Note: This is a fictional case 

**Confidential Evaluation Report**

Name of School District

|  |  |  |  |
| --- | --- | --- | --- |
| Name: | Renaldo Kingston | Birth Date: | 6/28/2001 |
| Age: | 14 | Evaluation Dates: | 11/1/2015–11/19/2015 |
| Client Number: | 1294-2025 | Report Date: | 11/19/2014 |

# Reason for Referral

Renaldo Kingston was referred by his teachers for an evaluation to help understand his current educational difficulties. Specifically, his grades have fallen from previous semesters. Furthermore, Renaldo has written a few essays and told people some personal information that raised concerns about whether his emotional functioning was interfering with his ability to succeed in the classroom.

# Relevant Background Information

Renaldo is a freshman at Central Community High School and is 14 years-old. He lives with his mother, Jessica Johnston. Although he had little contact with his father when he was very young, he now has social contact with him several times a year.

Renaldo’s mother has been straight-forward about her long-term problems with substance abuse. These problems reached their peak when Renaldo was very young. For several years Renaldo was mostly cared for by his maternal grandmother. However, Renaldo’s mother was able to begin her long-term recovery when Renaldo began school. She has maintained sobriety for months and years at a time but has occasional relapses. None of her relapses lasted more than a few weeks. During these times, Renaldo has mostly stayed with this grandmother. At no time does it appear that Renaldo was neglected. However, Renaldo often monitors his mother closely and worries that he will need to step in and take care of her if she has a relapse.

Renaldo’s racial identity is complex but not yet fully formed. It is a topic Renaldo has thought about deeply and likely will continue to do so. When he was younger, Renaldo often felt the need explain to others his complex racial admixture: His father’s father is Jamaican, his father’s mother is African-American, his mother’s father is mostly of English and Scottish ancestry, and his mother’s mother is mostly of mixed northern European ancestry but that she believes that one of her great grandparents may have been Native-American. To his knowledge, he has no Latin-American roots, despite being named after a famous Brazilian soccer player. Lately, when people assume that he is simply “African-American,” he no longer bothers to correct them because he says that most people do not seem to be interested in the details. “It’s like a long footnote most people don’t wanna read. I’m African-American but with an asterisk.” An avid fan of comic books and graphic novels, Renaldo playfully compared himself to some of his favorite superhero characters with secret identities. As is common for adolescents, he is, in many ways, still figuring out who he is and what he would like to be. For now, his multiracial background is a source of secret pride, but also something that sets him apart from others.

Renaldo’s educational difficulties were noticed early. By the end of the first grade he still had not mastered basic reading skills and was referred for an evaluation similar to this one. Unfortunately, the referral came at the end of the school year and coincided with a time of family crisis. His mother decided that it was not in the best interest of her child to be evaluated at that time.

In the second grade, school personnel made a few concentrated efforts to help Renaldo improve his reading and math skills with short-term pull-out tutoring, but their efforts were only partially successful. Renaldo’s ISAT scores show that he gradually fell further and further behind his peers over the course of his elementary and junior high school education. As of the last assessment, his reading skills are about 3 years behind his peers, and his math skills are about 2 years behind. However, there is reason to believe that Renaldo’s abilities may be somewhat underestimated by tests like the ISAT. As noted in the previous section, Renaldo sometimes underperforms on tests when they start to feel difficult for him. When asked about his effort on tests in general, Renaldo admitted that he does not always see the point in putting forth a lot of effort trying to get the most points possible on a test when there is no apparent reward for doing so. Even though the current results suggest that state tests may have underestimated his academic skills by a little, there is still strong evidence that his skills lag behind his peers.

Renaldo currently receives peer tutoring from a bright, conscientious high school senior. She mostly helps him with his math homework but also with writing assignments. Renaldo credits his tutor with making him feel more excited about doing well in school than he has been in the past. Unfortunately, his desire to make his tutor (and his mother) feel proud of him led him to experiment with cheating on a math test. In addition to his desire to please others, his motivation for cheating may have had another motive. Before the exam, a classmate saw Renaldo doing some last-minute studying. He offered to let Renaldo sit by him so that Renaldo could copy his answers. Renaldo accepted this offer in part because he has been quite socially isolated, and this was one of the first friendly encounters he had had in a long time. He felt that refusing the offer would have been somehow rude. When confronted by his math teacher, Renaldo felt extreme shame and confessed immediately. According to Renaldo, he has never cheated before, and he has vowed never to do so again. Although this appears to be an isolated incident, it suggests that Renaldo will go to great lengths to feel accepted by his peers and is thus vulnerable to negative influence.

