

PSYCHOLOGY ASSESSMENT REPORT

CONFIDENTIAL

Name: Vanaj Krishna Moorthy

File No.: A 6916

Age: 15 years, 4 month

Date of Birth: 11th April, 2002

Language: English

Handedness: Right handed

Rationale for assessment: To assess his neurodevelopmental profile and to identify strengths and concerns

Date of Assessment: 26th August, 8th & 19th September, 2017

Assessment tools:

- Wechsler Intelligence Scale for Children - IV (WISC-IV)
- Subtests from Neuropsychological Assessment for Children, Second Edition (NEPSY-II)
- Tests from Wechsler Individual Achievement Test- Second Edition (WIAT-II)
- Test of Written Language – 4 (TOWL-4)
- Conner's Parent and Teacher Rating Scales – Revised (S)

Part 1

Background Information: Vanaj is a 15-year-old boy currently studying in Grade X at The Shri Ram School. Vanaj is the second-born child and he has an elder brother. He lives with his family and two dogs in New Delhi.

Developmental History: Vanaj was born through a full-term pregnancy with an elective caesarean delivery and no complications were reported during pregnancy or birth. Vanaj's birth weight was reported to be 3.2 kg. His development milestones were achieved in an advanced manner for his age.

Relevant medical history: Vanaj was diagnosed with neurocysticercosis when he was 2 years old and he was placed on medication for 2 years. He has occasional periods of respiratory problems triggered by pollen and other seasonal allergens. Vanaj and his family first came to Children First in

2016 with some emotional concerns and he was diagnosed with Bipolar I Disorder. Vanaj has since been receiving regular psychotherapy and pharmaceutical intervention for the same.

School History: Vanaj enrolled at the Kangaroo Kids play school and he received excellent feedback from teachers. He was observed to be quick to grasp concepts, active and energetic. Vanaj was outgoing and popular among his peers. Vanaj was regarded as sharp and curious with a strong grasp over pre-academic concepts.

From Nursery onwards, Vanaj enrolled at The Shri Ram School where he settled down easily. Feedback indicated that he was well-settled and popular with peers and teachers alike. He engaged easily with activity-based learning and was quick to grasp concepts. Vanaj gained recognition as charming and popular among his peers. He would be eager to participate in school activities and well-liked across grades.

In primary school, teachers began highlighting writing as a concern. He was participative in class and inquisitive, however Vanaj was not an eager writer. Vanaj had difficulty in structuring his work upon the page and in neatly presenting his work. He struggled with drawing straight lines and with sketching. Letter formation and sizing and orientation were reported to be inconsistent, despite his best efforts and multiple rewrites. In subsequent grades, feedback from teachers suggested that Vanaj was bright and logical in his approach to academic work. Vanaj struggled with written work across grades. Current school feedback reflects similar concerns that impact Vanaj in completing written work and completing examinations. Present emotional concerns are impacting him in sustaining attention in class, and at times in difficulty in attending a complete day of school. He is struggling to cope in certain classes such as science, and the effort to cope with the rigors of the curriculum appears to be adding to his stress.

On the positive side, Vanaj has received recognition across grades as an eager learner with a bright and inquisitive mind. He has been enthusiastic in participating in class as well as in extracurricular events since primary school. Vanaj has well-developed work ethic and he makes a strong effort to complete his work in accordance with deadlines. Vanaj is known for having a good sense of humor and he is friendly and interactive. Vanaj's parents are cooperative and closely involved in his

education. He has a keen interest in music and he plays six instruments! Vanaj has a fascination for history, technology etc. and he enjoys learning more about the areas of his interest.

Part 2

Assessment:

Observations during assessment: Vanaj came across as confident and unassuming, and he was easy to engage in conversation. Vanaj was alert and able to focus well in a 1:1 session and he followed instructions well. He worked quickly and confidently and carried out most tasks with ease. The assessment was carried out primarily in English.

Wechsler Intelligence Scale for Children- IV

The following scores are on a scale of 1 to 19, where a score between 9 to 11 is average.

