handwriting Without Tears curriculum draws from years of innovation and research to provide developmentally appropriate, multisensory strategies for early writing. The program follows research of how children learn best and includes materials that address all styles of learning.

Commitment

Sessions per week

It is recommended that Name attend at least 4 hours per week of cognitive therapy. We assess progress each session to determine Name’s progress, needs, and most effective programming recommendations. Recommendations may include:

· Continuation of some or all of the above program activities,

· Graduation

· Start an auditory processing program

Home Practice

Because our therapy focuses on developing underlying thinking skills essential to efficient learning, daily instruction is critical to the process. In order to reduce the cost to the family, we suggest partnering with the parents to provide the frequency of instruction needed. ***We view parents as our teaching partners and we will provide both instruction and materials to support them.***

I enjoyed working with Name. Learning and attention problems do not have to cripple your child’s education and your family life.Current brain research tells us that the brain can be retrained to think in new ways.We are here to help people eliminate the pain, frustration, and embarrassmentassociated with a learning problem by solving the underlying issues that are causing it.

Carolyn L. Haney, MA.Ed.Psych

# 

# 

# 

# 

# **Testing and Scores**

The following standardized and informal measures were used to gain information about Name’s cognitive processing/learning skills as well as foundational academic skills. Scores, testing observations, and parent/client input were used to make programming recommendations.

Gibson Cognitive Test Battery

This screening provides information about a student’s processing and learning skills in the areas of processing speed, working memory, visual processing, auditory analysis, and logic and reasoning. Phonetic word attack is also tested.

Gibson Spelling Survey

| **Raw Score** | **Age Equivalent** | **Grade Equivalent** |
| --- | --- | --- |
|  |  |  |

Test of Word Reading Efficiency

The TOWRE is a quick assessment of fluency and accuracy with sight based and phonetic reading strategies. It is used to assess and monitor growth in phonemic decoding and sight word reading. Scores are reported in age and grade level scores as well as percentiles, which can be compared to an average of 50, and standard scores, which can be compared to an average of 100.

|  | **Age** | **Grade** | **Percentile** | **Scaled Score** |
| --- | --- | --- | --- | --- |
| **Sight Words** |  |  | % |  |
| **Phonemic Decoding** |  |  | % |  |
| **Total Word Reading Index** | **Score =** |  | **%** |  |

The Piaget Right Left Awareness Test***:***

The Piaget Right Left Awareness Test is used to test the ability of a child to differentiate between left and right, both on themselves and in the mirror position.

Score: **Below** **Average**

Gates Oral Reading*:*

A test of oral reading fluency. The child is asked to read sequentially presented paragraphs that are increasing in difficulty and all errors are noted: hesitations, substitutions, omissions, insertions, repetitions, contractions, etc.

Grade Level: **3.5**

Below grade level

Gardner Reversals Test*:*

A test for reversals of letters and numbers.

| **Subtest** | **Patient Errors** |  |
| --- | --- | --- |
| Execution |  |  |
| Recognition |  |  |
| Matching |  |  |

**Name needed to write each symbol on her own, then used that to compare and choose the correct symbol to circle.**

The Jordan Left Right Reversal*:*

A test for reversals of letters and numbers.

| **Score Analysis** |  |
| --- | --- |
| **Total Raw Score** |  |
| **Percentile Rank** |  |

**Name wrote each symbol herself and used that image to compare and circle the correct symbols.**

The Dyslexia Screener (TDS):

The Dyslexia Determination Test is a direct method for diagnosing specific reading dysfunction. It provides information about three critical aspects of reading and spelling: the ability to develop motor gestalts for written symbols such as letters and write them without reversals (*nenkinesia*), the ability to connect sounds and symbols for phonetic decoding and spelling (*phonesia*), and the ability to perceive whole words visually and match them to what the word says (*eidesia*).

Results will indicate if a dyslexia pattern is found and what it is. This is helpful in understanding the student’s needs in correcting the reading and spelling difficulty.

**Decoding (sight words): 5th grade**

**Eidetic Encoding (correctly spelled): 6/10**

**Phonetic Encoding (sound spell): 4/10**

**Dyslexia pattern found:** *Borderline Dysphonesia* for encoding (difficulty connecting sound and symbol to use phonics for reading and spelling).