Renaldo is currently in good health, with no major medical concerns in his history that would be relevant to this report.

# Procedures for Evaluation

* Review of school records
* Interviews with Renaldo Kingston, Jessica Johnston (Renaldo’s mother), Gianni Petrilli (Renaldo’s English teacher), and Aracely Alban (Renaldo’s math teacher)
* Woodcock-Johnson IV Tests of Cognitive and Academic Abilities
* Wechsler Intelligence Scale for Children, Fifth Edition
* Wechsler Individual Achievement Test, Third Edition
* Comprehensive Test of Phonological Processing, Second Edition
* Behavioral Assessment Scales for Children, Third Edition (Parent Rating Scales, Teacher Rating Scales, and Self-Report of Personality)
* Children's Depression Inventory 2
* Adaptive Behavior Assessment System, Third Edition

# Validity of Test Results and Assessment Procedures

Renaldo was cooperative with all aspects of testing. He gave straightforward answers to all my questions in interviews and on questionnaires. Although he eventually gave his best effort on all tests, his effort faded on some of the harder portions of the academic tests. With a little encouragement, he was able to resume trying his best. Thus, it is likely that the test results presented below are reasonable estimates of his cognitive and academic abilities, but it is possible that some results may have been slightly higher had he been able to maintain enthusiasm throughout testing.

# Social and Emotional Adjustment

Even as a young child, Renaldo was extremely shy and slow to warm up to others. Renaldo is interested in forming close relationships but is still quite shy. One of the reasons that Renaldo is reluctant to approach others is that he was for a long time the target of teasing, ridicule, and, for a shorter time, severe bullying. Renaldo has been intensely interested in superheroes for a long time and even creates his own (rather impressive) graphic novels about them. In junior high, he often engaged in imaginative play about superheroes. Because many of his peers considered themselves too old for this kind of play, they teased him about it from time to time. However, in the middle of last year, one boy was influential in escalating the teasing to outright bullying. Renaldo did not tell anyone about the bullying until it was discovered by a teacher. The school personnel promptly took action to discipline the perpetrators and to keep Renaldo safe. It appears that these interventions effectively stopped the bullying. However, Renaldo’s solution to stop the teasing has been to isolate himself. He does not speak unless spoken to and even then only gives minimal answers.

Earlier in the current semester, a series of misunderstandings and miscommunications led to another kind of humiliation for Renaldo. For a creative writing assignment, he wrote what appeared to be an autobiographical account of the difficulties of growing up without knowing his father. The story talked about how his father was a firefighter who died trying to save others in the World Trade Center in 2001. This story initially garnered him quite a bit of sympathy, especially from older, sympathetic female students. However, when it was discovered, days later, that Renaldo’s father was still alive, he was sharply reprimanded by these formerly sympathetic students. Renaldo explained to me that he was adapting a story from a graphic novel he had recently read and that he did not intend to deceive anyone. However, the sympathetic response to the story was so outside of his experience that he did not know how to correct his peers’ misunderstanding. He thought that they would immediately go back to ignoring him and that nothing would come of it. When they continued to talk to him about his story and to reach out to him, he felt too embarrassed to clear the air. When it all unraveled, Renaldo felt even more isolated than before.

Ironically, Renaldo’s true life story should have garnered more sympathy than the imaginary one. Instead of having a clear reason that he grew up not knowing his father (e.g., his father died heroically), Renaldo’s father was absent for reasons no child can be expected to understand. Renaldo’s mother and father were teenagers when Renaldo was born. Renaldo’s father was unconvinced at the time that he was the father and chose to have no contact with Renaldo. Years later, Renaldo’s mother and father had something of a reconciliation, and his father accepted Renaldo as his son. Even so, Renaldo has not spent much time with his father outside of holiday gatherings. Although he likes his father and gets along with him well, I imagine that he has many unanswered (and some unarticulated) questions about what happened. Although the heroic death story was clearly fiction in Renaldo’s mind, he may have chosen to write about this topic to explore unresolved feelings.