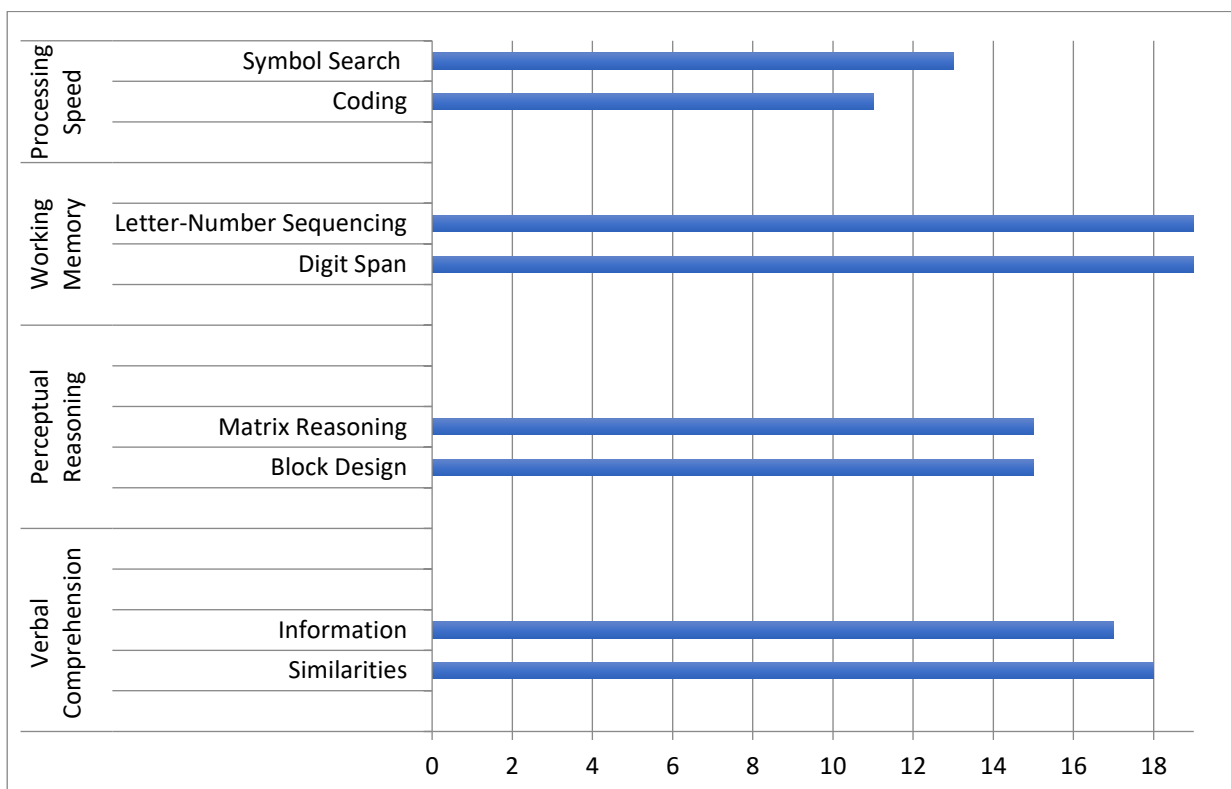
Scale	Sub-test	Scaled Scores	Brief Description of Subtest
Verbal Comprehension	Similarities	18	Measures logical analytical ability and knowledge of concrete, functional and/abstract relationships.
	Information	17	Measures long term memory of factual data: may be rote knowledge or answered by analysis.
Perceptual Reasoning	Block Design	15	Measures (a) the ability to analyze and reproduce abstract designs with blocks working from whole to part and reconstruction, (b) the ability to perceive from a three-dimensional model and translate into a linear model.

	Matrix Reasoning	15	Requires visual perception, organization and reasoning with visually presented, nonverbal material to solve the kinds of problems that are NOT school taught.
Working Memory	Digit Span	19	Measures short-term auditory memory and auditory working memory.
	Letter-Number Sequencing	19	Measures sequencing, mental manipulation, attention, short-term auditory memory, visuospatial imaging, and processing speed.
Processing Speed	Coding	11	Assesses processing – psychomotor - speed.
	Symbol Search	13	Timed visual scanning test assessing mental speed.

