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## CONFIDENTIAL NEUROPSYCHOLOGICAL EVALUATION

**Child's Name:** Jenny (Not Her Real Name) Smith  
**Grade/School:** 6; LOCAL Middle School

**Date of Birth:** XX/XX/XXXX  
**Date of Testing:** XX/XX/XXXX

### SUMMARY AND IMPRESSIONS

Jenny Smith is sweet, engaging 12 year girl with a history of delayed development. The results of this evaluation show Jenny is developing skills along her own trajectory, with most of her skills currently falling at the 6 to 7 year-old age range. This level of overall development is at the 1<sup>st</sup> to 2<sup>nd</sup> percentile for her chronological age. Within the context of her overall developmental delays, Jenny's strengths are her outgoing nature, upbeat disposition, and her ability to follow rules and routines. Her weaknesses are her ability to handle large amounts of information at once and her ability to grasp highly abstract concepts. The diagnosis below best captures Jenny's profile of strengths and weaknesses, which is described in more detail in the following paragraphs.

#### Diagnoses:

- ICD 10 Code F70: Developmental Cognitive Delay (DCD; also known as Intellectual Disability)

#### Jenny's Strengths

Within the context of her overall developmental delays, Jenny demonstrates clear strengths that can be built on in her schooling and other services. This evaluation and recently school testing show Jenny has a relative strength in visual-spatial problem-solving skills. This strength means Jenny is a **visual and hands-on learner** who does best when concepts are introduced in a concrete way she can see or touch. If she taught in that matches her visual and hands-on learning style, Jenny will be more successful at building, designing, and solving visual puzzles. She will also be more successful at using these visual-spatial thinking skills to solve problems and to learn how the world works. Consistent with her visual and hands-on learning style, Jenny's parents rated her day-to-day practical skills as her area of adaptive strength. These practical skills include visual and hands-on tasks like dressing and grooming herself, participating in routines at home and at school, and learning by watching others.

Jenny also has a strength in her single-word receptive vocabulary. This is her ability to understand specific words she reads or hears others use. This nice strength will help Jenny take in new information communicated to her in a straightforward manner using words she knows. For instance, Jenny is likely to be able to follow clear instructions and directions. She should also be able to have casual conversations, and answers questions about her preferences and interests. Jenny's services should build on this strength. However, care should be taken not to overestimate her conceptual understanding of the deeper meaning behind what has been said. This means adults should not just rely on her ability to follow task directions as an estimate of how well she understands the concepts in a lesson. Instead, adults working with Jenny should be sure to provide her with the extra time, practice, and repetition that helps her grasp abstract verbal concepts.

Another of Jenny's strengths is her visual-motor integration, or her hand-eye coordination skills. Jenny's strength in visual-motor integration will support her when completing tasks that require hand-eye coordination in the classroom, like writing, drawing, and arts and crafts projects. Ensuring Jenny gets to participate in frequent activities that take advantage of this strength will support her academic engagement and self-esteem.

Jenny also has many important interpersonal strengths. She is an immensely likeable girl who has a very positive attitude and is a delight to work with one-on-one. Socially, she is outgoing and cooperative. Jenny also has a capacity for imaginative play. Parents and teachers report she is well-behaved and always eager to follow the results. Her parents also report she is making remarkable progress in her structured and supportive services at home and at school, and is able to remain on task, organized, and productive with her current support. Jenny also has strong interests in animals and family relationships. She also enjoys music and swimming.

### **Jenny's Cognitive, Academic, Emotional, and Social Development**

Although she has a number of strengths, Jenny's overall neurocognitive skills are developing at a slower pace than her peers. On formal testing, even when tested in a reduced-distraction, one-on-one environment, Jenny's overall cognitive skills fell at about the 1<sup>st</sup> to 2<sup>nd</sup> percentile for her age. Across the cognitive tasks, Jenny slightly demonstrated stronger skills on familiar, highly structured tasks. She had more difficulty with tasks that were novel or more abstract. Overall, her problem-solving and abstract reasoning skills are at about a 6 to 7 year-old age-level. Jenny can certainly complete tasks above this level with additional time, practice, structure, and/or extensive effort on her part. However, the 6-7 year old age level is the level at which she will be able to consistently and comfortably solve new problems. In educational terms, this is her instructional level, or the level at which she can work with relatively few errors and with relatively limited adult support.

Jenny's parents rated her at about the 1<sup>st</sup> to 6<sup>th</sup> percentile for her age for her adaptive skills. Adaptive skills measure what she can do at home and at school, in areas like communicating, using her leisure time productively, and self-care. Jenny's adaptive skills are at about the level we would expect given her overall profile of development. Jenny's academic skills are consistent with her cognitive profile. These academic skills include her accuracy when reading and spelling accuracy, her reading comprehension, her math calculation and math reasoning skills, and her written expression skills. Her test results place her academic skills at about the mid-first grade level, which is consistent with the 6 to 7 year-old age range.