# Cognitive Abilities

In this report, some of Renaldo’s abilities are described as being *average*, *low*, *high average*, etc. See the Key for Interpretation of Ranges in the appendix for a fuller explanation for what these terms mean.

## General Intelligence

General intelligence is estimated from an average of many test scores and refers to a person’s overall capacity to reason, solve problems, and learn useful information. Renaldo’s general ability is in the average range. However, not all of Renaldo abilities are average. His cognitive strengths and weaknesses are described below.

## Verbal Reasoning, Comprehension, and Knowledge

Verbal comprehension and knowledge refer to the ability to use language to reason and understand how the world works. Renaldo’s ability to recall and reason with previously learned verbal information is in the low average range. In particular, his vocabulary and general knowledge are a little lower than would be expected, given his overall average intelligence. His somewhat simple vocabulary (and slower style of talking) may cause people to underestimate his cognitive abilities until they get to know him.

## Logical Reasoning and Problem-Solving

Logical Reasoning and Problem Solving refers to the ability to figure things out without being told exactly how things work. This is one of Renaldo’s strengths. He is brighter than he appears upon first acquaintance. Although Renaldo’s performance on reasoning tasks was in the average range, he finds it difficult to use his relatively strong reasoning ability when he tries to solve math problems.

## Visual-Spatial Processing

Visual-spatial processing refers to abilities such as being able to visualize how objects should look from different angles and to visualize how to put objects together so that they fit snugly. Renaldo’s visual-spatial abilities are in the high average range. This is one of Renaldo’s main cognitive strengths. It is manifest in Renaldo’s vivid imagination, his detailed drawings, and in the elaborate virtual worlds he has constructed in video games (e.g., Minecraft).

## Auditory Processing

Auditory processing refers to being able to hear speech sounds distinctly. One ability that is particularly important for beginning readers is the ability to pull apart and blend units of sounds that make up words. For example, the word “cat” has three sounds: */k/*, */a/*, and */t/*. Beginning readers need to be able to distinguish these sounds from each other so that they can see the correspondence between individual sounds and specific letters: */k/* = C, */a/* = A, and */t/* = T. In this way, unfamiliar words can be “decoded” one letter-sound at a time.

Children who have poor auditory processing abilities often have difficulty learning to read and spell. Renaldo’s auditory processing abilities fall in the low average range. It is possible that his mild weakness in this area contributed to his early difficulties with reading, but it is unlikely that this weakness is the sole cause of his reading difficulties.

## Working Memory

Working memory refers to the ability to hold information in one’s immediate awareness just long enough to use it (usually less than 15–30 seconds). For example, remembering two-digit numbers just long enough to add them together in one’s head is an example of the use of working memory. Working memory is used to perform most tasks that require focused concentration and multi-step problem solving. Renaldo’s working memory abilities are in the average range.

## Long-term Memory & Learning Efficiency

Long-term memory and learning efficiency refers to the rate and ease with which new information (e.g., facts, stories, lists, faces, names) can be learned and retained. Renaldo’s performance in this area was in the average range.

## Memory Retrieval Fluency

Retrieval fluency refers to the ability to access stored information in a rapid and fluent manner. Everyone has occasional retrieval blockages (e.g., the “on the tip of the tongue” experience when you know you know something but cannot say the answer) but some people experience these problems more often than others do. Retrieval fluency is relevant to reading comprehension because reading is the act of fluently recognizing a series of words. People who are slow in doing so tend to have more memory errors as they read and thus often need to re-read sentences in order to understand them. Renaldo’s performance on such tasks was in the low range. This may, in part, explain some of his reading comprehension problems and also explain his slow, hesitant style of speaking: Compared to most people, he needs a fraction of a second longer to recall things. These slight delays add up and sometimes interfere with comprehension and problem-solving.

## Information Processing Speed

Processing speed refers to the rate at which the brain can process familiar information during very easy tasks that almost everyone can do. Processing speed tests are good predictors of performance on tasks that are so well learned that they are nearly automatic. Renaldo’s processing speed abilities are in the average range.