WISC-IV Profile Table

Scale	Index Score	Percentile Rank	95% Confidence Interval	Level of Functioning
Verbal Comprehension	146	99.9	136-150	Very Superior/Gifted
Perceptual Reasoning	131	98	121-136	Very Superior/Gifted
Working Memory	150	>99.9	138-154	Very Superior/Gifted
Processing Speed	112	79	102-120	High Average

WISC-IV Profile Graph



Neuropsychological Assessment for Children, Second Edition (NEPSY-II)

(On these subtests, a scaled score of 10 represents the average performance of an age group).

DOMAIN	SUBTEST	DESCRIPTION		
Memory and Learning	Narrative Memory (NM)	This subtest is designed to assess memory for organized verbal material under free recall, cued recall, and recognition conditions. The child listens to a story and is then asked to repeat the story. The child is then asked questions to elicit missing details from his or his recall from the story.		
	Score Name	Scaled Score	Percentile Ranks (%)	Classification
	<i>NM Free Recall Scaled score</i>	10	50	Above Expected Level
	<i>NM Free and Cued Recall Scaled score</i>	12	75	Above Expected Level

Academic Assessment

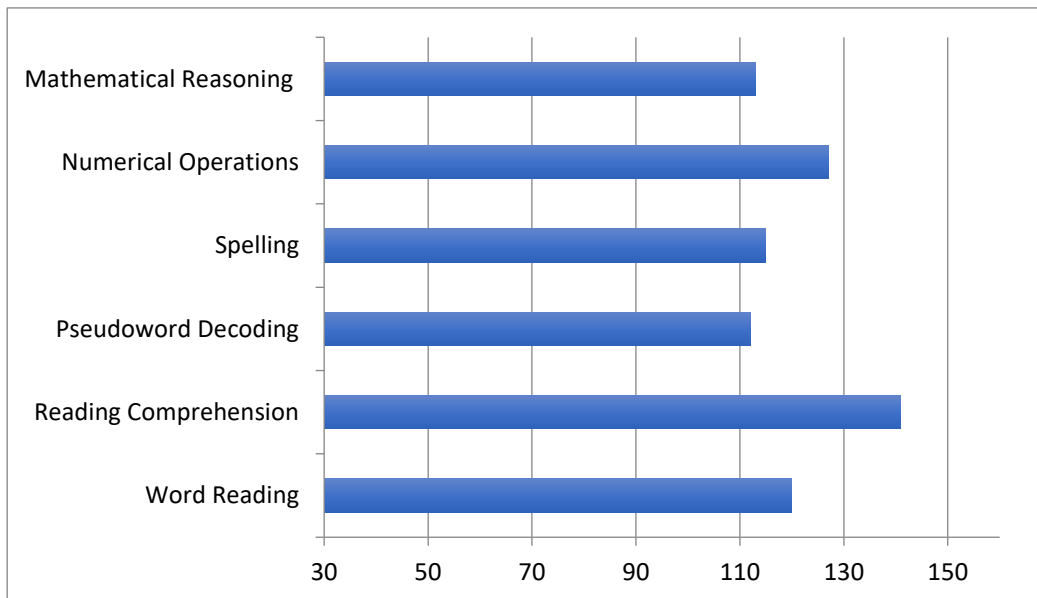
Wechsler Individual Achievement Test- Second Edition (WIAT-II)

On these tests, a score of 90 to 109 indicates average performance.

Subtests	Brief description	Standard Scores	Percentile Rank	Level of Functioning
Reading Composite		134	99	Very Superior/ Gifted
Word Reading	Checks for accuracy of pronunciation	120	91	Superior
Pseudoword Decoding	Assesses phonetic knowledge	112	79	High Average

Reading Comprehension	Assesses types of reading comprehension skills taught in the classroom or used in everyday life (matching words to pictures, reading sentences aloud, orally answering oral questions about reading passages, silent reading speed).	141	99.7	Very Superior/ Gifted
Spelling	Checks for sound blends and knowledge of other spelling rules.	115	84	High Average
Supplemental Scores		Quartile		Level of Functioning
Reading Speed		IV		Superior
Numerical Operations	Assess number skills – basic arithmetic operations.	127	96	Superior
	<i>Note: This subtest is not designed to be used as a valid measure of advanced academic skills for high school. Numerical Operations does not contain advanced algebra, trigonometry, or calculus problems.</i>			
Mathematical Reasoning	Assesses mastery of number facts, reasoning and sequential skills.	113	81	High Average

