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PSYCHOEDUCATIONAL ASSESSMENT REPORT

STUDENT: ROGER JENSEN "RJ" BROCKETT	SCHOOL: Sacred Heart Preparatory
BIRTHDATE: 8/23/00	GRADE: 10th
CHRONOLOGICAL AGE: 15-4	REPORT: Re-Evaluation
EXAMINATION DATES: 12/10/15; 1/5/16	DATE OF REPORT: 1/30/16
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REASON FOR REFERRAL

RJ was referred for a re-evaluation of his academic, neurocognitive, and emotional functioning in order to assist in educational planning. RJ received occupational therapy At Fourt Therapy Center in 2006 due to difficulties in graphomotor, fine motor, postural development, bilateral coordination, praxis, and hand skills. These difficulties were negatively impacting RJ's fine motor coordination and handwriting skills and consistent with student's diagnosed with **dysgraphia**.

Brendan Pratt, Ph.D., Licensed Psychologist, conducted RJ's initial psychological evaluation report in November 2006. At that time, concerns reported by his parents, were related to weak attention and emotional functioning. His teacher was most concerned about how difficult it was for RJ to initiate tasks, sustain effort, and remain focused. He was easily distracted, had difficulty with transitions, and needed frequent teacher prompts. RJ was slower to make friends, and he had a low frustration tolerance. Results of the evaluation revealed RJ was a highly intelligent six-year-old child. Intellectual strengths included nonverbal reasoning and vocabulary and general knowledge. His overall academic achievement was commensurate with his intelligence and there were no indications of a learning disability. He demonstrated primary difficulties with attention, impulsivity, and had secondary issues with self-esteem and understanding social rules. He met DSM-IV diagnostic criteria for **Attention-Deficit/Hyperactivity Disorder (ADHD), Combined Type** (314.01).

While attending the Menlo Park School District, a Student Study Team meeting was held to review his progress in first grade (November 2006). At that time, concerns were reported with his social skills, difficulty staying on task, distractibility, and emotional distress after playing at recess. RJ was afforded the following accommodations under a Section 504 Plan: preferential seating near teacher and away from distracting auditory stimuli, provide visual aids to support learning, make sure directions were written down and understood, extra time to

complete school tasks, extended time to complete exams, use of word processing rather than writing by hand for school assignments as well as standardized tests, shortened assignments as needed, not graded down for handwriting neatness, quiet place to take exams, cues to re-focus his attention, allow short breaks, and increased home-school communication. In addition, a psychopharmalogical intervention was implemented after Dr. Pratt's initial evaluation.

Since attending Sacred Heart Preparatory (SHP) in ninth grade, RJ has been afforded the following accommodations according to his Learning Support Plan: copy of class notes, option to record the lecture, use of a computer for all writing assignments, note taking, and exams, preferential seating away from distractions, written directions paired with oral directions, support for pacing his school work, extended time on exams, use of a math notecard with formulas and equations for exams, use of a verb chart for foreign language exams, and assistance with proofreading his written assignments.

His **parents** indicated they are presently most concerned about RJ's time management skills, sustaining focus on uninteresting material, and difficulty with handwriting (speed, legibility, endurance).

In the classroom setting, his tenth grade **teachers** expressed the following areas of concern: works slowly, doesn't like to speak in front of class, has inconsistent performance, and tends to be quiet in class.

RJ's academic progress has been supported by private individualized tutoring, supportive psychotherapy (2012-2013), and occupational therapy.

BACKGROUND INFORMATION

<u>Educational History</u>
RJ is currently in the tenth grade at SHP, a private independent Catholic school located in Atherton. He attended Laura Elementary School in Menlo Park from kindergarten through third grade. His first grade teacher was concerned about RJ's social interaction skills and referred him to the Student Study Team. In second grade, he made excellent academic progress according to his report card. He was a conscientious student that always did his work carefully. He grasped abstract concepts easily but needed additional time to complete timed addition and subtraction tests. His fine motor skills slowed him down with writing. RJ continued to perform extremely high on his third grade report card meeting or exceeding grade level standards.

In fourth and fifth grade, RJ attended Encinal School. On his fourth grade report card, RJ continued to perform extremely well academically earning mostly A's with one B in Language Arts. He needed to improve his ability to work independently, produce neat work, and use class time productively. The physical aspect of writing was a bit of a struggle for RJ and he had a hard time keeping up with large written assignments. Although he had good ideas, he had trouble getting them down on paper. His teacher encouraged him to use graphic

organizers to help with sequencing his thoughts and also to practice his keyboarding skills so he could use the computer for writing tasks. Time management skills were still developing and he needed support with pacing his work for larger assignments and projects. RJ benefited from using checklists and having written directions. A Student Team Meeting was held on January 30, 2010 when RJ was in fourth grade. At that time, concerns noted included distractibility when completing homework and inconsistency with remembering due dates and test dates. The Team recommended RJ be seated in an area of the class with few auditory distractions, meet with his teacher regularly, and for his parents to encourage him to ask questions. In fifth grade, his academic achievement was very high once again, earning all A's with a B in Mathematics during Trimester 1 and 3. His study skills were excellent and showed strong growth from the previous school year. RJ exhibited outstanding understanding of advanced math concepts but struggled with multi-step problems that required writing down steps along the way. He often made translation errors or computations errors due to his lack of organization.

For sixth through eighth grades, RJ attended Hillview Middle School. At the end of seventh grade, RJ exceeded grade level standards on the STAR standardized assessment (English-Language Arts – Advanced Level; Algebra 1 – Advanced Level). He demonstrated outstanding academic achievement while attending Hillview Middle School, earning all A's in his academic courses.

He entered SHP in ninth grade. RJ has excelled academically and earned a cumulative GPA of 3.74 at the end of the second semester of ninth grade. According to his tenth grade AP US History teacher, Ms. Allison Hurley, RJ is great at making connections and supporting his position with facts. He is generally quiet in class and demonstrates inconsistent performance. RJ is always willing to complete in class activities and works well with other students. He utilizes and benefits from extended time for exams. His Mandarin teacher, Ms. Jessica Huang, noted that RJ is always looking for answers, is highly knowledgeable, and does the best that he can. RJ is very nervous when speaking in class, or speaking with other classmates whom he doesn't know well. He benefits using extended time to retrieve information and produce his answers at his own pace.