From an emotional perspective, Jenny presents with limited coping skills. She seems to struggle particularly with adaptability, or the ability to handle change. At times, she is repetitive and anxious. Her parents reported she becomes particularly overwhelmed by raised voices, loud noises, and confusing directions. When upset or unsure, Jenny will hide or sometimes even try to flee the situation. This means Jenny's emotion-coping skills are also delayed, and more characteristic of a younger child. From a social perspective, Jenny presents with delays in her social awareness and social knowledge that lead her to appear younger than her age. For example, she struggles with understanding others and noticing and interpreting complex social cues. While Jenny is interested in people and loves learning facts about them (such as learning facts about her family, or asking for facts about others' families), she struggles to weave this information into a flexible and dynamic conversations with others.

### **Jenny's Most Vulnerable Skills**

Jenny's profile shows she is particularly vulnerable to becoming easily overwhelmed by large amounts of information. She has trouble holding on to more than 2 or 3 pieces of information at one time, both over the short term and the long term. This will make it challenging for Jenny to recall strings of information, like a phone number or locker combination. It will also affect her recall of long directions or complex conversations, as she may get overwhelmed before all the information has been presented. Jenny's tendency to becoming easily overwhelmed may affect her in social and emotional situations, as she is likely to have trouble fully processing large amounts of social information, multiple sensory inputs, and complex or conflicting emotional responses in herself or others.

Jenny's profile also suggests a specific vulnerability in her conceptual understanding of abstract information. This will affect her ability to grasp difficult-to-define concepts. Examples of abstract concepts include ideas expressed through adverbs, time words, metaphors, and hypotheticals. Turning those abstract concepts into practical, concrete ideas that clearly relate to her own life will be essential to enhancing her understanding. Using manipulatives she can see or touch, like a video demonstration of an adverb or a calendar to reinforce time concepts, will help Jenny to better access this type of abstract material. Even with these supports, she is likely to need additional practice to fully master the concept, and ample review to reinforce her learning.

### **Diagnostic Profile**

Jenny's level of overall development, her history, and her current level of functioning meet criteria for a mild **Developmental Cognitive Delay** (DCD, sometimes also called an Intellectual Disability). A Developmental Cognitive Delay is diagnosed when a child is developing their skills at a slower pace than their same-aged peers, with most of their cognitive and adaptive skills falling at around the 1<sup>st</sup> to 5<sup>th</sup> percentile for their age. Many individuals with a developmental cognitive delay have the same pattern of strengths and weaknesses that Jenny has. That is, these individuals show stronger skills on tasks that are familiar, rote, or concrete. However, they need more support to complete tasks that are novel or abstract. They also need support on tasks which require analysis, inference, and synthesis, or when they need to generalize their skills to a new task, a new subject, or a new setting.

### **Fit Between Jenny's Cognitive Profile and Her Current Environment**

Because of their specific pattern of strengths and weaknesses, students like Jenny are often recognized as having learning challenges, and they typically receive support in the school setting from a young age. However, these students are also at high risk of others *overestimating* their capacities. This is especially common for students with strong imitation skills, as these students can watch others and try to match their behavior to what others are doing. This can "mask" the fact that they do not really understand the task or concept at a deep level. Students like Jenny who have a positive attitude and a willingness to work hard to please others are also at particular risk of having their cognitive and social skills overestimated. As a result, students like Jenny are often asked to perform at a level that they are not yet developmentally ready for. If not recognized, this mismatch between a student's skills and the expectations placed upon her cognitively, socially, and academically can lead to high levels of stress and feelings of failure and frustration. It can also lead to confusion, anxiety, loss of motivation, and low self-esteem.

At this time, Jenny is reporting a lot of tension and stress, suggesting that at least some of the time, she is being asked to perform at a cognitive, academic, or social level that is above her instructional level. To make sure Jenny is not consistently overwhelmed and frustrated, she needs a school curriculum that moves at *her* specific pace. The right curriculum for Jenny needs to take advantage of her specific strengths, including her visual-spatial skills, her ability to learn through imitation and understand straightforward directions, her affinity for tasks that are practical and concrete, and her interest in pleasing adults. The right curriculum for Jenny also needs to support for her academic, vocational, social, and emotional needs in a flexible manner, with a high level of input from her family.