# Academic Abilities

## Reading

Reading ability can be described as consisting of three interrelated abilities: reading decoding, reading fluency, and reading comprehension.

Reading decoding is the ability to recognize and pronounce single words presented alone. Renaldo’s ability to decode words is in the low average range.

Reading fluency is the ability to read words quickly and easily. For a person to become a skilled reader, reading must become fluent and automatic so that attention can be devoted to the meaning of the text rather than to the pronunciation of the words. Renaldo’s reading fluency is in the low average range.

Reading comprehension is the ability not only to understand the facts presented in the text but also to make higher-level inferences about the text. Higher-level inferences include the ability to understand the main point of text, to understand things that are referred to indirectly (e.g., character with a red face and clenched fists is probably angry), and to understand the author’s intentions about why the text was written. Renaldo’s reading comprehension is in the low average range.

## Written Language

Writing skills can be described in terms of spelling, grammar, and written expression. Renaldo’s ability to spell words correctly is in the low range. His knowledge of written grammar is in the low average range. His ability to communicate his thoughts clearly in writing is within the low range.

## Mathematics

Mathematics skills can be described in terms of calculation skills, calculation fluency, and applied problem solving. Overall, Renaldo’s math calculation skills are in the low range. Renaldo’s ability to recall basic math facts (e.g., adding, subtracting, and multiplying single digit numbers) quickly and accurately is in the low range. Renaldo’s ability to apply his calculation skills to solve math word problems is in in the low average range.

# Summary

Renaldo Kingston is a 14-year-old freshman high school student of Jamaican, African-American, and European heritage. He was referred for assessment understand his academic, social, and emotional difficulties. Renaldo has generally has low average to average cognitive abilities with strengths in logical reasoning and visual-spatial ability. Although is memory abilities are generally average, it takes Renaldo a little longer than most people to recall answers that he knows. This disfluent recall of previously learned material is part of the reason that Renaldo has difficulty with mild difficulties with reading and moderate difficulties with mathematics. To avoid being teased and bullied, Renaldo has isolated himself from his peers. However, it is clear that Renaldo is interested in connecting with others, if only he could do so safely.

# DSM-5 Diagnosis

|  |  |
| --- | --- |
| 315.1 | Specific Learning Disorder, with impairment in mathematics, moderate |

# Recommendations for Renaldo and His Family

* Renaldo would benefit from individual and family counseling to help him to form and maintain close relationships. In addition, counseling is likely to help be less vulnerable to teasing, bullying, and other kinds of negative peer influence.
* A good book about communicating effectively with others is *Messages: The Communications Skills Book* by Patrick Fanning, Matthew McKay, and Martha Davis
* A good book about speaking assertively is *Stick Up for Yourself: Every Kid's Guide to Personal Power & Positive Self-Esteem* by Gershen Kaufman, Lev Raphael, and Pamela Espeland.

# Recommendations for School Personnel

* It seems likely that Renaldo’s weakness in reading and mathematics would respond to more intensive intervention. A team of content experts in an IEP meeting would likely be able to draw up an excellent plan for helping Renaldo achieve at a level consistent with his cognitive ability.
* Peer tutoring has been successful in reengaging Renaldo in building his academic skills. After his current peer tutor graduates this year, a replacement tutor should be selected carefully.
* Renaldo is vulnerable to negative peer influence because he wants to connect with his peers but lacks social skills. In addition to individual and family counseling, Renaldo needs opportunities in a safe environment to learn out to interact with peers. Group counseling with an emphasis on building social skills is recommended. In addition, Renaldo should be encouraged to engage in activities that are consistent with this interest, such as art and theater (set design?).

|  |  |  |
| --- | --- | --- |
| Your Name, Title |  | W. Joel Schneider, Ph.D. |
| Role (or License Number) |  | Supervisor |