Health and Developmental History
According to a health and development questionnaire completed by RJ's parents, RJ was born full term and weighed nine pounds, five ounces. He had some initial breathing difficulties and required supplemental oxygen, but he stabilized quickly. He was also mildly jaundiced at birth, and he remained in the hospital one extra day. Fine and gross motor milestones developed slowly. He had clumsy foot placement, difficulty writing and drawing, difficulty with coordination (e.g., dropping a penny from both hands simultaneously) and received occupational therapy at Fourt Center. Speech and language milestones were achieved at or before expected ages and he exhibited a good vocabulary. Sensory development revealed heightened sensitivity to textures such as finger painting or mud on his hands or feet. Socially, RJ interrupts during conversations and doesn't realize when he is intruding, monopolizing

conversation, or persisting on a topic that doesn't interest others. He is socially engaged when he is enthusiastic about topics that interest him and sullen about boring situations. He is improving slowly, with time, regarding his social functioning. Emotionally, he has experienced feelings of anxiety in new situations or meeting new people when he was young. He still tends to see things in black and white. His thinking can be very literal. RJ's vision and hearing skills are reported to be within normal limits. When he was young, he displayed a tendency to get easily distracted, had a short attention span, struggled with following directions, and became easily frustrated when completing schoolwork. There is a family history of problems with depression and dyslexia. Presently, RJ appeared to be in excellent health. He has mild environmental allergies. It takes him about twenty to thirty minutes to fall asleep at night and he usually sleeps seven to eight hours per night. He takes Concerta (36 mg.) to increase his ability to sustain focus of attention.

Parental Input
RJ lives with his mother, father, and two younger sisters. His father works professionally as an Executive for a technology company and his mother works professionally as a Product Manager for a technology company. His parents describe RJ as kind, cheerful, and earnest. He enjoys playing water polo, reading, hanging out with friends, and playing computer games. RJ is willing to try hard and has good quantitative skills. He is in the Robotics Club at school. It is difficult for him to manage time, perform multi-step tasks, and focus when subject mater is dull. Homework takes him longer and his parents more closely supervise him than his siblings. He enjoys math and science classes most and dislikes writing and organizing.

Student Interview
RJ shared that he enjoys attending SHP. The transition from middle school to high school was challenging in terms of managing the workload and improving his study habits. He likes participating on the Robotics Team as well as the Water Polo Team. RJ is more social in high school than he was in middle school. In his free time, he likes to play videogames with friends and complete projects. His best subjects are math and science and he least enjoys writing. He finds it difficult to generate original ideas. He is better at writing about something specific. It is especially helpful when he has a rubric to follow. Handwriting is laborious for him and he prefers to use the computer for writing tasks. Although his homework should take less time, he ends up spending a lot more time because he frequently gets easily distracted while working. It could take between two to five hours for him to complete all of his homework including his off task time. He finds it difficult to memorize the Chinese characters. His focus can be variable in class, especially when he doesn't find the content interesting. He takes all of his exams in the Center for Student Success (CSS) so he work in a quiet environment with extended time. Although he is trying to study more consistently for exams this year, his performance has not improved in history but he has made some improvement on his math tests. He tries to get to sleep around 9:30 p.m. but often has trouble falling asleep. It might take him an hour or

more to fall asleep because his mind is going in many different directions. He usually wakes up around 6:20 a.m.

OBSERVATION

RJ appeared forthcoming, engaged, polite, and motivated during his testing sessions. He was well groomed and dressed appropriately. He excelled at tasks requiring logic and visual spatial relations. RJ also demonstrated outstanding verbal language skills including general knowledge and vocabulary. Attention and ability to focus concentration for various types of information was consistent when taking his ADHD medication. On the day that he did not take his medication, RJ's ability to sustain attention was mostly managed by the one-on-one testing situation and variety of tasks; however, he struggled more with sustaining his attention when completing independent tasks and he was more susceptible to making small mistakes. He held his pencil using a non-standard pencil grip. His handwriting was labored and he experienced hand fatigue after writing for only a brief time. He displayed difficulties with letter formations, spacing, and the slant of his letters. His processing of information was slow for his age and he necessitated extended time to complete complex academic tasks such as composing his thoughts in an essay or when he tried to comprehend complex material. At times, he doubted his performance, was overly self-critical of his performance, and asked for feedback from the examiner. The present assessment results are thought to be a valid indication of RJ's current level of functioning.

CURRENT ASSESSMENT COMPONENTS

GENERAL
➢ Record Review
➢ Interview with RJ and parents

NEUROPSYCHOLOGICAL AND COGNITIVE TESTS ADMINISTERED
➢ Wechsler Intelligence Scale – Fifth Edition (WISC-V)
➢ Beery-Buktenica Developmental Test of Visual-Motor Integration – Sixth Edition (VMI 6)
➢ Purdue Pegboard Test
➢ Rey Complex Figure Test
➢ Delis-Kaplan Executive Function System (D-KEFS)

ACADEMIC AND EDUCATIONAL TESTS ADMINISTERED
➢ Wechsler Individual Achievement Test – Third Edition (WIAT-III)
➢ Test of Written Language – Fourth Edition (TOWL-4)
➢ Nelson-Denny Reading Test Form G
➢ Woodcock-Johnson Tests of Achievement Fourth Edition Selected Subtest (WJ-IV)

SOCIAL-EMOTIONAL-BEHAVIORAL TESTS ADMINISTERED
➢ Child Behavior Checklist (Parents, Teachers, Self-Report)
➢ Brown Attention-Deficit Disorder Scales for Children (Self-Report)
➢ Behavior Rating Inventory of Executive Function (Parents, Self-Report)
➢ Brown ADD Scales (Self-Report)
➢ Conners 3 (Parents)
➢ Murphy-Meisgeier Type Indicator for Children (Self-Report)

Testing was administered in English. Testing was completed at the office of the present examiner under standardized testing conditions. RJ's testing sessions took place during the day and the student appeared alert and rested. All tests are standardized, nationally normed tests, and scores are based on age-norms. Tests are considered valid for the purpose used and would seem to accurately reflect this student's present and general intellectual functioning. The estimate of RJ's general intellectual ability on the WISC-V fell in the very high range (**97th percentile**) and was used as the benchmark for his intellectual ability.

INTELLECTUAL FUNCTIONING
Wechsler Intelligence Scale for Children 5th Edition (WISC-V)

Based on a normative sample of children his age, a **Subtest score** between 8-12 is considered Average and a **Composite Score** between 90-109 is considered Average.

VERBAL COMPREHENSION	SUBTEST SCORE	VISUAL SPATIAL	SUBTEST SCORE
Similarities	15	Block Design	15
Vocabulary	17 (Strength)	Visual Puzzles	12
(Information)	16		

WORKING MEMORY	SUBTEST SCORE	FLUID REASONING	SUBTEST SCORE
Digit Span	13	Matrix Reasoning	17 (Strength)
Picture Span	12	Figure Weights	13

PROCESSING SPEED	SUBTEST SCORE
Coding	9 (Weakness)
Symbol Search	12

	COMPOSITE SCORE	95% CONFIDENCE INTERVAL	CLASSIFICATION RANGE
Verbal Comprehension	133	123-138	Very High to Extremely High
Visual Spatial	119	110-125	High Average to Very High
Fluid Reasoning	128	119-133	High Average to Extremely High
Working Memory	115	106-121	Average to Very High
Processing Speed	103	94-112	Average to High Average
Full Scale IQ	129	122-133	Very High to Extremely High
General Ability Index	134	127-138	Very High to Extremely High

The WISC-V samples an individual's intellectual ability level. The WISC-V provides composite scores that represent intellectual functioning in specified cognitive domains – Verbal Comprehension (tests requiring auditory comprehension and communication); Visual Spatial (primarily nonverbal measures emphasizing visual processing and visual problem solving); Fluid Reasoning (primarily mental operations including forming and recognizing concepts, perceiving relationships among patterns, drawing inferences, problem solving); Working Memory (measures the ability to maintain information in short-term and working memories); and Processing Speed (primarily visual-motor speed of processing). The best estimate of his intellectual aptitude is represented by the General Ability Index (GAI) score of 134 (**99th percentile**), which falls in the extremey high range.