### **How Jenny Can Best Be Supported**

The most important thing to consider when planning for Jenny educationally is that students with a DCD are fully capable of learning, communicating, making friends, and gaining new skills. However, they do so at a *different rate* than their peers. Students like Jenny need more time, more support, and more direct instruction to meet their cognitive, academic, and social-emotional milestones. In the school setting, Jenny will thrive on an individualized approach that teaches *concrete* academic and functional skills through direct, multisensory instruction. She will particularly benefit from a hands-on, practical approach that focuses on teaching her skills she will use every day, with specific guidance on how to generalize those skills across settings and in situations that are unfamiliar to her. She will also thrive when she can learn at a pace that challenges her, but that does not overwhelm her – that is, when the school program can "meet her where she is at." This type of learning environment will maximize Jenny's independence, while promoting her self-esteem, self-efficacy, and overall well-being.

## **SPECIFIC RECOMMENDATIONS**

1. At school, Jenny will continue to require Special Education services that are provided through a specially-tailored, carefully-designed Individual Education Program (IEP), and her current test results should be thoroughly considered when refining her IEP for the years ahead. Because of her strengths, work ethic, and personable nature, Jenny is likely to do best on academic tasks introduced and reinforced in a concrete, structured, multisensory, and mastery-based curriculum, and her services should emphasize this type of learning whenever possible.
2. Given her current level of basic academic skills, all of Jenny's curriculum-heavy classwork (e.g., reading/language arts/writing, math, science, history) will need to be presented to her at a specialized pace according to a curriculum that meets her needs. She is not a good candidate for mainstream education in any academic subject, as her level of cognitive skills and basic academic skills (that is, first grade level) cannot be effectively accommodated in a mainstream classroom in the middle or high school setting. Within the context of a high level of overall structure and support, Jenny will require particularly high scaffolding and support for tasks that are less concrete, less structured, more language-intensive, and that move at a faster pace.
3. It will be important to provide Jenny with developmentally-appropriate, adult-monitored access to typically developing peers who can be good social role models for her. However, it is also essential to recognize that Jenny is at high social and emotional risk in non-specialized settings that do not have a high level of adult monitoring, and to adjust her school schedule accordingly. Jenny's test scores indicate she will make more effective educational progress and will be at much lower risk of social exploitation and becoming emotionally overwhelmed in small, structured, supportive classes that are fully tailored to her learning needs.

4. In terms of specific educational recommendations and accommodations, Jenny will benefit from:
  - A curriculum that proceeds in a linear, step-wise fashion, where she practices each skill to mastery
  - Specialized academic instruction in all content areas
  - Speech/language therapy and occupational therapy integrated into her school week
  - Frequent repetition of instructions and important concepts
  - Assistance breaking tasks down into small parts and working through those steps
  - Assistance with integrating ideas, synthesizing concepts, and making inferences, as needed, especially as the curriculum becomes more advanced
  - Ample opportunity to demonstrate and build on her strengths to enhance self-esteem
  - Jenny should be taught in a way that focuses on basic, concrete skills rather than abstract or applied skills. Multisensory teaching that focuses on hands-on instruction and use of visual aids will be helpful.
  - Break down information into small “chunks” with repetition and cues (especially visual) to help with memory.
  - When providing instructions to Jenny, ask her to summarize and restate what she has heard to check for understanding, as she is sometimes unwilling or unable to ask for help when she does not understand.
  - Jenny’s work should consist of a mixture of tasks that she has already mastered (to increase her confidence and practice previously-learned skills) and new tasks that she is just learning and can complete with support (to promote progress). For students with a DCD, an 80% mastered, 20% challenging mixture is recommended. As Jenny gradually learns and masters new tasks, her work can slowly become more difficult. However, if she begins to show signs of frustration, she should return to previously-mastered tasks before returning to difficult ones. Her progress should be monitored carefully so that the difficulty level can be raised to reflect new gains.
5. Jenny’s interest in school and academic engagement should be supported through opportunity to participate in any adult-monitored social and extracurricular activities she might enjoy. While she may not always take advantage of these opportunities depending on her comfort level, she should be provided with regular occasions where she can engage with her peers in structured, adult-supported extracurricular activities. She is also likely to prefer structured tasks that have a familiar schedule or routine to them. Jenny may also enjoy the opportunity to relate to younger children and to serve as a role model for them
6. Jenny will benefit from life-skills instruction that focuses on adaptive skills, transitional needs, vocational planning, and the functional academics she will need to manage her daily affairs and succeed at her chosen profession.
7. Speech/language therapy, occupational therapy, and a focus on adaptive skills through services outside of the school setting is also recommended, as this will help her build on and generalize her skills. In particular, focusing on her day-to-day skills will be helpful for improving her independent completion of activities such as daily conversations, grooming, cleaning/cooking, assignment organization, communicating information between home and school, and participating in infrequent-but-expected tasks (like packing for a vacation or understanding the routine for a field trip).
8. Re-evaluation every 1-2 years is recommended to monitor Jenny’s progress. I would be happy to see Jenny for a re-evaluation to monitor her progress or help refine her treatment plan as needed.