Visual Test of Variables of Attention (TOVA)

The T.O.V.A. is a neuropsychological assessment that measures a person’s attention while screening for the presence of attention deficit hyperactivity disorder. The TOVA test measures four variables: variability, response time, commission and omission errors, across four segments of time/quarters. ADHD has three subtypes: Inattentive, hyperactive, or combined. Results are reported as percentiles or number of errors. The Attention Comparison Score compares scores to a sample of individuals independently diagnosed with ADHD. Scores below 0 suggest a performance more similar to that of individuals with ADHD.

|  | **Quarter 1**  **Standard score and percentile** | | **Quarter 2**  **Standard score and percentile** | | **Quarter 3**  **Standard score and percentile** | | **Quarter 4**  **Standard score and percentile** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variability** |  |  |  |  |  |  |  |  |
| **Response Time** |  |  |  |  |  |  |  |  |
|  | **Quarter 1**  **Standard score and number of errors** | | **Quarter 2**  **Standard score and number of errors** | | **Quarter 3**  **Standard score and number of errors** | | **Quarter 4**  **Standard score and number of errors** | |
| **Commission Errors** |  |  |  |  |  |  |  |  |
| **Omission Errors** |  |  |  |  |  |  |  |  |

**Name’s scores indicate characteristics consistent/not consistent with an Inattentive Attention Disorder.**

Test of Auditory Processing Skills - 4

The TAPS-4 is designed to provide information about language processing and comprehension skills across three intersecting areas: phonological processing, auditory memory, and listening comprehension. These areas are critical to the development of higher order language skills, including reading skills. Four subtests were used in this assessment.

The Number Memory Forward, Word Memory, and Sentence Memory subtests provide information about the student’s auditory digit span for meaningful and non-meaningful information. Memory span refers to the number of pieces of information that a person can take in at one time, hold, and retrieve. This is a crucial underlying foundational learning skill. Memory span is usually developed to the 5- 6 digit level by 8 ½ years old.

The Auditory Comprehension and Processing Oral Directions subtests are designed to show how well the student understands spoken information. Passages or directions of increasing length and complexity are read to the student. Then the student is asked to answer orally given questions about the passage or directions.

Scores are reported in age scores and percentiles, which can be compared to an average of 50, and standard scores, which can be compared to an average of 100.

|  | **Age Score** | **Percentile** | **Standard Score** |
| --- | --- | --- | --- |
| Number Memory Forward |  |  |  |
| Word Memory |  |  |  |
| Sentence Memory |  |  |  |
| **Auditory Memory** |  |  |  |
| Processing Oral Directions |  |  |  |
| Auditory Comprehension |  |  |  |
| **Listening Comprehension** |  |  |  |

Test of Visual Perceptual Skills-4 (TVPS)

This test measures an individual’s visual perceptual abilities without requiring motor involvement.

Since visual perceptual processes are used in a number of academic pursuits, including learning to read, it is important to know which process the child may be having difficulty with. Visual perception allows us to process visual stimuli in order to identify what we see and therefore, understand the world in which we live.

These skills contribute to the individual's ability to analyze and discriminate visually presented information. We subdivide this area into six categories, including visual discrimination, visual memory, spatial relations, form constancy, sequential memory, figure ground and visual closure. The Test of the Visual Perceptual Skills-Third Edition (TVPS-3) is used to test these areas of visual information processing.

*Visual discrimination* is the ability to be aware of the distinctive features of forms, including shape, orientation, size and color. This ability is necessary in determining the same from different. Visual discrimination problems may result in the person confusing words with similar beginnings or endings and even entire words.

*Visual memory* is the ability to retain written information over an adequate period of time. This is essential for reading comprehension and spelling. Dysfunctions in visual memory may cause prolonged time in copying assignments, difficulty recognizing the same word on the next page, and difficulty retaining what is seen or read.

*Visual spatial relationships* provide us with information about our environment. The way a child perceives space and their position or orientation within that space can affect their gross motor skills and classroom performance. It is the ability to distinguish differences among similar objects or forms. This area is closely related to the problem solving and conceptual skills required for higher level science and math. Visual spatial relations also help us with letter reversals. The most common cause of reversals in older children is a lack of visual spatial development consistently knowing left from right, either in relationship to their own bodies or in the world around them.

*Visual form constancy* is the ability to mentally manipulate forms and visualize the resulting outcomes. This skill helps children distinguish differences in size, shape, and orientation. Children with poor form constancy may frequently reverse letters and numbers.