The GAI consists of subtests from the verbal comprehension, visual spatial, and fluid reasoning domains. Overall, this index score was exceptional for his age. RJ's GAI score was significantly higher than his Full Scale IQ score. The significant different between these two scores idicates that the effects of cognitive proficiency, as measured by working memory and processing speed, likely lowered his overall Full Scale score. This result supports that his working memory and processing speed skills are areas of specific weakness which can impede his processing and efficiency rate of information.

Within the **verbal comprehension** component of testing, RJ's performance fell in the extremely high range (**99th percentile**). His performance on verbal comprehension tasks was particularly strong when compared to his performance on tasks that involved processing and evaluating visual spatial information. This factor measures his ability to apply verbal skills and information to the solution of new problems and reflects RJ's ability to process verbal information. One's verbal ability develops largely as a function of both formal and informal educational opportunities and experiences and is highly dependent on exposure to mainstream U.S. culture. RJ's verbal ability was assessed by tasks that required him to define words (Vocabulary) and draw conceptual similarities between words (Similarities). His score on the Vocabulary task was extremely strong falling in the extremely high range (Vocabulary = **99th percentile**). His verbal abstract reasoning skills fell in the very high range (Similarities = **95th percentile**). RJ's fund of general knowledge fell in the extremely high range (Information = **98th percentile**). RJ's strength on language-based subtests suggests he may understand information more easily when it is presented in a verbal, rather than visual format.

Within the **visual spatial** component of testing, RJ's subtest scores fell in the high average range (**90th percentile**). The Visual Spatial Index measured RJ's ability to evaluate visual details and understand visual spatial reasoning, integration, and synthesis of part-whole relationships, attentiveness to visual detail, and visual-motor integration. RJ's perceptual reasoning ability was assessed by tasks that required him to recreate a series of modeled or pictured designs using blocks (Block Design) and to mentally construct designs utilizing three separate puzzle pieces. On a task requiring analysis and synthesis of visually presented materials (Block Design = **95th percentile**) he performed in the very high range. His performance on a subtest requiring the ability to select three response options that, when combined, reconstruct the puzzle, fell in the upper average range (Visual Puzzles = **75th percentile**).

RJ demonstrated very high **fluid reasoning** skills (**97th percentile**). The Fluid Reasoning Index measured RJ's ability to detect the underlying conceptual relationship among visual objects and to use reasoning to identify and apply rules. Identification and application of conceptual relationships in this index requires inductive and quantitative reasoning, broad visual intelligence, simultaneous processing, and abstract thinking. When asked to identify the missing portion of an incomplete visual matrix from one of five response options (Matrix Reasoning), he earned an extremely high score (**99th percentile**). RJ

earned a high average score on the quantitative and analogical reasoning Figure Weights subtest (**84th percentile**), which relies on computation skills.

The **working memory** component represents RJ's ability to apprehend and hold, or transform, information in immediate awareness and then use it within a few seconds (**84th percentile**), fell in the high average range. The ability to register, maintain, and manipulate visual and auditory information in conscious awareness requires attention, concentration, and visual and auditory discrimination. RJ was asked to repeat a series of digits in the forward direction, and he consistently recalled a series of six digits (within developmental limits = **50th percentile**), when asked to reverse the order, he could recall a series of six digits (well above developmental limits = **95th percentile**), and when required to re-sequence the digits in numerical order, he could manipulate seven digits (above developmental limits = **84th percentile**). The Picture Span task evaluated his capacity for recall of visual details and the sequence of the images must also be maintained in memory utilizing a recognition method. He earned a score in the average range (**75th percentile**). His working memory performance was a relative weakness when compared to his performance on logical reasoning tasks.

The **processing speed** component represents RJ's ability to perform simple, clerical-type tasks quickly. This index measured his speed and accuracy of visual identification, decision-making, and decision implementation. His index score fell in the average range for his age (**58th percentile**). While this is not a weakness compared to his peers, it was an area of personal weakness for RJ when compared to his overall level of ability. Performance on this index is related to visual scanning, visual discrimination, short-term visual memory, visuomotor coordination, and concentration. His processing speed ability was assessed with two tasks – one required RJ to quickly copy symbols that were paired with numbers according to a key (Coding), and the other required him to identify the presence or absence of a target symbol in a row of symbols (Symbol Search). When asked to quickly learn the pattern, RJ worked at a typical pace thus earning a standard score in the average range (Coding = **37th percentile**). On the scanning test, which required less visual memory and more attention to detail, he made no errors, and scored in the average range (Symbol Search = **75th percentile**).

INFORMATION PROCESSING
Beery-Buktenica Test of Visual Motor Integration (VMI)

A percentile **score** between 25th to 75th is considered Average.

SUBTESTS	STANDARD SCORE	PERCENTILE
VMI	89	23rd (LOW AVERAGE)
Motor Coordination	82	12th (LOW AVERAGE)

The VMI subtest measures the extent to which individuals can integrate their visual and motor abilities. The Motor Coordination test assesses relatively pure

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motor skills. When RJ was required to copy visual information while using discrete motor movements, his performance fell in the below average range (**23rd percentile**). When he drew designs within set boundary lines (Motor Coordination), his completion rate was typical and he completed all of the items within the allotted 5-minute time limit. However, his fine motor accuracy was weak and lowered his performance on the Motor Coordination task (**12th percentile**). He struggled with staying within the line boundaries.

Purdue Pegboard Test

Based on a normative sample of students his age, a **percentile score** between 25-75% is considered Average.

	PERCENTILE
Right Hand	10th (VERY LOW)
Left Hand	20th (LOW AVERAGE)
Both Hands	20th (LOW AVERAGE)

RJ was tested on the Purdue Pegboard test. On this test, he was asked to place pegs into a pegboard with his right hand, then left hand, and finally both hands. He performed at **10th percentile** completing this task with his right hand and at the **20th percentile** when asked to complete this task with his left hand. His performance on the task that asked him to place pegs with both hands into the pegboard under timed conditions fell in the low average range (**20th percentile**). Overall, RJ's fine motor performance was an area of significant weakness.

Delis-Kaplin Executive Function System (D-KEFS)

Based on a normative sample of students his age, a **Scaled score** between 8-12 is considered Average.

SUBTESTS	SCALED SCORE	CLASSIFICATION
Letter Fluency Test		
*Letter Fluency	15	95th (VERY HIGH)
*Category Fluency	11	63rd (AVERAGE)
*Category Switching	11	63rd (AVERAGE)
Design Fluency Test		
*Filled Dots	14	91st (VERY HIGH)
*Empty Dots	12	75th (AVERAGE)
*Switching	10	50th (AVERAGE)
Color Word Inference Test		
*Color Naming	10	50th (AVERAGE)
*Word Reading	10	50th (AVERAGE)
*Inhibition	12	75th (AVERAGE)
*Inhibition/Switching	10	50th (AVERAGE)

The D-KEFS assesses key areas of executive function (problem-solving, thinking flexibility, fluency, planning, and deductive reasoning). These cognitive abilities are referred to as executive functions because they draw upon the individual's more fundamental or primary cognitive skills, such as attention, language, and perception, to generate higher levels of creative and abstract thought.