It was a pleasure working with Jenny and her dedicated family. If you have questions, with appropriate parental consent, feel free to contact me at (360) 334-6156.



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## RELEVANT HISTORY

### Primary Concerns:

Jenny has a longstanding history of developmental cognitive, social, and adaptive delays that were first identified when she was a toddler. She began receiving comprehensive services in the school setting when she was in second grade. She has also participated in early developmental evaluations which identified overall delays and attention problems. However, she has not been comprehensively evaluated for other developmental concerns such as an overall developmental delay, and her last evaluation was in 2014. As such, this evaluation was requested to provide updated information about Jenny's current profile of strengths, weaknesses, and needs. This evaluation was specifically requested to assist with diagnostic clarification and treatment planning.

### Birth & Developmental History:

Jenny lives with her parents and siblings in LOCAL CITY. Per parent report, she was born full-term weighing X pounds, X ounces, following a pregnancy that included 2 months of modified bedrest for spotting. Jenny was "born blue" and needed supplemental oxygen following the delivery. Developmentally, Jenny was late in meeting all of her motor and language milestones. She also demonstrated delays in her social development and struggled with early adaptive and self-care skills.

Jenny was first evaluated by Child Find as a toddler and subsequently evaluated through LOCAL HOSPITAL at age 3 (see Previous Evaluations section). At age 8, she was evaluated by a developmental psychologist and diagnosed with ADHD (trials of stimulant medication were discontinued due to intolerable side effects). That evaluation also showed cognitive skills in the well below average range. She began receiving services in the school setting at about that time. Although Jenny did well in her services, she continued to experience developmental delays. Her parents described her as currently functioning several years below her chronological age. As Jenny looks several years older than her age in her appearance, her parents described her as a "12 year old in a 20 year-old's body with a 6 year-old mind."

### Medical History:

Jenny has generally enjoyed good health. Her early medical history is notable for occasional bouts of croup as an infant. Jenny is also allergic to tree nuts and has access to an EpiPen. There are no other current medical concerns or relevant medical history. There are also no major concerns about her sleeping and eating patterns. Her hearing and vision have been evaluated and are normal. Jenny does not take any prescription medications. She is followed regularly by her pediatrician. Family medical history is generally noncontributory.

### Previous Evaluations:

Jenny was first evaluated through Child Find as a toddler. While that evaluation noted she was behind in many of her skills, she did not qualify for services at that time. Jenny was evaluated through LOCAL HOSPITAL at age 3 or 4, and the results suggested she was making developmental progress in most areas with the exception of her sensorimotor skills. Though she was referred for occupational therapy, this recommendation was not pursued at that time. Jenny continued to be supported informally at home and in her co-op preschool setting.

At age 8, in MONTH YEAR, Jenny was evaluated by a developmental psychologist. That evaluation resulted in diagnoses of ADHD and low cognitive skills (WISC-IV Full Scale IQ Score = 71, 2<sup>nd</sup> percentile). Jenny was evaluated by her school district a few months after that evaluation (MONTH YEAR), and their testing also identified cognitive delays (DAS-2 Special Nonverbal Index = 78, 8<sup>th</sup> percentile) with "severely delayed" working memory. Testing of her academic achievement indicated delayed academic skills in all areas. She was found eligible for services at that time under the category of Specific Learning Disability.