WIAT-II Profile:



Test of Written Language – 4 (TOWL – 4)

Subtest	Brief Description	Scaled Score	Percentile Rank	Descriptive Term
Contextual Conventions (CC)	Writing a story in response to a stimulus picture and earning points for satisfying specific orthographic and grammatical requirements.	15	95	Superior
Story Composition (SCo)	Writing a story that is evaluated for vocabulary, plot, prose, character development, and interest to the reader.	15	95	Superior
Composite		Composite Index	Percentile Rank	Descriptive Term
Spontaneous Writing		135	99	Very Superior

Qualitative Observations:

Graphomotor Skills:

- **Posture control:** Vanaj was observed to sit upright, using his left hand to support the notebook in a manner well-suited to writing. The paper was also held at an appropriate slant.
- **Pencil control:** Vanaj wrote with his right hand and he demonstrated a modified tripod grip with a high index finger placement. Vanaj demonstrated low pen control. Writing appeared to be an effort for him and he periodically paused to flex his wrist while working.
- **Script:** Vanaj wrote in a combination of print and linked script, and it was observed that he began relatively neatly but his writing deteriorated as the task progressed. His letter formation, sizing and spacing appeared to be inconsistent. Horizontal alignment was also inconsistent and he had difficulty with using lines appropriately to size his ascenders (e.g. “d, h”) and descenders (e.g. “g, y”). Overall, Vanaj’s script was jerky and untidy.

Written Expression: Vanaj was shown a picture and was asked to write a story about that picture. Vanaj had 15 minutes to write his story and he completed it in the time available.

- **Contextual Conventions:** Vanaj did not give a title to his story, though he arranged it into several paragraphs. A few capitalization errors were noted in his work which impacted his sentence construction mildly. Vanaj was able to appropriately punctuate his work and his sentence construction appeared varied and complex. No errors of syntax or grammar were noted. However, Vanaj demonstrated several mild spelling errors due to letter formation and several words were indecipherable. Overall, Vanaj's story was well written and a pleasure to read, though low legibility impacted its fluency in places.
- **Story Composition:** Vanaj's story had an engaging and engrossing beginning and it was sequential in its narrative. He combined elements of imagination and drama with emotional undertones in an appealing manner. Vanaj incorporated most of the elements from the picture to weave together a logical and well-crafted story that was interesting to read. However, low legibility impacted his spelling and consequently the flow and narrative structure of his story.

Conner's Parent and Teacher Rating Scales - Revised (S)

These scales are used to characterize patterns of child behavior. It evaluates problem behavior as reported by the parents and teachers. Scores are in t-scores, where 60 to 69 indicate borderline and 70 and above indicate significant score.

Domain	Description	Parent Rating t-score	Teacher Rating t-score
Oppositional	Indicates likeliness to: break rules, have problems with persons in authority, and easily annoyed and angered than most individuals their age.	58	78
		Insignificant	Significant
		65	72

Cognitive Problems/ Inattention	Indicates likeliness to be: inattentive, trouble concentrating on tasks that require sustained mental effort; have more academic difficulties than most individuals their age, have problems organizing their work, difficulty completing tasks or schoolwork	Borderline	Significant
Hyperactivity	Indicates likeliness to have: difficulty sitting still or remaining at the same task for very long, feel more restless and impulsive than most individuals their age, and the need to always be on the go	51	48
		Insignificant	Insignificant
ADHD Index	Identifies children/adolescents “at risk” for Attention Deficit Hyperactivity Disorder.	66	60
		Borderline	Borderline

Summary of Strengths and Concerns

The following is a summary of concerns as reported by teachers, parent, assessment scores and observations in the sessions. The detailed description of strengths is given in the plan of management.