RJ's performance on the **Verbal Fluency Test** fell in the average to extremely high range overall. This task required RJ to determine specific verbal strategies to recall verbal information. He was asked to name words rapidly that started with various letters of the alphabet, as well as words from semantic categories (i.e., fruits, animals, furniture, etc.). RJ demonstrated average fluency skills (*75th percentile*). However, when added demands were placed on his executive functioning system, his performance declined significantly (Category Switching versus Category Fluency = *9th percentile*). He made an extremely high number of repetition errors (*2nd percentile*) which is indicative of weak sustained attention as well as divided attention skills.

On the **Color Word Interference** task, his subtest performance revealed that RJ has average rapid naming speed (*50th percentile*). RJ's performance on the tasks that involved greater executive demands involving inhibitory control and divided attention, fell in the average range (*63rd percentile*). His performance remained constant on complex executive function tasks relative to tasks requiring less processing (Inhibition/Switching versus Combined Naming and Reading = *50th percentile*). His error was typical on the Color-Word Interference Test.

The **Design Fluency** test measured RJ's ability to draw as many different designs as possible in 60 seconds. This test assesses design fluency, response inhibition, and cognitive flexibility. He demonstrated weaker cognitive flexibility on the Switching condition (Switching versus Combined Filled and Empty Dots = *16th percentile*). As demands for cognitive shifting and simultaneous processing increased, his capacity to execute visual spatial tasks accurately and efficiently decreased.

Rey Complex Figure Test

A percentile *score* between 25th to 75th is considered Average.

SUBTESTS	PERCENTILE
Time to Copy	11-16th (BELOW AVERAGE)
Copy	>16th (AVERAGE)
Immediate Recall	82nd (ABOVE AVERAGE)
Delayed Recall	82nd (ABOVE AVERAGE)
Recognition	88th (ABOVE AVERAGE)

The Rey-Osterrieth Complex Figure Test is a test of perceptual organization and visual memory in which one must copy a complex picture and then draw it from memory. When drawing the Rey-Osterrieth figure from memory, those individuals with learning disabilities frequently show poorer memory for the main structures of the figure than those without learning disabilities. In addition, learning-disabled students typically score lower in organization and have poor recall of major alignments and intersections of the figure. For RJ, his copy time score fell in the below average range (*11-16th percentile*), which indicated below average fine motor skills and processing speed. When copying the complex design (no

memory involved), his performance fell in the average range (**>16th percentile**). His immediate recall score indicates he had strong visual immediate memory (**82nd percentile**). When given a recognition format, RJ's performance remained the same (**82nd percentile**). Finally, his delayed recall was excellent and he earned an above average range score (**88th percentile**).

ACADEMIC ACHIEVEMENT
Wechsler Individual Achievement Test III – WIAT III

Based on a normative sample of students his age, a **Percentile Rank** between 16th and 84th is considered Average; A **Standard Score** between 85 and 115 is considered Average.

SUBTESTS	STANDARD SCORE	PERCENTILE
Reading Comprehension	122	93rd (ABOVE AVERAGE)
Word Reading	127	96th (ABOVE AVERAGE)
Pseudoword Decoding	108	70th (AVERAGE)
Oral Reading Fluency	99	47th (AVERAGE)
TOTAL READING COMPOSITE	118	88th (ABOVE AVERAGE)
BASIC READING	120	91st (ABOVE AVERAGE)
READING COMPR/FLUENCY COMPOSITE	113	81st (HIGH AVERAGE)
Sentence Composition	115	84th (HIGH AVERAGE)
Essay Composition – STANDARD TIME	75	5th (BELOW AVERAGE)
*Word Count	78	7th (BELOW AVERAGE)
*Theme Development & Text Organization	76	5th (BELOW AVERAGE)
Essay Composition – 50% EXTENDED TIME	93	32nd (AVERAGE)
Essay Composition – 100% EXTENDED TIME	106	66th (AVERAGE)
Spelling	129	97th (ABOVE AVERAGE)
WRITTEN EX. COMPOSITE STANDARD TIME	Cannot interpret	
WRITTEN EX. COMPOSITE 50% EXTENDED TIME	107	68th (AVERAGE)
WRITTEN EX. COMPOSITE 100% EXTENDED TIME	116	86th (ABOVE AVERAGE)
Math Problem Solving	128	97th (ABOVE AVERAGE)
Numerical Operations	143	99.8th (WELL ABOVE AVERAGE)
Math Fluency - Addition	120	91st (ABOVE AVERAGE)
Math Fluency – Subtraction	94	34th (AVERAGE)
Math Fluency - Multiplication	99	47th (AVERAGE)
MATHEMATICS COMPOSITE	138	99th (WELL ABOVE AVERAGE)
MATH FLUENCY COMPOSITE	105	63rd (AVERAGE)
SUPPLEMENTAL SUBTESTS		
Oral Reading Accuracy	103	58th (AVERAGE)
Oral Reading Rate	98	45th (AVERAGE)

READING

Assessment in the area of reading included measures of single word reading, single word decoding, reading comprehension, and oral reading fluency. RJ's performance on the Word Reading subtest, which required him to read single words aloud, was in the above average range (**96th percentile**). RJ's performance on the Pseudoword Decoding subtest, which required him to read nonsense words aloud, fell in the average range (**70th percentile**). His performance on the Reading Comprehension subtest was in the above average range (**93rd percentile**). He was asked to read grade-appropriate passages and answer open-ended comprehension questions by providing an oral response on this untimed reading task. When asked to read passages aloud, RJ's Oral

Reading Accuracy performance fell in the average range (**58th percentile**) and his Oral Reading Rate also fell in the average range (**45th percentile**). Qualitatively, although RJ earned an above average score on the passage comprehension task, he needed more time to read and re-read the passages. His oral reading rate is much slower than would be expected given his exceptional cognitive abilities.

WRITTEN EXPRESSION

RJ's Written Expression composite score, which was based on an evaluation of his sentence writing, essay composition, and spelling skills, could not be interpreted due to the unusual variability noted between the subtest scores that comprise this index. At the subtest level, RJ's performance on the Sentence Composition subtest was in the high average range on this structured untimed writing task (**84th percentile**); his performance on the Essay Composition subtest (a measure of productivity, theme development, and text organization) was well below average on this unstructured, timed writing task (**5th percentile**); and his spelling performance fell in the above average range (**97th percentile**). He was unable to finish his essay within the allotted 10-minute time limit. He needed 100% more time to complete his essay. With the additional time, he was able to provide three reasons why Minecraft was his favorite game but his overall organization and idea development was a significant weakness relative to his advanced verbal language skills. He failed to include proper paragraphing, transition words, as well as an introduction and conclusion statements. His grammar and mechanics skills were typical for his age.