# Key for Interpretation of Ranges

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Range** | **IQ and Index Scores** | **Scaled Scores** | **T-Scores** | **Percentile** |
| Extremely High | 140–160 | 18–19 | 78–90 | 999.6–99.99 |
| Very High | 130–139 | 16–17 | 70–77 | 5.98–99.5 |
| High | 120–129 | 14–15 | 64–69 | 91–97 |
| High Average | 110–119 | 12–13 | 57–63 | 75–90 |
| Average | 091–109 | 19–11 | 44–56 | 25–74 |
| Low Average | 81–90 | 7–8 | 37–43 | 29–24 |
| Low | 71–80 | 5–6 | 31–36 | 2–8 |
| Very Low | 61–70 | 1–4 | 23–30 | .5–1. |
| Extremely Low | 41–60 | 1–2 | 10–22 | .01–.40 |



# Test Scores

**Warning:** Psychological test data are easily misinterpreted by people unfamiliar with psychological tests and psychological testing principles. Please consult a licensed psychologist before acting on any interpretation of these scores. Note that the labels used in the “Range” columns of the tables correspond to the table below, not necessarily to the range labels suggested in each test’s manual.

Wechsler Intelligence Scale for Children, Fifth Edition

|  |  |  |  |
| --- | --- | --- | --- |
| Scale | Score | Percentile | Range |
| Full Scale IQ | 96 | 39 | Average |
| Verbal Comprehension | 86 | 18 | Low Average |
| Similarities | 10 | 50 | Average |
| Vocabulary | 5 | 5 | Low |
| Information\* | 7 | 16 | Low Average |
| Comprehension\* | 6 | 9 | Low |
| Visual Spatial | 113 | 81 | High Average |
| Visual Puzzles | 13 | 84 | High Average |
| Block Design | 12 | 75 | High Average |
| Fluid Reasoning | 97 | 42 | Average |
| Matrix Reasoning | 9 | 37 | Average |
| Figure Weights | 10 | 50 | Average |
| Picture Concepts\* | 8 | 25 | Low Average |
| Arithmetic\* | 7 | 16 | Low Average |
| Working Memory | 97 | 42 | Average |
| Picture Span | 10 | 50 | Average |
| Auditory Working Memory | 94 | 34 | Average |
| Digit Span | 9 | 37 | Average |
| Letter-Number Sequencing | 9 | 37 | Average |
| Processing Speed | 89 | 23 | Low Average |
| Coding | 8 | 25 | Low Average |
| Symbol Search | 8 | 25 | Low Average |
| Cancellation\* | 10 | 50 | Average |
| Storage & Retrieval | 75 | 5 | Low |
| Naming Speed | 65 | 1 | Very Low |
| Naming Speed Literacy | 72 | 3 | Low |
| Naming Speed Quantity | 65 | 1 | Very Low |
| Symbol Translation | 90 | 25 | Low Average |
| Immediate Symbol Translation | 88 | 21 | Low Average |
| Delayed Symbol Translation | 90 | 25 | Low Average |
| Recognition Symbol Translation | 95 | 37 | Average |

*Note*: Scaled scores have a mean of 10 and a standard deviation of 3. Index scores have a mean of 100 and a standard deviation of 15.

\* Supplementary Test

Woodcock-Johnson IV Cognitive

|  |  |  |  |
| --- | --- | --- | --- |
| Scale | Score | Percentile | Range |
| General Intellectual Ability (GIA) | 92 | 30 | Average |
| Comprehension-Knowledge (Gc) | 80 | 9 | Low |
| Vocabulary (VL/LD) | 89 | 23 | Low Average |
| Oral Vocabulary | 85 | 16 | Low Average |
| General Information | 80 | 9 | Low |
| Academic Knowledge | 81 | 10 | Low Average |
| Science | 80 | 9 | Low |
| Social Studies | 78 | 7 | Low |
| Humanities | 87 | 19 | Low Average |
| Fluid Reasoning (Gf) | 97 | 42 | Average |
| Concept Formation | 104 | 61 | Average |
| Analysis-Synthesis | 106 | 66 | Average |
| Number Series | 80 | 9 | Low |
| Auditory Processing (Ga) | 84 | 14 | Low Average |
| Phonological Processing | 88 | 21 | Low Average |
| Nonword Repetition | 84 | 14 | Low Average |
| Visual Processing (Gv) | 122 | 93 | High |
| Visualization | 114 | 82 | High Average |
| Picture Recognition | 125 | 95 | High |
| Long-Term Retrieval (Glr) | 101 | 53 | Average |
| Story Recall | 95 | 37 | Average |
| Visual-Auditory Learning | 108 | 70 | Average |
| Speed of Lexical Access | 75 | 5 | Low |
| Rapid Picture Naming | 78 | 7 | Low |
| Retrieval Fluency | 77 | 6 | Low |
| Short-Term Working Memory (Gwm) | 92 | 30 | Average |
| Verbal Attention | 95 | 37 | Average |
| Numbers Reversed | 90 | 25 | Low Average |
| Cognitive Processing Speed (Gs) | 88 | 21 | Low Average |
| Pair Cancellation | 85 | 16 | Low Average |
| Letter-Pattern Matching | 92 | 30 | Average |