*Visual sequential memory* is the ability to remember and reproduce a sequence of words, symbols or sentences in the correct order. This skill is critical when learning to read and spell and it also affects copying from the blackboard.

*Visual figure-ground* is the ability to concentrate on a specific feature or form while maintaining awareness of the relationship of this form to background information. Deficiencies in this area will be manifested as problems working with puzzles, copying from the board, working on visually cluttered worksheets and keeping place while reading or doing work with numbers.

*Visual closure* is the ability to be aware of the clues in the visual stimulus that allow a final perception to be determined without the necessity of having all the detail present. An example of this would be a dotted line in the shape of an “s”. People with a deficiency in visual closure may not be able to determine that the dotted line is an “s” without actually connecting the lines together by drawing on them. A deficiency in this area would affect the ability to fill in a blank, to complete a word or sentence, identify something that could be missing in a group of objects or complete a thought.

Scores are reported in standard scores with the mean at 100 and a standard deviation of 15.

| **Subtest** | **Scaled Score** | **Age Score** | **Percentage** |
| --- | --- | --- | --- |
| Visual Discrimination |  |  |  |
| Visual Memory |  |  |  |
| Spatial Relations |  |  |  |
| Form Constancy |  |  |  |
| Sequential Memory |  |  |  |
| Figure Ground |  |  |  |
| Visual Closure |  |  |  |
| **Overall Score** |  |  |  |

Developmental Test of Visual Perception- 3

A test of visual motor integration and fine motor control.

|  | Age | Percentile | Scaled Score |
| --- | --- | --- | --- |
| Eye-Hand Coordination |  |  |  |
| Copying |  |  |  |
| **Visual- Motor Integration** |  |  |  |

Receptive Expressive Observation (REO)

This test measures both seeing and listening memory skills. It identifies the skills in expressing information through both writing and verbalizing it. The ability to get good auditory and visual input and respond with accurate verbal or written output is critical to comfortable learning of academic skills.

Scores are reported in standard scores and number of digits recalled. For students 8 ½ years and younger, the standard score can be compared to an average of 100. Because a typical 8 ½ year old can complete the REO quite easily, standard scores would be expected to be progressively higher than 100 for students older than 8 ½.

The average digit span for individuals 8½ years old is 5-6 digits. Retention of fewer than 5-6 digits for persons 8½ years and above may cause inefficiencies in the learning.

| **SUBTEST** | **Standard Score** | **Percentile** | **Functional Level** |
| --- | --- | --- | --- |
| **Visual - Vocal** |  |  |  |
| **Visual - Motor** |  |  |  |
| **Auditory - Vocal** |  |  |  |
| **Auditory - Motor** |  |  |  |

Interactive Metronome Assessment

The *Interactive Metronome Assessment* measures the individual’s ability to maintain accurate timing. Lower numbers indicate greater accuracy. Zero (Millisecond Accuracy) denotes a perfect score. Percentage of early vs. late hits (touches) are also indicated.

| **Task** | **Score** | **Functional Level** |
| --- | --- | --- |
| Both Hands |  |  |
| Both Hands w/Guides |  |  |
| Right Hand Left Foot |  |  |
| Left Hand Right Foot |  |  |

SCAN-3 for Adolescents and Adults: A Test for Auditory Processing Disorders

The results of the SCAN-3 can identify a central auditory processing disorder (CAPD). This test provides information about an individual’s strengths and weaknesses in auditory processing abilities. Scores are reported in functional levels and percentiles, which can be compared to an average of 50.

Ear advantage is shown for each subtest. Ear advantage findings are strong indicators of hemispheric dominance for language and neurologically-based language/learning disorders.

An adolescent or adult with a normal auditory system will have similar right ear and left ear advantage findings on the Auditory Figure Ground, Filtered Words, and Time Compressed Sentence subtests. A typically developing young person will have higher right ear scores than left on the Competing Words and Competing Sentences subtests. By late adolescence, the difference is typically minimal.