## CURRENT INFORMATION

- School:** Jenny is currently in the sixth grade at LOCAL Middle School. She is instructed in her core academics in an “adjustment classroom” and is mainstreamed for science and specials such as PE and art. While Jenny has “minimal problems” in the adjustment classroom, she struggles considerably during the mainstream portions of her day. In these settings, Jenny is very vulnerable due to her social delays. Per parent report, she has been bullied, assaulted, and taken advantage of. Even in safer social scenarios, when friction arises, Jenny shows little understanding of the situations, her role in social scenarios, how to solve these social problems, or when/how to ask for adult support. Although Jenny is friendly and outgoing and often presents as more socially capable than she is, she is actually quite naïve. Her parents expressed concern that she is “not able to make good decisions,” especially in unfamiliar social scenarios. They stated that “despite her frequent smile, she often doesn’t have a clue what’s going on” in many social interactions.
- Social/Friendships:** Jenny’s parents reported she is “engaging and friendly.” She often makes good eye contact, and as noted, she often has a positive facial expression. However, Jenny has experienced social challenges due to her tendency to “smile when in trouble or unsure,” which can be puzzling or upsetting to her peers. In the past, Jenny had a friend in her adjustment classroom (specifically, the one other girl who was in that setting), but her parents were concerned this friendship was not always healthy. Jenny has also not really been able to form other developmentally appropriate friendships, despite her interests in making friends. At times, she reports she is friends with other students at her school, but because she struggles with remembering names and attending to other identifying information or others’ interests, she is not able to describe these friends to her parents or report accurately on the quality of those friendships.
- Communication:** Jenny’s parents reported she seems to have communication challenges. For example, they reported she has trouble relaying “critical information” to her parents, such as what happened between her and other students, or what information was conveyed in school announcements. She also has trouble understanding timelines and dates. She asks a lot of questions trying to grasp abstract verbal concepts such as “tomorrow” or “next week.”
- Emotional-Behavioral:** Jenny’s parents reported that “in general, she’s happy.” They stated she “doesn’t get to bothered” by things on a day to day level. At home, she is sometimes angry and uncooperative, but she does not engage in significant misbehavior. Outside of the home setting, she is usually quite cooperative and well-behaved. While she is generally even-tempered, some things do make Jenny anxious. In particular, she can become anxious or overwhelmed by complex or chaotic social situations. Loud noises can also cause her anxiety. Jenny can also become uncomfortable when someone’s physical appearance is unusual. She also “doesn’t like masks or costume/Halloween make-up” and can become scared when she sees it. Jenny also thrives on routines, and sometimes “has trouble when things get out of process” or out of the normal sequence. When Jenny is “unsure or scared, she hides in her hood” or sometimes even tries to leave the situation.
- Strengths & Interests:** Jenny takes swimming lessons and also enjoys music. She is also interested in her dog, her family (especially her big sister and the state where her grandparents live), and “the creatures in her backyard, like bugs and spiders.” She also enjoys cars, the TV show *Friends*, and the movie *Frozen*. She also likes drawing.

## EVALUATION PROCEDURES

- Direct Testing:**
- Reynolds Intellectual Assessment Scales, Second Edition (RIAS-2)
  - Conners' Continuous Performance Test, Third Edition (CCPT-3)
  - NEPSY Developmental Neuropsychological Assessment, Second Edition (NEPSY-II)
  - Rey-Osterrieth Complex Figure Test (Rey-O)
  - Boston Naming Test (BNT)
  - Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)
  - California Verbal Learning Test, Children's Version (CVLT-C)
  - Grooved Pegboard
  - Hooper Visual Organization Test (Hooper)
  - Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI)
- Observation:**
- Autism Diagnostic Observation Schedule, Second Edition (ADOS-2)
- Parent Report:**
- Adaptive Behavior Assessment System, Second Edition (ABAS-2)
- Self-Report:**
- Child Depression Inventory, Second Edition (CDI-2)
  - Multidimensional Anxiety Scale for Children, Second Edition (MASC-2)
- Educational Testing:**
- Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ-IV)

## BEHAVIOR OBSERVATIONS

**Appearance, Rapport, Mood & Affect:** Jenny presented as a well-groomed, casually dressed girl who appeared older than her stated age. She transitioned easily to begin testing. Jenny appeared to be in a cheerful mood, with a bright, congruent affect. Jenny established rapport early and easily in the assessment process. Jenny enjoyed telling me about her family and asking me questions about my family.

**Speech, Language & Social Presentation:** Jenny's speech was clear and fluent. Consistent with her overall developmental delays, she struggled with understanding test instructions. Her receptive and expressive communication skills were more characteristic of a much younger child. Socially, Jenny was friendly and polite during testing, and she clearly enjoyed our social interaction. However, while she frequently used a social smile and responded well to humor, she had difficulty using any other facial expressions or gestures to add meaning to her conversation. While she enjoyed sharing information, she did not typically ask about others' feelings and opinions beyond a few basic personal questions. Her social knowledge also seemed very limited, resulting in her appearing very naïve (and potentially socially vulnerable).

**Attention, Executive Functioning, Movement & Activity Level:** Jenny's focus, short-term memory, and organization skills seemed average for her developmental level. Jenny displayed a typical level of activity for her age. During writing and drawing tasks, Jenny's pencil-grip and handwriting seemed consistent with her overall developmental level. A stereotyped hand-movement (rolling one hand over the other) was observed at times, especially when Jenny was nervous.