Strengths	Concerns
<ul style="list-style-type: none"> • Higher order thinking skills (Gifted) • Academic Skills • Curiosity & General Awareness • Temperament • Range of Interests 	<ul style="list-style-type: none"> • Emotional Concerns • Graphomotor skills

Concerns:

- **Emotional concerns:** Since last year, Vanaj has been exhibiting mood swings and period of high and low energy. He experiences brief periods of an expansive, and elevated mood with racing thoughts and rapid speech. During these times, Vanaj also experiences a sense of motivation and drive to achieve activities or projects of interest, and he may come across as keyed up and inappropriately chatty. These periods of expansiveness are followed by low moods and feelings of sadness and decreased energy. These mood changes lead to resulting experiences of difficulty in focusing on school work and disturbances in his relationships with family and friends. School and parent feedback corroborated that presently Vanaj finds it difficult to focus and can be distractible at times. His academic performance has been inconsistent recently, impacted by challenges of managing the turmoil of variable emotional states. Vanaj's struggle with coping with intense feelings is likely to impact him socially and emotionally and he may struggle with feelings of stress and anxiety. This is likely to impact the way he comes across in settings with a high demand of structure, such as school. These concerns also impact the emotional tone of his relationships with loved ones.
- **Graphomotor skills:** Vanaj was observed to sit upright, using his left hand to support the notebook in a manner well-suited to writing. The paper was also held at an appropriate slant. Vanaj demonstrated a right-handed modified tripod grip with a high index finger placement. Writing appeared to be an effort for him and he periodically paused to flex his wrist while working. He wrote in a combination of print and linked script, and it was observed that he began relatively neatly but his writing deteriorated as the task progressed. His letter formation, sizing and spacing appeared to be inconsistent. Horizontal alignment was also inconsistent and he had difficulty with using lines appropriately to size his ascenders (e.g. "d, h") and descenders (e.g. "g, y"). Overall, Vanaj's script was jerky and untidy. These concerns affect the fluency and quality of Vanaj's written work and have implications for his academic performance, especially in time-bound and stressful situations like examinations.

Diagnostic Formulation:

Vanaj is a confident and well-spoken young man with several strengths and interests. He comes across as friendly, witty and highly motivated. Vanaj has achieved gifted scores across several

subsets of higher order thinking, suggesting a well-developed capacity for thought and reasoning. He is gifted both in the verbal and visual domains, and his overall cognitive abilities fall in the superior range. The primary concerns in Vanaj's neurodevelopmental profile are his difficulties in the areas of graphomotor skills. These challenges are likely to impact his academic performance and his classroom behavior. Additionally, Vanaj has been experiencing feelings of low mood and distress, coupled with periods of elevated mood and high energy that impact his well-being and his daily functioning. According to DSM 5, Vanaj's profile and clinical findings indicate a diagnosis of Specific Learning Disorder with an impairment in writing (Dysgraphia) and Bipolar I Disorder. These conditions impact Vanaj in academic and socio-emotional spaces.

Part 3

Plan of Management:

Taking a holistic approach for management of his difficulties would be effective:

- **Building Affinities and Assets on the basis of his Strengths Assessment**
- **Accommodations at School/ Specific Interventions at Home and School**
- **Professional Interventions**

Assets and Affinities

- **Higher order thinking skills (Gifted):** Vanaj scored in the gifted range across three dimensions of cognitive functioning i.e. verbal reasoning, perceptual reasoning and active working memory. Vanaj displayed superior skill at using abstraction that enables him to categorize, make associations among material, see the next logical step, and find the underlying concept. These skills are likely to facilitate him in day to day living and in his academics.
 - **Verbal reasoning:** Vanaj is a well-spoken and confident young man with a sound command over language and an agreeable turn of phrase. He appears to have built a sound vocabulary that is likely to facilitate his communication skills, and reading and written expression. Processing, understanding, analysing and reasoning with verbal information

seems to be a well-developed strength for Vanaj, as indicated by his Superior score. His skill in forming and recognizing concepts, identifying and perceiving relationships, drawing inferences, and reorganizing or transforming information are likely to facilitate Vanaj's grasp of instruction and his academic learning. These skills facilitate Vanaj in reading and drawing inferences from the text and applying it to his own understanding of the material. He is also a keen debater and can hold multiple perspectives on a given issue. **Vanaj may benefit from guided questions that can help him in keeping in mind a point of focus while reading academic texts. Encourage Vanaj to work on tasks that are high on critical thinking during times of the day/week when he feels maximal clarity of thought and to practice acceptance and self-compassion for challenging days.**