MATHEMATICS

RJ's performance in the areas of math problem solving, math calculation, and math fluency was evaluated. On the Math Problem Solving subtest, RJ earned an above average score when solving complex word problems (**97th percentile**). On the Numerical Operations task, his score fell in the well above average range (**99.8th percentile**). Math fluency fell in the average range overall (**63rd percentile**). However, his recall of subtraction and multiplication facts was significantly lower than his recall of addition facts. Moreover, he frequently needed additional time to complete each word problem because it took him longer to remember how to complete the steps in the problem and also to keep track of where he was in the problem. His need for additional time did not lower his performance on the Math Problem Solving task because he was given unlimited time. This large discrepancy between his mathematical knowledge and reasoning skills and his math fact fluency rate is highly unusual and only evident in <1% of the typical population.

ABILITY-ACHIEVEMENT DISCPREPANCY

Using RJ's General Ability Index score of 134 from the WISC-V, the predicted difference (regression) method was selected for calculating the predicted and actual achievement analysis. Statistically significant differences (p = .01) were identified between RJ's predicted and actual achievement scores in oral reading fluency, math fact fluency, and organziation and development of his ideas in writing under timed conditions.

Woodcock-Johnson Tests of Achievement Fourth Edition (WJ-IV)

Based on a normative sample of students his <u>age</u>, a **Standard score** between 85-115 is considered Average.

SUBTESTS	STANDARD SCORES	PERCENTILE
Sentence Writing Fluency	84	14th (BELOW AVERAGE)

Sentence Writing Fluency measured RJ's ability to formulate and write simple sentences quickly. This test had a five-minute time limit. He scored in the below average range on this subtest when provided a structure as well as semantically related words (**14th percentile**).

The Nelson-Denny Reading Test-Form G

Based on a normative sample of RJ's educational level, a **Percentile Rank** between 24th and 76th is considered Average; A **Stanine Score** between 4 and 6 is considered Average.

SUBTESTS	STANINE	PERCENTILE
Standard Time	4	38th (AVERAGE)
50% Extended Time	7	84th (ABOVE AVERAGE)
Reading Rate	1	3rd (WELL BELOW AVERAGE)

The comprehension passages were chosen from a variety of subject-matter fields so that the test would not favor student's strengths in any one subject-matter area. The time limit for this section is 20 minutes. RJ's comprehension score fell in the average range when compared to other students at his grade level on the standard time administration (**38th percentile**). When given an additional 12 minutes to complete the reading assessment, he was able to answer the remaining questions, and his score continued to fall in the above average range (**84th percentile**). His silent reading rate fell in the well below average range (**3rd percentile**). In order for RJ to process the complex, extended reading passages, he had to slow his reading rate down so he could properly process and understand what he read and have time to go back and re-read while answering the questions. He was also observed to read and re-read shorter passages on the WIAT reading assessment. Given this outcome, he would necessitate 50% extended time to complete a standardized assessment of his reading comprehension skills.

SOCIAL–EMOTIONAL–BEHAVIORAL FUNCTIONING
Brown Attention-Deficit Disorder Scales for Adolescents

A score >45 and <55 is considered Normal, a score 55 and <60 is considered probably a significant problem, a score >60 and <70 is a significant problem, and a score >70 is a very significant problem.

INFORMANT	ORGANIZING ACTIVATING TO WORK	SUSTAINING ATTENTION & CONCENTRATION	SUSTAINING ENERGY & EFFORT	MANAGING AFFECTIVE INTERFENCE	WORKING MEMORY & RECALL
RJ	**62**	**61**	**61**	50	55

The Brown Attention Deficit Disorder Scales indicates how much difficulty a student has on a wide variety of cognitive functions that are associated with a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD). RJ's total score fell in the "highly probable" range that he would meet diagnostic criteria for ADHD.

The ***Organizing and Activating to Work*** scale assesses how difficult it is for the student to get organized and start work-related tasks such as homework as well as self-activating for daily routines (e.g., organizing for tasks). RJ procrastinates excessively, feels bogged down when presented with many things to do, has difficulty getting started on schoolwork, and is slow moving in the morning. Next, the ***Sustaining Attention and Concentration*** cluster assesses whether the student has chronic problems in sustaining attention to work-related tasks (e.g., excessive daydreaming or distractibility when listening or when doing required reading; repeatedly loses track and needs to re-read assigned material). His mind tends to drift and he misses out on some desired information, sometimes spaces out while reading, gets easily distracted by background noises, and can seem out of it. On the ***Sustaining Energy and Effort*** scale, it assesses how a student can generally keep up consistent energy and effort for work-related tasks. RJ rated this scale as a substantial area of difficulty for him. He feels sleepy during the day even if he got a decent night sleep the night before and struggles with working consistently on tasks. For the ***Managing Affective Interference*** scale, the items assess difficulties with mood and sensitivity to criticism (e.g., chronic irritability, frequent frustration, chronic discouragement and depression, apparent lack of motivation, extreme sensitivity to criticism). He reported no issues with emotional regulation. The ***working memory and access recall*** scale assesses how well a student can remember intended tasks, keeping track of needed items, recalling learned material, memorizing information for exams. Again, RJ indicated having no trouble with memory and recall.

Achenbach Child Behavior Rating Scale

A score between 50-64 is considered Normal, a score between 65-69 is considered Borderline, and a score 70 or above is considered Clinically Significant.

INFORMANT	ANXIOUS/ DEPRESSED	WITHDRAWN/ DEPRESSED	SOMATIC COMPLAINTS	SOCIAL DIF.	THOUGHT PROBLEMS	ATTEN- TION	RULE- BREAKING	AGGRES- SIVE
Parents	**66-B**	**66-B**	61	**72-C**	59	**81-C**	51	58
History	50	50	50	50	50	50	50	50
Mandarin	51	59	50	62	60	51	50	54
RJ	64	60	58	59	60	**66-B**	50	56

The Child Behavior Checklist was completed by RJ, his parents and classroom teachers, to obtain their perceptions of his competencies and problems. According to the checklist his parents completed, his greatest area of challenge is in sustaining attention. He acts much younger than his same age peers, fails to finish assigned tasks, struggles with sustaining his attention, can't sit still, appears to be in a fog, daydreams, and gets easily distracted. Additionally his parents indicated RJ has significant social problems. He can be overly dependent on

adults, jealous of his peers, gets teased, and is socially immature. His parents also reported concerns related to his emotional functioning. He is highly self-conscious, can be a worrier, is shy, lacks energy, is sometimes sad, feels he has to be perfect, and can be withdrawn. On the DSM-Oriented Scales, his scores on the Anxiety Problems (>97th percentile) and ADHD Problems (97th percentile) fell in the clinically significant range.

In the classroom setting, his teachers rated all of the problem scales in the typical range. His attention skills are in the average range with the assistance of his ADHD medication intervention. His Mandarin teacher indicated that RJ has some social challenges in his class (sometimes gets teased and doesn't get along with his peers).