**Motivation, Cooperation & Validity of Test Results:** Jenny was very cooperative and appeared motivated to work to the best of her ability. Jenny was a pleasure to interact with in this one-on-one, structured setting. Her challenges with understanding some test instructions may have impacted her performance. That means some of the test results may underestimate her true abilities. However, as her parents and teachers report similar difficulties in other settings, the test results are believed to be accurate estimates of the level at which she is currently comfortable functioning.

## TEST INTERPRETATIONS

### Cognitive Skills

- Verbal Thinking:** Jenny's verbal problem-solving skills are in the delayed range for her age. She needs extra time and adult support in order to take in verbal info, use words to compare and contrast ideas, and explain what she knows about a subject.
- Nonverbal Thinking:** Jenny's nonverbal skills also overall are delayed for her age. She will need more time and support to complete tasks that involve movement, visual aids, manipulatives, and learning by doing.
- Overall Cognitive:** Based on her overall score (RIAS-2 Composite Intelligence Index = 65, 1<sup>st</sup> percentile), Jenny's overall cognitive development is delayed for her age. Her cognitive skills are currently at about the 6 to 7 year-old level. She is likely to require specially designed instruction to help her reach her goals.

### Executive Functioning

- Working Memory:** Jenny's short-term memory for verbal and visual info is in the average range. She can easily keep info in mind while following directions or performing some task with that info. This is Jenny's most notable area of personal strength.
- Processing Speed:** Jenny's processing speed is a significant vulnerability for her, falling in the well below average range. Jenny will benefit from additional time to complete tasks.
- Attention:** Jenny found it moderately difficult to sustain her engagement on a computerized attention task. She has difficulty selective attention (trouble paying attention to the important information while "tuning out" distractions) and impulsivity. She also processed the information presented at a slow and inconsistent rate.
- Inhibition:** When she needed to inhibit her impulses to complete a timed task a different way than usual, Jenny made many errors which compromised her accuracy and slowed down her overall speed. Inhibiting her impulses can be challenging for Jenny.
- Idea Generation:** Jenny benefits from structure to help her generate ideas, improving from the well below average range to the average range with structure. Try giving her some "starters" like the first part of the sentence to get her going on writing tasks.
- Organization/Planning:** On an organizational drawing task, Jenny's score fell within the average range. She has solid organizational and planning skills for her age. This is an area of strength.

### Language

- Expressive:** Jenny's single-word expressive vocabulary fell in the delayed range. Her expressive vocabulary is at about the 6 or 7 year old level.
- Receptive:** Jenny's ability to follow increasingly-complex auditory instructions is in the low average range. Jenny has difficulty understanding others as effectively as her peers. She will benefit from shorter directions and frequent repetitions.

### Language-Based Learning

- Phonological Awareness:** Jenny's phonological awareness is well below average. She requires specially-designed instruction focusing on these skills.
- Phonological Memory:** Jenny's short-term memory for brief amounts of info fell in the average range. She can immediately repeat back what she hears.
- Rapid Naming:** Jenny's rapid naming skills are average, and another nice area of strength for her. Students with solid skills in this area typically develop good reading and writing fluency that helps them complete academic tasks efficiently.

### Memory

**Immediate Memory:** Jenny's immediately memory for verbal and visual info is average for her age. She can recall stories she hears, pictures she sees, and a facts or lists just as well as other children her age. This is an area of strength for her.

**Delayed Memory:** Jenny's memory after a 25-minute delay fell in the low average range. She is likely to benefit from additional review of new concepts to help her maintain her memory over time.

### Sensorimotor Skills

**Motor Skills:** Jenny's fine-motor speed fell in the low average range for her dominant hand and in the average range for her non-dominant hand. Her scores improved with practice, suggesting she benefits from extra practice with new motor tasks.

**Visual Perception:** Jenny's visual perception abilities are delayed. She will require support to help her accurately process complex visual info. Her visual organization skills are also delayed. She struggles with understanding part-whole relationships, which is likely to affect her visual problem-solving and organizational skills.

**Sensory Integration:** Jenny's visual-motor integration skills fell in the low average range. She is likely to need extra time and support when completing tasks that require hand-eye coordination like drawing and handwriting.

### Social-Emotional Skills

**Social Perception:** Jenny's ability to read nonverbal social cues like facial expressions fell in the average range. She has a clear strength in her social perception skills. This strength will help her relate well to peers her age and especially to younger children.

**Emotional & Behavioral:** Jenny reported a few areas of concern on anxiety and depression questionnaires which were read to her while she circled her responses. She reported challenges with pessimism and a lack of confidence in her ability to handle the everyday problems she faces. These feelings of ineffectiveness suggest she often finds the tasks she is presented with to be too difficult for her current capabilities. She will benefit from an environment that better meets her at the level at which she is currently functioning. On a positive note, Jenny's ratings indicate her mood and self-esteem are usually positive. She did not report significant levels of anxiety or worry. She also reported positive relationships with others, which is encouraging.