- **Perceptual reasoning:** Visuospatial ability refers to a person's capacity to identify visual and spatial relationships among objects. Vanaj's performance on the Block Design and the Matrix Reasoning subtests indicates that analyzing and manipulating abstract visual information and 3D figures is a strength for him. This skill is likely to facilitate his performance in academic work that requires higher order analysis and reasoning with abstract signs and symbols, and mental rotation such as science, geography, geometry etc. **Providing Vanaj with grid paper and encouraging him to make use of visuals and diagrams while working on math sums is likely to be beneficial. He can create a flowchart of steps while working on word problems, to ensure that no steps are missed out. He can also make use of strategies such as tables, flow charts and concept maps, color coding etc. to help him to synthesize lengthy and complex text.**
- **Active working memory:** Holding bite-sized pieces of auditory information for a brief period of time and manipulating it further emerged as an area of strength for Vanaj. His ability to attend to and follow complex instructions is also well-developed and Vanaj engages well when the topics are of interest to him. A superior working memory span facilitates him in reading and in math as he can grasp and synthesize and assimilate what he has read/heard. This may help Vanaj in focusing on lengthy text and on multi-step problems, boosting his academic performance. **He can be taught to use mnemonic strategies while studying such as using a peg-word system, chunking, visualization,**

building a mind palace etc. Keeping in mind his highly developed ear for music, Vanaj can use rhythm and beats to help him to memorize information and to aid recall.

- **Processing speed:** Based on his performance on timed tests, Vanaj was able to process information in a speedy and efficient manner. Processing speed facilitates the pace at which Vanaj takes in visual and auditory information, makes sense of it and begins to respond. Coupled with a superior active working memory span, it is also likely that his processing speed facilitates other academic functions such as reading, recalling letter sequences for spellings and math. It was observed that he was able to complete most tasks at a speedy rate without compromising on accuracy. **Using a timer can help make completing schoolwork a challenge and Vanaj can be encouraged to set and beat his records while working.**

- **Academic skills:**

- **Reading & Comprehension:** Vanaj is fluent reader with well-developed decoding and articulation skills. His score in the Reading Comprehension subtests fall within the High Average range, suggesting that Vanaj has a well-developed ability to read, understand and draw inferences from text. He was able to synthesize abstract concepts and to respond based on his understanding of the text. Vanaj's reading speed falls under Quartile III, indicating a High Average pace of reading. **Vanaj may be encouraged to explore graphic novels, short stories etc. with varied themes and content. He can be encouraged to further develop his verbal skills by pursuing an interest in movie making by collaborating on designing videos or plays with likeminded peers. This would serve as a good forum to build his attention and executive skills.**
- **Listening comprehension:** Vanaj demonstrated an ability to quickly grasp and carry out instructions during the assessment process. He is skilled at comprehending what he has heard, organizing and retrieving this information, and expressing it orally. He performed well on the Narrative Memory subtest suggesting a well-developed capacity to encode and recall auditory information. Vanaj's good auditory processing skills facilitate his ability to understand and verbally engage with abstract concepts and thoughts, as indicated by scores on Information and Similarities subtests. **Vanaj is likely to respond well to**



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activities that engage his auditory pathways in the teaching-learning process, such as talking, listening, questioning, brainstorming, debate and discussion. Incorporating auditory learning strategies in combination with visual material would be beneficial for him.

- **Spelling & Written expression:** Vanaj achieved a Very Superior score in TOWL, reflecting a sound grasp over rules of grammar and punctuation and the ability to create and put down on paper a creative and well-constructed narrative. Vanaj's story had an engaging and engrossing beginning and it was sequential in its narrative. He combined elements of imagination and high drama with emotional undertones in an appealing manner. Vanaj incorporated most of the elements from the picture to weave together a logical and well-crafted story that was interesting to read. **We can encourage Vanaj to write a journal. He may write a small piece on a musician or other role model of his choice with an emphasis on how they overcame challenges in their personal life.**
- **Math:** Vanaj seemed to enjoy math and he can competently solve math calculations. He displayed sound automaticity of mathematical facts and was able to apply them effectively. His scores on math subtests were found to be in the Superior range suggesting an adequate understanding of mathematical facts, operations and formulae. Vanaj's sound active working memory facilitated his ability to recall and use mathematical operations and relationships in an automatized fashion and to reason with numbers efficiently. He seems to have amassed a repertoire of strategies to solve problems, and to apply math principles to real world problems. **We can affirm Vanaj for his proficiency with numbers and build on his existing knowledge in small steps and increments, giving him opportunities to excel and build his proficiency. He would also benefit from setting up personal challenges and goals while pursuing mastery over the curriculum, evaluating his progress periodically and then reviewing goals.**