RJ is experiencing heightened internalized feelings (93-97th percentile). His score on the ADHD scale indicated that RJ views himself as having significant symptoms associated with this diagnostic category. He sometimes fails to finish assigned tasks, can't sustain his concentration, has trouble sitting still, gets easily distracted, and talks too much at times.

Behavior Rating Inventory of Executive Functioning (BRIEF)

A score between 50-64 is considered Normal, a score between 65-69 is considered **B**orderline, and a score 70 or above is considered **C**linically Significant.

INFORMANT	INHIBIT	SHIFT	EMOTIONAL CONTROL	MONITOR	WORKING MEMORY	PLAN ORGANIZE	ORGAN. MATERIALS	INITIATE/TASK COMPLETION
Parents	57	54	46	62	87-C	66-B	66-B	73-C
RJ	57	64	51	56	63	52	55	65-B

RJ reported that he has substantial difficulties completing tasks on his own. He is slower than his peers when completing his work and lacks follow through. It is difficult for him to show what he knows during tests. His parents indicated that RJ has significant difficulties in the areas of planning and organization. He often gets caught up in details and misses the big picture, lacks follow through, becomes overwhelmed by large assignments, underestimates time needed to finish tasks, does not plan ahead on school assignments, and his written work is poorly organzed. In addition, it is very challenging for RJ to organize his belongings. His room is often messy and he leaves messes wherever he goes. Finally, his parents indicated that he has extreme difficulty maintaining consistent attention. He is often easily distracted by noises or activities and needs help from an adult to stay on task. He is forgetful and has great difficulty finishing tasks (schoolwork and chores).

Conners 3rd Edition

A score between 30-59 is considered Normal, a score between 60-69 is considered Borderline, and a score 70 or above is considered Clinically Significant.

INFORMANT	INATTENTION	HYPERACTIVITY/ IMPULSIVITY	LEARNING PROBLEMS	EXECUTIVE FUNCTIONING	DEFIANCE AGGRES- SION	PEER/FAMILY RELATIONS
Parents	83-C	69-B	68-B	70-C	54	66-B

The Conners 3rd Edition is an instrument that is designed to assess Attention Deficit/Hyperactivity Disorder (ADHD) and its most common co-morbid problems in children and adolescents aged 6 to 18 years old. His parents rated several of the scales as areas of significant challenge for RJ. He exhibits poor concentration skills, makes careless mistakes, gets easily distracted, and avoids schoolwork. He exhibits significant challenges with executive functioning. He struggles with starting and finishing projects and usually completes projects at the last minute. His planning and organizational skills are extremely weak. Additionally, he displays high activity levels and is impulsive. Finally, his attention and organizational skills often affect his schoolwork. According to the DSM-5 Symptom scales, he exhibits significant symptoms of ADHD Predominantly Inattentive Type.

Murphy-Meisgeier Type Indicator for Children (MMTI-C)

The MMTI-C is a research based learning profile designed to assist a student/parents/teachers to understand the environments and methods that a student prefers when learning or interacting with others. It is important to understand that the following are descriptions of how a student likes to learn. They are not an evaluation of good or bad learning style preferences. Good and bad learning styles do not exist. Research has shown that students' learn differently. The identification of how a student learns can help that student learn more easily and more successfully.

Extraversion/Introversion – **I**ntroversion (Consistency Factor is 62%)
Sensing/Intuition (N) – **S**ensing (Consistency Factor is 87.1%)
Thinking/Feeling – **T**hinking (Consistency Factor is 99.9%)
Judging/Perceiving – **J**udging (Consistency Factor is 89.3%)

Personality Type = **ISTJ**

The profile revealed by the MMTI-C (as completed by RJ), reveals that he is an **introverted** personality. His preference is to learn on his own or with small groups. He prefers to make choices in his mind and then share his decisions later. It is tiring for him to work with others for extended periods of time. When RJ is upset, he can't talk about his feelings and prefers to keep them to himself.

According to RJ, he takes in information based on **sensing**. His preference is for information to be presented in an orderly fashion. It is important to him to fully understand all of the directions prior to beginning a task. When trying to understand a new concept, it is helpful for RJ if he can learn all the facts about

the topic first. His learning is enhanced when he can view a variety of examples to demonstrate the new concept being presented.

RJ makes decisions and forms relationships as a **thinking** person. He works hard to be the best and enjoys contests that present a challenge. RJ likes to solve problems and values being fair and consistent.

Lastly, RJ prefers the **judging** approach to organizing and planning how to get his work done. RJ likes to make plans before beginning a task. He is task oriented and likes to get his work finished before he relaxes. It is important for RJ to know what will happen next. His preference is to complete one task before embarking on a new task.

Individuals with RJ's personality preference are best described as "**Managers of Facts and Details**" and are sympathetic, concerned with people's welfare, stable, conservative, dependable, and systematic. RJ tends to complete work with attention to details. RJ is happiest when he sets goals and meets those goals. He prefers that change happen slowly. Because of his introverted nature, he may not tell others that he has decided a certain task is unnecessary. It is difficult for RJ to jump into new ideas. It is difficult for RJ to learn if the lesson is rushed and the information is presented in random order. It is helpful for RJ to have the points highlighted for him. He doesn't enjoy discovery learning much. RJ is usually very dependable and follows through with tasks once he makes a commitment to complete them. He communicates with minimum verbalization and says only what he thinks needs to be said. Others may not know when he is upset because he keeps these feelings inside.

RJ's strengths (as viewed by him) are:
- Likes to complete tasks with attention to detail.
- Has a practical and organized way of describing critical information.
- Likes to set goals and work to meet those goals.
- Uses facts as a foundation to form new ideas.
- Looks to the past for ideas to solve present problems.
- Likes to clarify issues by asking well-thought questions.
- Does what needs to be done and omits what he thinks is unnecessary.
- Makes a thorough plan for changes to come so they happen with ease.

RJ may have problems if he:
- Has to brainstorm ideas without enough information.
- Has to feel comfortable in a place where the rules keep changing.
- Needs to accept new ways as legitimate. He wants proof that the new way will work at least as well as the old.
- Has to understand the moods of others.
- Needs to learn something and the teacher rushes the lesson and doesn't include appropriate examples.

Types of work tasks RJ prefers:
- Involve organizing complex sets of data into meaningful categories.

- o Focus on information relevant to the day-to-day operations.
- o Draws on his past expertise to solve any problem.
- o Allows him to work independently when needed.
- o Can be completed within an identified time frame.
- o Some career fields that are popular with RJ's personality type include the following: business management, government, accounting/CPA, computer operations, engineering, law enforcement, teaching, dentistry, electrician and banker. Additional careers that may be a good match for RJ's learning profile include word fact checker, journalist, translator, librarian, stocks and bond analyst, copy editor, budget analyst, historian, and technical writer.
- o Career fields less popular with RJ's personality type include the following: fine arts, psychology, teaching preschool, journalist, and acting.

SUMMARY AND CONCLUSIONS

RJ is fifteen years old and attending tenth grade at SHP. He displayed the following strengths and difficulties during this evaluation, per observation as well as from self-report, parent, and teacher report.