### Academic Skills

**Basic Skills:** Jenny's basic academic skills, such as her single-word reading, single-word spelling, and math calculation skills, fell in the low average range overall.

**Academic Fluency:** Jenny demonstrated a relative strength in how quickly and efficiently she can complete routine academic tasks, like single-digit math problems and writing simple sentences. Her academic fluency fell in low end of the average range.

**Applied Academics:** Jenny's applied academic skills, such as her ability to comprehend what she has read and her ability to solve math word problems, fell in the well below average range. This level of applied academic functioning is at about the early second grade level, and is generally consistent with her cognitive functioning as estimated by the RIAS-2. She will benefit from specialized academic instruction that meets her current functional level.

## CONFIDENTIAL NEUROPSYCHOLOGICAL TEST RESULTS

These confidential test scores are included solely for the convenience of other licensed professionals who may work with Jenny. These scores are **not** meant to be interpreted by individuals without assessment training. These scores also should **not** be interpreted without consideration of the narrative body of this report

### COGNITIVE FUNCTIONING

#### **Reynolds Intelligence Assessment Scale-2**

| <u>Index</u>                 | <u>Standard Score</u> |
|------------------------------|-----------------------|
| Verbal Intelligence Index    | 66                    |
| Nonverbal Intelligence Index | 72                    |
| Composite Intelligence Index | 65                    |

| <u>Subtest</u>   | <u>T Score</u> |
|------------------|----------------|
| Guess What       | 29             |
| Odd-Item Out     | 42             |
| Verbal Reasoning | 27             |
| What's Missing   | 23             |

### EXECUTIVE FUNCTIONING

#### **Conners' Continuous Performance Test, Third Ed**

| <u>Measure</u>                 | <u>T-Score</u> |
|--------------------------------|----------------|
| Detectability (d')             | 65             |
| Omissions                      | 73             |
| Commissions                    | 55             |
| Perseverations                 | 84             |
| Hit Response Time              | 55             |
| Hit Response Time SD           | 76             |
| Variability                    | 67             |
| Hit Response Time Block Change | 26             |
| Hit Response Time ISI Change   | 49             |

#### **Reynolds Intelligence Assessment Scale-2**

| <u>Index</u>       | <u>Standard Score</u> |
|--------------------|-----------------------|
| Speeded Processing | 78                    |

  

| <u>Subtest</u>         | <u>T Score</u> |
|------------------------|----------------|
| Speeded Naming Task    | 36             |
| Speeded Picture Search | 40             |

#### **NEPSY, Second Edition**

| <u>Subtest</u>      | <u>Scaled Score</u> |
|---------------------|---------------------|
| Inhibition          |                     |
| Naming Time         | 12                  |
| Naming Combined     | 8                   |
| Inhibition Time     | 7                   |
| Inhibition Combined | 6                   |
| Word Generation     |                     |
| Semantic            | 10                  |
| Initial Letter      | 5                   |

#### **Rey-Osterrieth Complex Figure Drawing Test**

| <u>Task</u> | <u>Standard Score</u> |
|-------------|-----------------------|
| Copy        | 90                    |

### LANGUAGE DEVELOPMENT

#### **Boston Naming Test**

| <u>Raw Score</u> | <u>Standard Score</u> |
|------------------|-----------------------|
| 32 out of 60     | < 70                  |

#### **NEPSY, Second Edition**

| <u>Subtest</u>                | <u>Scaled Score</u> |
|-------------------------------|---------------------|
| Comprehension of Instructions | 6                   |

### LANGUAGE-BASED LEARNING

#### **Comprehensive Test of Phonological Processing-2**

| <u>Subtest</u>      | <u>Scaled Score</u> |
|---------------------|---------------------|
| Elision             | 4                   |
| Blending Words      | 5                   |
| Phoneme Isolation   | 7                   |
| Memory for Digits   | 9                   |
| Nonword Repetition  | 3                   |
| Rapid Digit Naming  | 11                  |
| Rapid Letter Naming | 11                  |

| <u>Composites</u>      | <u>Standard Score</u> |
|------------------------|-----------------------|
| Phonological Awareness | 71                    |
| Phonological Memory    | 76                    |
| Rapid Naming           | 107                   |

### MEMORY AND LEARNING

#### **Reynolds Intelligence Assessment Scale-2**

| <u>Index</u>           | <u>Standard Score</u> |
|------------------------|-----------------------|
| Composite Memory Index | 97                    |