- **Curiosity & General Awareness:** Vanaj displays sound problem solving and abstract reasoning skills that seem to have facilitated him in possessing a large storehouse of information about various topics including history, literature, science and current affairs. He seems to have a natural curiosity about the world, and loves asking questions and seeking to broaden his understanding of the world. Given his superior intellectual functioning and academic competence, Vanaj is likely to learn material faster, in more depth, and to engage with greater complexity than his peers. These skills may also facilitate Vanaj in making connections among different aspects of the material that can lead to new insights. **Vanaj's learning can be supported by adding open ended and critical thinking questions to reading or listening comprehension assignments, and encouraging him to engage with in-depth, beyond-curriculum material and extended reading lists on topics being taught in the classroom.**
- **Temperament:** Vanaj came across as a confident, self-assured and courteous young man. He was found to be confident and eager and keenly motivated to work. He appeared to be a quick learner with a high degree of curiosity, coupled with exceptional reasoning ability and analytical skills. Vanaj responds with zeal to challenges in his areas of interest and is considered a logical and original thinker. Parents describe Vanaj as a keen young man with a caring and sensitive temperament. He is regarded as easy going and loyal by his friends and Vanaj is quick to support them. He is recognized in school for his helpfulness and his friendliness with peers with diverse interests. Teachers recognize his well-developed capacity for analytical thought and for his quick grasp and robust application of abstract concepts. **We encourage Vanaj to collaborate with his therapist to build self-advocacy skills to help him to navigate socio-emotional spaces with friends and loved ones during moments of expansiveness/irritability/low mood.**
- **Range of interests:** Vanaj is an exceptionally talented young man with an ear for music. He plays several instruments, among them the drums, bass, piano, ukulele, harmonica and guitar! Vanaj is also interested in animation and web design. He harbors curiosity about the world and he is interested in questions of science and technology, history and politics among other subjects. He brings these talents to debating and he enthusiastically participates in Model U.N. He is also in the editorial board at school and he writes a blog as well. He participates in most extracurricular events at school, especially enjoying the challenge of bring new elements together to create mock start-ups. **Reading biographies of artists who have been up against mental health concerns**

may help Vanaj to locate current challenges in bio-medical and socio-cultural spaces as opposed to locating them in himself or in his sphere of personal relationships.

Specific Interventions and Accommodations at School/Home

Accommodations help the child bypass the negative impact of a lagging skill and interventions help strengthen it.

Special Arrangement during Examinations as per ICSE

- **Extra time during tests and exams** (25% of the total time or 15 minutes for every hour)
- **Allow him the use of a scribe for tests and assignments:** It would be helpful to allow Vanaj to use a scribe/laptop to type his exams instead of writing them by hand.

Accommodations in School:

Teaching

- Respecting Vanaj's sense of dignity, **we recommend that teachers do not draw an attention to any special considerations or accommodations that he may receive.**
- **Minimizing written demands in the class.** Provide copies of notes rather than requiring him to copy from the laptop/board in a limited time.
- Give **gentle and constructive feedback** to Vanaj.
- Vanaj may require **accommodations for attendance** for days in which he may be unable to meet the demands of a school day. Vanaj may also require a later start or be allowed to leave early on certain days. His psychiatrist and therapist may be consulted in this regard.
- Offer Vanaj **access to a private place** to go to calm down when feelings are overwhelming.

Curriculum

- We strongly recommend that Vanaj be allowed to **drop science as a subject** and be allowed to take up another subject instead, such as EVS.