*Note*: Index scores have a mean of 100 and a standard deviation of 15.

Woodcock-Johnson IV Academic

|  |  |  |  |
| --- | --- | --- | --- |
| Scale | Score | Percentile | Range |
| Broad Reading | 80 | 9 | Low |
| Basic Reading Skills | 83 | 13 | Low Average |
| Letter-Word Identification | 80 | 9 | Low |
| Word Attack | 88 | 21 | Low Average |
| Phoneme-Grapheme Knowledge | 86 | 18 | Low Average |
| Word Attack | 88 | 21 | Low Average |
| Spelling of Sounds | 86 | 18 | Low Average |
| Reading Comprehension | 84 | 14 | Low Average |
| Passage Comprehension | 88 | 21 | Low Average |
| Reading Recall | 85 | 16 | Low Average |
| Reading Vocabulary | 83 | 13 | Low Average |
| Reading Fluency | 84 | 14 | Low Average |
| Oral Reading | 90 | 25 | Low Average |
| Sentence Reading Fluency | 81 | 10 | Low Average |
| Reading Rate | 84 | 14 | Low Average |
| Sentence Reading Fluency | 81 | 10 | Low Average |
| Word Reading Fluency | 89 | 23 | Low Average |
| Broad Written Language | 70 | 2 | Very Low |
| Basic Writing Skills | 70 | 2 | Very Low |
| Spelling | 71 | 3 | Low |
| Editing | 74 | 4 | Low |
| Written Expression | 74 | 4 | Low |
| Writing Samples | 70 | 2 | Very Low |
| Sentence Writing Fluency | 80 | 9 | Low |
| Broad Mathematics | 73 | 4 | Low |
| Math Calculation Skills | 69 | 2 | Very Low |
| Calculation | 74 | 4 | Low |
| Math Facts Fluency | 72 | 3 | Low |
| Math Problem Solving | 79 | 8 | Low |
| Applied Problems | 77 | 6 | Low |
| Number Matrices | 84 | 14 | Low Average |
| Academic Skills | 78 | 7 | Low |
| Letter-Word Identification | 80 | 9 | Low |
| Spelling | 71 | 3 | Low |
| Calculation | 74 | 4 | Low |
| Academic Fluency | 79 | 8 | Low |
| Sentence Reading Fluency | 81 | 10 | Low Average |
| Sentence Writing Fluency | 80 | 9 | Low |
| Math Facts Fluency | 72 | 3 | Low |
| Academic Applications | 77 | 6 | Low |
| Passage Comprehension | 88 | 21 | Low Average |
| Writing Samples | 70 | 2 | Very Low |
| Applied Problems | 77 | 6 | Low |

*Note*: Index scores have a mean of 100 and a standard deviation of 15.