Personal Strengths
1. Earnest
2. Kind
3. Cheerful
4. Willing to try hard
5. Outstanding visual spatial reasoning capabilities – can interpret information presented in pictures, charts, and graphs extremely well and assists with understanding spatial concepts in math and science. RJ loves to design and innovates as well as start new projects.
6. Exceptional verbal comprehension and verbal knowledge
7. Superior fluid reasoning capabilities – able to form and recognize concepts, perceive relationships among patterns, draw inferences, and problem solve.
8. Short-term working memory
9. Advanced quantitative skills - word problem solving and math computation skills
10. Spelling skills, composing sentences untimed
11. Word reading, reading comprehension of shorter passages without being timed.

Average Functioning
1. Oral reading rate.
2. Automatic recall of basic math facts but much slower than his exceptional quantitative achievement.

Personal Difficulties
1. Sustained attention and effort. He often runs out of steam and his effort fades quickly when completing schoolwork. Makes careless mistakes in his

work because he is working too quickly and he is forgetful. Loses focus during class lessons and gets easily distracted by background noises. Daydreams and misses out on some desired information. He needs help from an adult to stay on task.

2. Executive functioning – struggles with task initiation and tasks completion, poor planning, weak organizational skills, and feels bogged down when presented with many things to do.
3. Graphomotor skills related to handwriting and fine motor skills. Large letter size, inconsistent spacing, variable slanting of letters, and many self-corrections. His hand tires quickly when completing written tasks.
4. Reading comprehension of complex, lengthy passages under timed conditions, very slow silent reading rate when processing complex material.
5. Written language organization, finds it difficult to convey his verbal thoughts in writing under timed conditions.
6. Tends to worry, is self-conscious, and is fearful of making mistakes.

RJ's learning, sensorimotor, cognitive efficiency, performance in school, and on standardized tests present as significant enough issues that he meets the criteria for a **Specific Learning Disorder** in **Reading** (reading comprehension under timed conditions, silent reading rate) and **Written Expression** (clarity and organization of ideas in writing under timed conditions). His performance in these academic areas are classified as '**mild**' to '**moderate**' difficulties according to the DSM-5 diagnostic criteria and RJ will not become proficient without some intervals of intensive and specialized teaching during the school years and will require some accommodations during at least part of his school day.

RJ has a long history of struggles with fine motor skills and received occupational therapy. He has worked very hard to remediate his handwriting and copying/drawing skills. Still, he has significant enough issues in terms of legibility, especially when speed and endurance are issues, that RJ meets the criteria for a **Developmental Coordination Disorder** (**Dysgraphia**). This is significant enough that he will continue to benefit from use of a computer for all writing, copying of class notes, and extended time for writing assignments and math computations.

RJ **often** displays symptoms associated with an **Attention Deficit Hyperactivity Disorder** (ADHD) Inattentive Presentation, which is characterized by a chronic pattern of difficulties focusing, getting started on tasks, sustaining effort, and utilizing working memory, that impairs his ability to manage necessary tasks of daily life (e.g., getting started on non-preferred academic and non-academic tasks). RJ displays the following symptoms of **inattention**: makes careless mistakes in his work, difficulty sustaining attention, difficulty organizing approach to tasks, dislikes engaging in tasks that require sustained mental effort unless it is an area of high interest, mind seems to be elsewhere and does not seem to listen when spoken to directly, following through on instructions, difficulty organizing tasks such as keeping materials and belongings in order, managing his time, is forgetful of details, and is easily distracted by his thoughts as well as background

noise. RJ displays the following symptoms of **hyperactivity** and **impulsivity**: feels restless, fidgets, blurts out answers, and has difficulty waiting his turn.

Given the results of the current assessment, he is experiencing moderate feelings of **anxiety** feelings. Therapeutic support would be helpful to assist RJ in developing greater insight into his emotional challenges as well as developing additional coping skills to manage his feelings.

RJ's learning difficulties are not better accounted for by intellectual disabilities, uncorrected visual or auditory acuity, other mental or neurological disorders, psychosocial adversity, lack of proficiency in the language of academic instruction, or inadequate educational instruction.

While a number of challenges have been identified in this evaluation, RJ is also a student with numerous intellectual, academic, and personal strengths. He is incredibly bright, creative, and highly capable. He displays advanced quantitative and logical thinking skills. In addition, he learns well through verbal discussions and explanations. His general fund of background knowledge and knowledge of word meanings is exceptional. He wants to do well and always tries his best. RJ is someone who can be successful in school as long as he advocates for himself, and utilizes minor accommodations as needed. Please do not hesitate to contact me with any further questions you may have regarding this evaluation report.

DSM-5 DIAGNOSES

F81.81   *Specific Learning Disorder in Written Expression*

F82   *Developmental Coordination Disorder (Dsygraphia)*

F81.0   *Specific Learning Disorder in Reading*

F90.0   *Attention Deficit Hyperactivity Disorder Inattentive Presentation*

Educational Programming

➢ RJ's parents are urged to share this current evaluation with the staff at SHP to update his Learning Support Plan.
➢ When planning his course schedule, consideration of building in a free period should be discussed so he can work on homework when he is most alert rather than waiting until later in the evening after practice. Another option would be for RJ to take a course over the summer in order to make time in his schedule for the free period.
➢ RJ would benefit from working with an executive functioning/life coach two times per week. Long-term interventions that focus on strengthening the executive system and building a repertoire of effective self-management skills to help him compensate for executive weaknesses would be recommended. This can be accomplished by coaching RJ to

develop routines and habits that eventually will become automatic. Building habits requires repetition, repetition, and more repetition in order for these behaviors to be internalized. His parents may wish to contact Beibhinn McDermott (415) 646-6330, Jessica Willis Jenner (650) 455-4081, Shalya Hulgan (650) 580-5404, Green Ivy Consulting (650) 472-0617 or Meyer's Learning Center (650) 544-5645 ask to speak to Purvi Bhagat.

➢ RJ should routinely meet with his teachers during office hours, before or after school, or during breaks. Setting up a regular time to meet will allow him to better pace his work completion and ensure that he doesn't miss any important details or aspect of the assignment or lesson.

➢ Helpful resources for RJ's parents would include the following: ADDitude magazine, which offers strategies and support for students and adults with ADHD and learning differences; Dr. Ned Hallowell's website www.drhallowell.com; and Dr. Russell Barkley's website www.russellbarkley.org; ADHD and Me by Blake Taylor which describes having ADHD from a teenager's personal point of view and also highlights the "gifts" of having ADHD; Put yourself in their shoes: Understanding teenagers with ADHD by Harvey Parker; Give your ADD teen a chance: A guide for parents of teenagers with ADD by Lynn Weiss; ADHD and teens: A parent's guide to making it through the touch years by Colleen Alexander-Roberts; and ADHD and Driving: A guide for parents of teens with ADHD by J. Marlene Snyder.

Therapeutic Programming

➢ Carefully monitor his medication trial.
➢ Supportive psychotherapy as needed to assist RJ with developing additional compensatory skills for underlying feelings of worry, self-doubt and frustration.