  

| <u>Subtest</u>   | <u>T Score</u> |
|------------------|----------------|
| Verbal Memory    | 43             |
| Nonverbal Memory | 54             |

#### **Children's Auditory Verbal Learning Test-2**

| <u>Learning Curve Profile</u> | <u>Standard Score</u> |
|-------------------------------|-----------------------|
| Learning Trial 1              | 93                    |
| Learning Trial 2              | 93                    |
| Learning Trial 3              | 85                    |
| Learning Trial 4              | 97                    |
| Learning Trial 5              | 86                    |

| <u>Summary Scales</u> | <u>Standard Score</u> |
|-----------------------|-----------------------|
| Immediate Memory Span | 97                    |
| Level of Learning     | 89                    |
| Interference          | 103                   |
| Immediate Recall      | 100                   |
| Delayed Recall        | 88                    |

**SENSORY FUNCTIONING /PERCEPTUAL INTEGRATION**

**Grooved Pegboard**

| <u>Trial</u> | <u>Time</u> | <u>Standard Score</u> |
|--------------|-------------|-----------------------|
| Dominant     | 85 seconds  | 81                    |
| Non-Dominant | 76 seconds  | 103                   |

**NEPSY, Second Edition**

| <u>Subtest</u> | <u>Scaled Score</u> |
|----------------|---------------------|
| Arrows         | 4                   |

**Hooper Visual Organization Test**

| <u>Raw Score</u> | <u>Standard Score</u> |
|------------------|-----------------------|
| 16 out of 30     | < 70                  |

**Beery-Buktenica Test of Visual Motor Integration**

| <u>Raw Score</u> | <u>Standard Score</u> |
|------------------|-----------------------|
| 20 out of 30     | 85                    |

**SOCIAL PERCEPTION**

**NEPSY, Second Edition**

| <u>Subtest</u>     | <u>Scaled Score</u> |
|--------------------|---------------------|
| Affect Recognition | 11                  |

**ADAPTIVE FUNCTIONING**

**Adaptive Behavior Assessment System, Second Ed**

| <u>Scale</u>              | <u>Scaled Score</u>   |
|---------------------------|-----------------------|
| Communication             | 4                     |
| Community Use             | 6                     |
| Academics                 | 3                     |
| Home Living               | 5                     |
| Health and Safety         | 8                     |
| Leisure                   | 4                     |
| Self-Care                 | 8                     |
| Self-Direction            | 6                     |
| Social                    | 2                     |
| Motor                     | 8                     |
|                           | <u>Standard Score</u> |
| Conceptual                | 62                    |
| Social                    | 69                    |
| Practical                 | 81                    |
| Global Adaptive Composite | 73                    |

**EMOTIONAL AND BEHAVIORAL FUNCTIONING**

**Child Depression Inventory, Second Edition**

| <u>Scale</u>              | <u>T-Score</u> |
|---------------------------|----------------|
| Emotional Problems Total  | 48             |
| Negative Mood/Physical    | 46             |
| Negative Self-Esteem      | 51             |
| Functional Problems Total | 61             |
| Ineffectiveness           | 67             |
| Interpersonal Problems    | 42             |
| Total CDI-2 Score         | 55             |

**Revised Children's Manifest Anxiety Scale-2**

| <u>Scale</u>                  | <u>T-Score</u> |
|-------------------------------|----------------|
| Physiological Anxiety         | 42             |
| Worry/Oversensitivity         | 57             |
| Social Concerns/Concentration | 56             |
| Defensiveness Scale           | 64             |
| Total Anxiety                 | 53             |

**EDUCATIONAL TESTING**

**Woodcock-Johnson Achievement, Fourth Edition**

| <u>Cluster</u>             | <u>Standard Score</u> |
|----------------------------|-----------------------|
| Academic Skills            | 82                    |
| Academic Fluency           | 90                    |
| Academic Applications      | 77                    |
| <u>Subtest</u>             | <u>Standard Score</u> |
| Broad Reading              |                       |
| Letter-Word Identification | 83                    |
| Sentence Reading Fluency   | 88                    |
| Passage Comprehension      | 76                    |
| Word Attack                | 83                    |
| Broad Math                 |                       |
| Calculation                | 83                    |
| Math Fluency               | 80                    |
| Applied Problems           | 93                    |
| Broad Written Language     |                       |
| Spelling                   | 84                    |
| Sentence Writing Fluency   | 90                    |
| Writing Samples            | 85                    |

Note: The broad average range (16<sup>th</sup> to 84<sup>th</sup> percentile) is represented by:

- Standard Scores from 85 – 110
- Scaled Scores from 7 – 13
- T-Scores from 40 – 60
- Z-Scores from -1.0 to + 1.0