Wechsler Individual Achievement Test, Third Edition

|  |  |  |  |
| --- | --- | --- | --- |
| Scale | Score | Percentile | Range |
| Total Achievement | 74 | 4 | Low |
| Oral Language | 86 | 18 | Low Average |
| Listening Comprehension† | 86 | 18 | Low Average |
| Receptive Vocabulary | 84 | 14 | Low Average |
| Oral Discourse Comprehension | 90 | 25 | Low Average |
| Oral Expression† | 88 | 21 | Low Average |
| Expressive Vocabulary | 91 | 27 | Average |
| Oral Word Fluency | 80 | 9 | Low |
| Sentence Repetition | 99 | 47 | Average |
| Total Reading | 83 | 13 | Low Average |
| Basic Reading | 87 | 19 | Low Average |
| Word Reading† | 85 | 16 | Low Average |
| Pseudoword Decoding† | 90 | 25 | Low Average |
| Reading Comprehension & Fluency | 81 | 10 | Low Average |
| Reading Comprehension† | 84 | 14 | Low Average |
| Oral Reading Fluency† | 81 | 10 | Low Average |
| Oral Reading Accuracy | 88 | 21 | Low Average |
| Oral Reading Rate | 81 | 10 | Low Average |
| Written Expression | 71 | 3 | Low |
| Spelling | 77 | 6 | Low |
| Sentence Composition† | 74 | 4 | Low |
| Sentence Combining | 86 | 18 | Low Average |
| Sentence Building | 84 | 14 | Low Average |
| Essay Composition† | 72 | 3 | Low |
| Word Count | 75 | 5 | Low |
| Theme Development & Text Organization | 75 | 5 | Low |
| Grammar and Mechanics\* | 81 | 10 | Low Average |
| Mathematics | 72 | 3 | Low |
| Math Problem Solving† | 80 | 9 | Low |
| Numerical Operations† | 71 | 3 | Low |
| Math Fluency | 72 | 3 | Low |
| Math Fluency–Addition | 81 | 10 | Low Average |
| Math Fluency–Subtraction | 70 | 2 | Very Low |
| Math Fluency–Multiplication | 68 | 2 | Very Low |

*Note*: Index scores have a mean of 100 and a standard deviation of 15.

\* Supplemental score

† Subtests included in Total Achievement

Comprehensive Test of Phonological Processing, Second Edition

|  |  |  |  |
| --- | --- | --- | --- |
| Scale | Score | Percentile | Range |
| Phonological Awareness | 81 | 10 | Low Average |
| Ellision | 6 | 9 | Low |
| Blending Words | 7 | 16 | Low Average |
| Phoneme Isolation | 7 | 16 | Low Average |
| Alternate Phonological Awareness | 78 | 7 | Low |
| Blending Nonwords | 7 | 16 | Low Average |
| Segmenting Nonwords | 5 | 5 | Low |
| Phonological Memory | 82 | 12 | Low Average |
| Memory for Digits | 11 | 63 | Average |
| Nonword Repetition | 6 | 9 | Low |
| Rapid Symbolic Naming | 71 | 3 | Low |
| Rapid Digit Naming | 4 | 2 | Very Low |
| Rapid Letter Naming | 5 | 5 | Low |
| Rapid Non-Symbolic Naming | 68 | 2 | Very Low |
| Rapid Color Naming | 5 | 5 | Low |
| Rapid Object Naming | 3 | 1 | Very Low |

*Note*: Scaled scores have a mean of 10 and a standard deviation of 3. Index scores have a mean of 100 and a standard deviation of 15.

Adaptive Behavior Assessment System, Third Edition

|  |  |  |  |
| --- | --- | --- | --- |
| Scale | Score | Percentile | Range |
| General Adaptive Composite | 88 | 21 | Low Average |
| Conceptual | 86 | 18 | Low Average |
| Communication | 10 | 50 | Average |
| Functional Academics | 4 | 2 | Very Low |
| Self-Direction | 8 | 25 | Low Average |
| Social | 80 | 9 | Low |
| Leisure | 10 | 50 | Average |
| Social | 3 | 1 | Very Low |
| Practical | 99 | 47 | Average |
| Community Use | 9 | 37 | Average |
| Home Living | 10 | 50 | Average |
| Health & Safety | 9 | 37 | Average |
| Self-Care | 11 | 63 | Average |

*Note*: Index scores have a mean of 100 and a standard deviation of 15. Scaled scores have a mean of 10 and a standard deviation of 3.

Children’s Depression Inventory 2

|  |  |  |  |
| --- | --- | --- | --- |
| Scale | Score | Percentile | Range |
| Emotional Problems | 55 | 69 | Average |
| Negative Mood | 50 | 50 | Average |
| Negative Self-Esteem | 60 | 84 | High Average |
| Functional Problems | 58 | 79 | High Average |
| Ineffectiveness | 55 | 69 | Average |
| Interpersonal Problems | 60 | 84 | High Average |

*Note*: T scores have a mean of 50 and a standard deviation of 10.