Standardized Testing Accommodations (e.g., ERB, CAASPP, SAT, ACT)

➢ RJ would benefit from extended time on standardized tests in order to demonstrate his true aptitude. The additional time will allow RJ to thoroughly read and re-read text as needed, organize his ideas in writing, and proofread his written work to avoid making careless errors. RJ should be afforded 50% extended time (time-and-one-half) for all standardized tests.

➢ Provide RJ a quiet, reduced distraction environment to complete his exams if he requires extended time.

➢ For the SAT, RJ should be afforded breaks between test sections (5 minutes) because breaks are helpful due to difficulties RJ has focusing for extended periods of time.

➢ For the ACT, RJ should be afforded the accommodation of testing over multiple days due to the extreme fatigue he experiences from sitting and sustaining his focus for any length of time. Also, it allows RJ to focus on one subject at a time, which is beneficial for students with attention deficiencies.

➢ Provide access to a computer/word processor, which are essay format due to his significant weaknesses in fine motor and processing speed, which make handwriting extremely tiring, reduces his handwriting legibility, and significantly limits his output rate due to difficulties with endurance.

School Testing Accommodations

➢ He would benefit from extended time on <u>class</u> tests in order to demonstrate his true aptitude (reduce stress and feelings of worry from being timed, refresh his memory, re-read test prompts, review responses, check for accuracy, monitor and regulate use of memory strategies.) RJ should be afforded up to 50% (time-and-one-half).
➢ Provide RJ a quiet, reduced distraction environment to complete his exams.
➢ Allow RJ to use a 4-Function calculator on exams to minimize small, careless errors and reduce the memory load on math and science exams.
➢ Give RJ short breaks, if needed.
➢ Provide access to a computer/word processor for school exams in order to make it easier and quicker for RJ to edit his written responses.

Classroom Accommodations and Instructional Strategies

➢ Assist RJ with pacing his work by checking in more frequently with him and giving him "mini" deadlines.
➢ Help RJ determine what assignments are for "credit" and which ones are for a grade.
➢ Provide frequent feedback to RJ if he falls behind with his assignments and help him develop a plan to complete his work.
➢ Provide RJ with review and study guides as soon as the instructional unit begins (not waiting until just before the exam to provide.)
➢ Write directions to test questions or assignments with short, brief directions. Clarify directions as needed.
➢ RJ should be provided assistance with note taking, as needed. If the teacher uses over-head transparences or PowerPoint presentations, give RJ a photocopy before the lecture so that he will not have to copy it during the lecture; rather he can make notes directly onto the photocopy. Provide email or web access to class notes for RJ so he can have access to the notes before or after the class.
➢ RJ should ask an adult to proofread his rough draft prior to turning in the final writing assignment.
➢ Provide more frequent checks for accuracy when RJ is doing classwork.
➢ Offer RJ opportunities for movement breaks throughout his school day.
➢ Seat RJ in an area of the classroom near a good role model and away from distractions such as the door or window. Give RJ and his classmates the option of using noise-canceling headphones to block out auditory distractions. Another strategy would be to allow RJ to complete his independent work in a different setting (e.g., cubical/office, library).

➢ Give RJ a grading rubric so he can understand the critical points that will be used for scoring his project or essay.
➢ RJ should be allowed to audiotape the lectures, as needed.

Additional Accommodations for College

➢ RJ should be afforded a reduced course load while maintaining his full-time status, as needed (8 to 12 units).
➢ Provide a quiet place to study.
➢ Assistance with priority pre-registration of classes would ensure that RJ's learning style is best matched to a specific instructor's teaching style and his courses can be balanced in terms of difficulty.
➢ He should be afforded an option for a single or double room in college residential housing because RJ necessitates a quiet, low distraction environment to complete his studies.

Writing Strategies

➢ Whenever possible, break up writing assignments into smaller tasks. Help RJ think of writing as a multi-step activity. Set requirements and evaluate performance for each step as it occurs (first evaluate the plan or brainstorming list, then evaluate the first draft, then evaluate spelling, then evaluate punctuation, etc.)
➢ It is extremely important that RJ complete pre-writing activities prior to beginning his assignment. Utilize graphic organizers to assist with idea generation and sequence of ideas. Pre-formatted graphic organizers can be found on the website **thinkport.org** or by using **Inspiration** software.
➢ Explore different adaptive technology devices that can transcribe student's verbal thoughts into a written format (e.g., "**Livescribe**" Smartpen, dictation software built into iMac, "**Dictation**" – Google Chrome, word prediction software – "**Co-Writer**.")

Study Strategies

➢ Utilize external memory aids such as diaries, journals, alarms, timers, reminders provided by computers, schedules, assignment calendars, checklists with step-by-step procedures, folders for organizing notes and materials, list of activities to be completed, step-by-step instructions for using a strategy.
➢ Complete as much homework during free periods or breaks at school.
➢ Planning a stretch or movement break every 20 minutes during homework can also help with focus during homework (e.g., jumping on a trampoline, stretching, yoga poses, jumping jacks).
➢ He should enter all long-term due dates (projects, tests, papers) on a monthly calendar (preferably digital calendar) and make sure to turn on the alert feature.

➢ Use a visual timer (**Time Timer**) to assist with initiating and self-regulation during studying and completion of schoolwork.

➢ In order to assist with keeping himself on task when studying or writing, some students set a timer to ring at 5-10 minute intervals and check in with themselves when it rings: "Am I on task?"

➢ Avoid distractions when trying to concentrate on schoolwork or studies. Switch off phones, do not check e-mail or get updates on the Internet, and choose a quiet room to minimize chances of being distracted by interruptions and external sounds. Consider wearing headphones that cancel out the background noise or trying out a new web tool called **Focus@will**, which uses phase, sequenced instrumental music to increase attention span when working, studying, writing, or reading.

➢ It is important for RJ to study over several days. Cramming is not a style that works well for him.

➢ If possible, RJ should read the lecture notes before the teacher presents the information. During the lesson, he should try to focus on listening more than taking complete notes, which will enhance long-term retention and understanding of complex concepts.

➢ Utilize creative multi-modal learning techniques to memorize new information (e.g., highlight the text with different colors, make notes and doodle on them, make audio notes with iPhone and listen to them while walking or riding in the car, use mnemonics to create funny ways to remember things, read the text aloud using an expressive (not boring) voice, meet with a study buddy, stand up and walk around while studying, ride a stationary bike when reading or studying).

➢ RJ needs to work backwards by breaking each long-term task (tests, projects, papers) into smaller components. He needs to make sure to allot more time than he thinks he will need to take unforeseen situations and illness into account. Another helpful technique RJ would benefit from using is to imagine his task is due two days before its actual date. If he completes a task in advance it avoids rushing at the last minute and will give him a sense of calm and accomplishment.

➢ RJ should try to bring closure to one task before beginning another. Juggling multiple incomplete tasks weakens the power of his ability to focus.

➢ Maintain a healthy, balanced diet and consistent bedtime with the goal getting eight hours of sleep per night.

➢ He should shut down his electronic devices at least 30 minutes before bedtime.

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