Assessment

- Encourage a **volunteer in class to take notes** on Vanaj's behalf.
- **Allow Vanaj to type answers and/or provide him with a scribe.**
- **Vanaj can be allowed to take his examinations in a separate room to avoid distractions.**
- Schedule a **five-minute review period** at the end of each class test to help Vanaj evaluate his work for careless mistakes.
- **Build in time for proofreading and reviewing** in written assignments.
- **Setting aside time for reading questions during examinations** in which Vanaj could underline/highlight key words and important information.
- **Break up big assignments.** For long-term assignments, plan to track his progress at different points in the process rather than only at the end.
- Vanaj may be given shortened home assignments to demonstrate his learning.

Strategies to support Learning and Building Skills

Emotional concerns

At home:

- Provide Vanaj with **opportunities to share his feelings.**
- Help Vanaj to make a **link between triggers and emotions** and his actions, and the resulting consequences. We can help him to **identify and plan for types of vulnerabilities** that lay the groundwork for anxiety, such as being stressed, angry, or tired etc.

At school:

- Recognize and affirm Vanaj for his grit and resilience in responding to the turmoil that can result from changes in mood and energy levels.
- **Create a support team around Vanaj** to help him to negotiate high and low moods. We can include his teachers, the school counselor, parents, psychiatrist and psychotherapist, and friends that Vanaj is comfortable including. It would be helpful to collaborate with Vanaj and his parents in setting this up.
- **Identifying a mentor** at school (a teacher that Vanaj is comfortable with) to help him to respond to challenging situations.
- **Help Vanaj to be empowered and prepared for anxiety and/or feelings of distress** in situations where there is a lack of structure or he comes up against challenges. The support team can build a collaborative plan with Vanaj beforehand to help him to face such situations in school, such as getting a drink of water or putting his head down.

Study skills

At home:

- Encourage Vanaj to create a **visual schedule** to keep track of deadlines and examinations.
- Encourage Vanaj to **use graphs, charts, illustrations, or other visual aids** while studying.
- **Highlight or color code** key ideas in his reading.
- Help Vanaj to organize his routine and study schedules according to his own optimally productive times.
- Help him to **create realistic expectations and reasonable schedules** keeping his *zone of proximal development* or current baseline in mind and help to set incremental and achievable goals.

At school:

- **Emphasize key points** to cue when to take notes.
- **Keep a sheet in each subject notebook on which to record daily assignments.** Use color-coding and boldfacing to highlight information.

- Provide him with a **homework-planning sheet** to fill out. Online resources such as www.studyminder.com can be used.

Graphomotor skills

At home:

- Letting Vanaj use a **range of writing instruments** to see which one he feels most comfortable with. Introduce Vanaj to the **ErgoSof pen**.
- Vanaj can make use of **dictation software** (i.e. Dragon Naturally Speaking, Mac Speech Dictate, etc.
- Using **simple editing strategy like COPS** – Capitalization, Organization, Punctuations and Spellings – to check these before submitting work.
- Vanaj could also be encouraged to **use a mind map** to help him formulate ideas for an essay before he starts writing or he could also **use a scribe and then convert those ideas into a written draft**.
- **Use graphic organizers** like flow charts, diagrams, mind maps etc. with guiding questions to plan writing.

At school:

- **Encourage Vanaj to create flashcards for concepts.** He could pen down key words, personal associations and a drawing to help him remember key information.
- **Separate revisions (elaboration, cohesion) from editing (spelling)** to reduce active working memory demands of writing.
- Provide him with **enough time to revise drafts and proofread**.

Professional Interventions:

- **Continued individual therapy & medical intervention**
- **Occupational Therapy:** to help Vanaj to build his graphomotor skills.



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Cognitive and Achievement Assessment is carried out to understand the neuro-developmental profile of the child in terms of his/her strengths and frailties. It is important to note that intelligence is not a linear surface that can be measured through a scale. Therefore, the scores are in no way a measure of the child's multiple intelligences. They can be used as a guide to plan interventions and accommodations. ***A lower score indicates the need for creative teaching skills and not an inability to learn.***

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

Dr. Shelja Sen

Child and Adolescent Psychologist and Family Therapist

RCI - Central Rehabilitation Register (CRR) No. A28968

Ms. Swarnima Bhargava

Clinical Psychologist

RCI - Central Rehabilitation Register (CRR) No. A53790



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