| **Subtest** | **Scaled Score** | **Percentage** | **Functional Level** |
| --- | --- | --- | --- |
| Auditory Figure Ground +8 |  |  |  |
| Filtered Word |  |  |  |
| Competing Words- Directed Ear |  |  |  |
| Competing Sentences |  |  |  |
| Competing Words – Free Recall |  |  |  |
| Time Compressed Sentences |  |  |  |
| **Auditory Processing Composite** |  |  |  |

| **Subtest** | **Ear Advantage (Rt/Lft)** | **Score** | **Typical (Y/N)** |
| --- | --- | --- | --- |
| Auditory Figure Ground |  |  |  |
| Filtered Word |  |  |  |
| Competing Words Free Recall |  |  |  |
| Competing Words- Directed Right Ear |  |  |  |
| Competing Words- Directed Left Ear |  |  |  |
| Competing Sentences |  |  |  |
| Time Compressed Sentences |  |  |  |

**NAME’s performance on the SCAN-A indicates / does not indicate the presence of auditory processing delays that can affect listening, language, and learning.**

***Filtered Word Subtes*t**: Poor performance on this subtest indicates difficulties in comprehending distorted speech or speech that is compromised by a poor listening environment. This may cause difficulties with understanding someone who speaks rapidly, has an unfamiliar accent, or has poor articulation. It may be difficult for this person to understand someone speaking in another room, with his back turned, or in a large auditorium (especially if the listener is seated in the back of the room).

***Auditory Figure Ground Subtest:***Poor performance on this subtest reflects difficulties understanding speech in the presence of competing background noise. Difficulty hearing and understanding when typical environmental noises are present, can contribute to poor school performance, and misunderstandings in work and social situations.

***Competing Words Subtest:*** Poor performance on this subtest may indicate delayed auditory maturation or damage to the central auditory processing pathways in an adolescent. If the problem is delayed auditory maturation, the adolescent’s auditory system may be functioning similar to that of a younger child. Retesting one year from the original test date will indicate if the auditory system is continuing to develop and mature. For adults, maturation is not the issue and low performance on this subtest indicates an auditory processing problem.

***Competing Sentences Subtest:*** Children below the age of 10 are able to repeat the sentence heard in the right ear almost 100% of the time. Results from the left ear are highly variable with improvement over time, indicating maturation of the auditory system. A depressed score on the Competing Sentences subtest for an adolescent or adult indicates an auditory processing disorder.

***Time Compressed Sentences Subtest:*** Performance onTime Compressed Sentences provides information about the child’s ability to process speech that is presented at a rapid rate. Scores in the Borderline or Disordered range indicate that the child has difficulty perceiving the rapidly changing acoustic features of speech, making it difficult to get a clear, complete accurate message when the speaker is speaking rapidly or when the listening environment is not ideal.

SCAN-3 for Children: Tests for Auditory Processing Disorders

The results of the SCAN-C can identify a central auditory processing disorder (CAPD). This test provides information about an individual’s strengths and weaknesses in auditory processing abilities. Scores are reported in percentiles, which can be compared to an average of 50; a total test standard score, which can be compared to an average of 100; and functional levels.

| **Subtest** | **Scaled Score** | **Percentage** | **Functional Level** |
| --- | --- | --- | --- |
| Auditory Figure Ground +8 |  |  |  |
| Filtered Word |  |  |  |
| Competing Words- Directed Ear |  |  |  |
| Competing Sentences |  |  |  |
| Competing Words – Free Recall |  |  |  |
| Time Compressed Sentences |  |  |  |
| **Auditory Processing Composite** |  |  |  |

| **Subtest** | **Ear Advantage (Rt/Lft)** | **Score** | **Typical (Y/N)** |
| --- | --- | --- | --- |
| Auditory Figure Ground |  |  |  |
| Filtered Word |  |  |  |
| Competing Words Free Recall |  |  |  |
| Competing Words- Directed Right Ear |  |  |  |
| Competing Words- Directed Left Ear |  |  |  |
| Competing Sentences |  |  |  |
| Time Compressed Sentences |  |  |  |

**NAME’s performance on the SCAN-C indicates / does not indicate the presence of auditory processing delays that can affect listening, language, and learning.**

***Filtered Word Subtes*t**: Poor performance (borderline or disordered range) on this subtest indicates difficulties in comprehending distorted speech or speech that is compromised by a poor listening environment. This may cause difficulties with understanding someone who speaks rapidly, has an unfamiliar accent, or has poor articulation. It may be difficult for this person to understand someone speaking in another room, with his back turned, or in a large auditorium (especially if the listener is seated in the back of the room). Difficulty “filling in the gaps” in order to get the whole message, may reflect a receptive language disorder.