Behavioral Assessment Scales for Children, Third Edition (Parent Rating Scales)

|  |  |  |  |
| --- | --- | --- | --- |
| Scale | Score | Percentile | Range |
| Externalizing Problems | 39 | 14 | Low Average |
| Hyperactivity | 35 | 7 | Low |
| Aggression | 41 | 18 | Low Average |
| Conduct Problems | 44 | 27 | Average |
| Internalizing Problems | 57 | 76 | High Average |
| Anxiety | 59 | 82 | High Average |
| Depression | 62 | 88 | High Average |
| Somatization | 50 | 50 | Average |
| Behavioral Symptoms Index | 54 | 66 | Average |
| Attention Problems | 60 | 84 | High Average |
| Atypicality | 67 | 96 | High |
| Withdrawal | 71 | 98 | Very High |
| Adaptive Skills | 45 | 31 | Average |
| Adaptability | 50 | 50 | Average |
| Social Skills | 41 | 18 | Low Average |
| Leadership | 40 | 16 | Low Average |
| Functional Communications | 51 | 54 | Average |
| Activities of Daily Living | 53 | 62 | Average |

*Note*: T scores have a mean of 50 and a standard deviation of 10.

Behavioral Assessment Scales for Children, Third Edition (Teacher Rating Scales)

|  |  |  |  |
| --- | --- | --- | --- |
| Scale | Score | Percentile | Range |
| Externalizing Problems | 53 | 62 | Average |
| Hyperactivity | 46 | 34 | Average |
| Aggression | 51 | 54 | Average |
| Conduct Problems | 60 | 84 | High Average |
| Internalizing Problems | 51 | 54 | Average |
| Anxiety | 48 | 42 | Average |
| Depression | 57 | 76 | High Average |
| Somatization | 47 | 38 | Average |
| Behavioral Symptoms Index | 57 | 76 | High Average |
| Attention Problems | 60 | 84 | High Average |
| Atypicality | 61 | 86 | High Average |
| Withdrawal | 65 | 93 | High |
| Adaptive Skills | 42 | 21 | Low Average |
| Adaptability | 44 | 27 | Average |
| Social Skills | 40 | 16 | Low Average |
| Leadership | 37 | 10 | Low Average |
| Functional Communications | 44 | 27 | Average |
| Activities of Daily Living | 47 | 38 | Average |

*Note*: T scores have a mean of 50 and a standard deviation of 10.

Behavioral Assessment Scales for Children, Third Edition (Self-Report)

|  |  |  |  |
| --- | --- | --- | --- |
| Scale | Score | Percentile | Range |
| Emotional Symptoms Index | 60 | 84 | High Average |
| Sensation Seeking | 41 | 18 | Low Average |
| Atypicality | 61 | 86 | High Average |
| Locus of Control | 60 | 84 | High Average |
| Social Stress | 61 | 86 | High Average |
| Internalizing Problems | 66 | 95 | High |
| Anxiety | 64 | 92 | High |
| Depression | 63 | 90 | High |
| Sense of Inadequacy | 60 | 84 | High Average |
| Somatization | 73 | 99 | Very High |
| Inattention/Hyperactivity | 52 | 58 | Average |
| Attention Problems | 55 | 69 | Average |
| Hyperactivity | 51 | 54 | Average |
| School Problems | 52 | 58 | Average |
| Attitude to School | 59 | 82 | High Average |
| Attitude to Teachers | 44 | 27 | Average |
| Personal Adjustment | 41 | 18 | Low Average |
| Relations with Parents | 48 | 42 | Average |
| Interpersonal Relations | 44 | 27 | Average |
| Self-Esteem | 40 | 16 | Low Average |
| Self-Reliance | 41 | 18 | Low Average |
| Content Scales |  |  |  |
| Anger Control | 49 | 46 | Average |
| Eqo Strength | 44 | 27 | Average |
| Mania | 41 | 18 | Low Average |
| Test Anxiety | 56 | 73 | Average |

*Note*: T scores have a mean of 50 and a standard deviation of 10.