***Auditory Figure Ground Subtest:***Poor performance (borderline or disordered range) on this subtest reflects difficulties understanding speech in the presence of competing background noise. Difficulty hearing and understanding when typical environmental noises are present, can contribute to poor school performance, and misunderstandings in work and social situations.

***Competing Words Subtest:*** Children who have a low score (borderline or disordered range) on the Competing Words subtest may have a delay in auditory maturation, causing him or her to process more like a younger child. If auditory maturation is the issue, retesting on this subtest one year from the original date will indicate if the auditory system is continuing to mature and develop. If performance does not improve, an auditory processing problem is indicated.

***Competing Sentences Subtest:*** Poor overall (borderline or disordered range) performance on the Competing Sentences subtest with a percentile score of 9 or below is generally associated with delayed maturation of the auditory nervous system and is consistent with a neurologically based language or learning disability.

***Time Compressed Sentences Subtest:*** Performance onTime Compressed Sentences provides information about the child’s ability to process speech that is presented at a rapid rate. Scores in the Borderline or Disordered range indicate that the child has difficulty perceiving the rapidly changing acoustic features of speech, making it difficult to get a clear, complete accurate message when the speaker is speaking rapidly or when the listening environment is not ideal.

Dyslexia Determination Test (DDT)

The Dyslexia Determination Test is a direct method for diagnosing specific reading dysfunction. It provides information about three critical aspects of reading and spelling: the ability to develop motor gestalts for written symbols such as letters and write them without reversals (*nenkinesia*), the ability to connect sounds and symbols for phonetic decoding and spelling (*phonesia*), and the ability to perceive whole words visually and match them to what the word says (*eidesia*).

Results will indicate if a dyslexia pattern is found and what it is. This is helpful in understanding the student’s needs in correcting the reading and spelling difficulty.

**Decoding (sight words): 5th grade**

**Eidetic Encoding (correctly spelled): 6/10**

**Phonetic Encoding (sound spell): 4/10**

**Dyslexia pattern found:** None or

Dysnemkinesia (difficulty remembering and writing letter symbols without reversals)

Dysphonesia (difficulty connecting sound and symbol in order to use phonics for reading and spelling)

Dyseidesia (difficulty visually recognizing whole words for reading and recalling the visual image for spelling)

Dysphoneidesia (difficulty connecting sound and symbol in order to use phonics for reading and spelling and difficulty visually recognizing whole words for reading and recalling the visual image for spelling)

Dysnemkinphonesia (difficulty remembering and writing letter symbols without reversals and difficulty connecting sound and symbol in order to use phonics for reading and spelling)

Dysnemkineidesia (difficulty remembering and writing letter symbols without reversals and difficulty visually recognizing whole words for reading and recalling the visual image for spelling)

Dysnemkinphoneidesia (difficulty remembering and writing letter symbols without reversals, difficulty connecting sound and symbol in order to use phonics for reading and spelling, and difficulty visually recognizing whole words for reading and recalling the visual image for spelling).

Gray Oral Reading Test - V (GORT-5)

This test provides information about a student’s oral reading fluency, accuracy, passage comprehension, and primary word attack strategies. Scores are reported in grade scores; percentiles, which can be compared to an average of 50; a standard score, which can be compared to an average of 100. The Reading Fluency score is derived from the reading rate and the number of errors. Information about the student’s use of phonics, sight words, and context clues can be gathered through observation and error analysis.

|  | **Age Score** | **Percentile** | **Standard Score** |
| --- | --- | --- | --- |
| **Rate** |  |  |  |
| **Accuracy** |  |  |  |
| **Reading fluency** |  |  |  |
| **Comprehension** |  |  |  |
| **Oral Reading Index** |  |  | **Score=** |

KeyMath-3 Diagnostic Assessment

The KeyMath-3 DA provides a comprehensive assessment of important math concepts and skills. The assessment is divided into three categories: Basic Concepts, Operations, and Applications. The Basic Concepts area measures an individual’s conceptual understanding with five subtests that correspond to the five NCTM (2000) content standards. Subtests include Numeration, Algebra, Geometry, Measurement, and Data Analysis and Probability. Each subtest blends relatively basic procedural and computation skills with the essential math concepts with which those skills are associated. Scores are reported in percentiles, which can be compared to an average of 50, as well as age and grade level scores.

|  | **Grade Score** | **Age Score** | **Standard Score** |
| --- | --- | --- | --- |
| **Numeration** |  |  |  |
| **Algebra** |  |  |  |
| **Geometry** |  |  |  |
| **Measurement** |  |  |  |
| **Data Analysis / Probability** |  |  |  |
|  |  | **Percentile rank =** | **Standard Score =** |

Informal Evaluation of Written Expression

Written expression, spelling, and graphomotor (handwriting) skills are assessed on an informal writing sample. The student is asked to write a good paragraph with a title on a topic of his or her choice.

**Name had 10-15 minutes to write a short paragraph about anything she/he wanted. She/He chose to write a story about………….. There were multiple capitalization and punctuation errors throughout. Her word structure was simplistic in nature and unorganized.**

Davis Perceptual Ability Assessment

Recent research in the field of learning disabilities indicates that learning disabled persons often have the ability to shift their point of perception and thus experience altered, inconsistent, or inaccurate views of symbols such as letters and numbers. This type of disorientation will produce numerous learning disability symptoms and is most often stimulated by confusion. The Davis Perceptual Ability Assessment provides information about visualization abilities and indicates whether or not a person is able to shift their point of perception.

**Student was easily able to shift his her point of perception. Symptoms of disorientation were noted in reading and writing. Student frequently changed, omitted, or added small, common sight words when reading and showed some challenge with letter reversals.**

**Student was unable to easily shift his her point of perception. However, symptoms of disorientation were noted in reading and writing. Student frequently changed, omitted, or added small, common sight words when reading and showed some challenge with letter reversals.**

Dennison Laterality Assessment

This observation looks at a person's brain function as it relates to learning tasks. Specifically, it helps determine if a person tends to be a homolateral or one-sided learner or if he or she tends to use the whole brain when learning. Research in educational kinesiology has shown that when a person learns with the whole brain, he is usually more aware, able to express himself better, and able to learn more easily. Students who are homolateral in their thinking, often have difficulty crossing the midline and may have difficulties with letter, number, and word reversals or shifts; visual tracking; listening; comprehension; writing; attention and/or coordination.

**Name showed a preference for bilateral/homolateral thinking**.

Behavior Rating Inventory of Executive Function, Second Edition (BRIEF2)

| **Scale/index/composite** | **Percentile** | **T score** |
| --- | --- | --- |
| **Inhibit** |  |  |
| **Self-Monitor** |  |  |
| **BRI** |  |  |
| **Shift** |  |  |
| **Emotional Control** |  |  |
| **ERI** |  |  |
| **Task Completion** |  |  |
| **Working Memory** |  |  |
| **Plan/Organize** |  |  |
| **CRI** |  |  |
| **GEC** |  |  |
| *T scores of 65 or above should be considered as having potential clinical significance.* | | |

| **Scale** | **Protocol Classification** |
| --- | --- |
| **Negativity Scale** |  |
| **Infrequency Scale** |  |
| **Inconsistency Scale** |  |

Listening Skills Questionnaire

This questionnaire is designed to provide information about an individual’s auditory processing skills and the effect that they are having on language, communication, behavior, learning and motor skills. The questionnaire is filled-out by the parent or adult client and rates the student’s learning skills and behaviors compared to others of the same age and gender.

**Most impacted areas:**

* Ability to Understand What Other People Say

* Academic / School and Work Skills

* Listening Skills and Conditions; Auditory Memory

Neuro-Developmental Delay (NDD) Checklist

In the first 9-12 months of life, the primitive reflexes that were necessary for birthing and survival as an infant are gradually integrated as higher level motor functions and higher level functions in the brain take over. These neurological connections provide a critical foundation for internal organization and comfortable learning and functioning. When primitive reflexes are retained, they can cause neurological interference, producing anxiety and causing the person to have to work too hard and less efficiently than would be expected. This is called neuro-developmental delay. With stimulation, primitive reflexes can be integrated and more efficient neurological connections can be made.

The NDD Checklist was developed by Lawrence J. Beuret, M.D. It is a checklist filled out by parents that represents some of the most common indicators of Neuro-Developmental Delay. Scoring is as follows:

0 – 4: Unlikely NDD is present

5 – 8: Highly probable NDD involved

**9+ : Definitely positive for NDD**

**Name’s score of 9 indicates she/he is positive for a neurodevelopmental delay. Reflex Testing also indicates the presence of retained reflexes that may be causing neurological interference to learning.**