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CONFIDENTIAL EVALUATION SUMMARY

Child's Name: James (Not His Real Name) Smith
Grade/School: 2; Local Elementary School

Date of Birth: XX/XX/XXXX
Date of Feedback: XX/XX/2018

James is an engaging, cooperative 7 year-old boy who participated in a neuropsychological evaluation to provide more information about his neurocognitive and social-emotional profile.

Strengths:

- James's test results indicate many strengths. His cognitive skills are nicely well-developed and solidly within the average range overall (WISC-V Full Scale IQ = 95, 37th percentile). He performed especially well on tests of his verbal problem-solving skills, like his ability to explain what words mean or understand how two concepts are alike (WISC-V Verbal Comprehension = 106, 66th percentile).
- James's skills are right "on target" in many other areas. His paper-and-pencil processing speed is solidly in the average range. He also has average cognitive fluency (ability to rapidly "pull up" facts he knows well) and good ability to come up with ideas under pressure. James also performed in the average range on tests of his receptive language, phonological knowledge, visual memory, and sensory integration. His fine-motor skills and visual perception are above average for his age.
- James has been able to leverage his cognitive strengths to acquire some good academic skills. During this evaluation, he performed at grade level in reading comprehension and written expression. He also performed at grade level for both timed and untimed math calculation skills.
- James's social perception skills are also developing nicely. For example, when he attended to the information presented, he demonstrated solid ability to read facial expressions.
- In addition to these neurocognitive strengths, James demonstrates many important interpersonal strengths. He is outgoing, energetic, and eager to please. Adults and peers alike appreciate his caring and enthusiastic nature. James participates successfully in soccer. At home, he loves to play with his brother, spend time with his dog, and ride his bike.

Vulnerabilities:

- While he has many strengths, James struggles with multiple aspects of his *executive functioning* skills. Executive functions are the skills students use to plan and organize their thoughts, feelings, and behaviors. James has below average skills in:
 - **Sustained Attention:** Concentrating consistently when working on tasks that are lengthy or not immediately engaging
 - **Processing Efficiency:** Processing information at a *consistent* pace that balances working quickly with maintaining accuracy
 - **Impulsivity:** Thinking before acting or before choosing his responses
 - **Self-Monitoring:** Noticing when he has made a careless error and going back to correct it
 - **Working Memory:** Consistently remembering what he has heard or read long enough to use that information
 - **Regulating His Activity Level:** Being able to sit still and remain quiet when appropriate
 - **Emotional Control:** Getting the 'right' amount upset about things, without overreacting

- James also presents with some academic vulnerabilities. He is slightly below grade level in single-word reading, spelling, decoding, and fluency, and math concepts and applications. All of these skills were at the mid first grade level. At this time, James’s phonological knowledge and other language-based learning skills are age-appropriate, suggesting his current academic difficulties are less likely to be due to a specific learning disorder and are more likely to be related to his attention and executive functioning weaknesses. However, diagnosis of learning disorders in young learners can be difficult, given that young children often make uneven developmental and academic progress. As such, careful monitoring for the emergence of a learning disorder as he progresses is strongly recommended. Re-evaluation will be especially important if he does not quickly “catch up” to his peers academically once he has received support for his attention and executive functioning needs.
- James also has some emotional vulnerabilities. Although he did not report excessive anxiety on questionnaires, he presented as anxious and reassurance-seeking during the testing. Parent ratings also show he is more anxious than most boys his age at home. Teacher reports were focused more on his attention problems, but one teacher did rate him as more anxious than most of his classmates.

Diagnoses:

- James meets criteria for **Attention-Deficit/Hyperactivity Disorder (ADHD)**, Combined Subtype. This diagnosis describes students who display problems with inattention, impulsivity, and hyperactivity. While these 3 challenges are the “core” symptoms of ADHD, most children with ADHD demonstrate a wide range executive functioning weaknesses that contribute to difficulties at home and at school. James also meets criteria for **Anxiety Not Otherwise Specified**.

Recommendations:

1. James’s family are encouraged to share the results of this evaluation with his pediatrician. Consideration of medication to support executive functioning may be appropriate for his needs.
2. James will continue to benefit from support in the school setting to address his executive functioning weaknesses, ideally provided through an IEP or 504 Plan. In particular, he needs:
 - Preferential seating and frequent opportunities to get up and move around
 - Repetition of important information and references to refer to (e.g. copies of directions)
 - Encouragement to slow down while working and other strategies to address inhibition
 - Strategies that support his time-management and organizational skills.
 - Modest social and emotional support in the school setting may be helpful
 - Careful monitoring of his academic progress given his academic vulnerabilities
3. James’s emotional state should be carefully monitored. Consideration of individual therapy to address his anxiety is recommended.
4. James will benefit from continued involvement in structured activities, such as sports and extra-curricular activities that allow him demonstrate his strengths and build his self-esteem.
5. Excellent resources include *Smart But Scattered: The Revolutionary “Executive Skills” Approach to Helping Kids Reach Their Potential*, by Dawson and Guare and *Late, Lost, and Unprepared: A Parent’s Guide to Helping Children with Executive Functioning*, by Cooper-Kahn and Dietzel. It may be helpful to work with a child behavior specialist to help implement these ideas.

If you have questions, feel free to contact me at (360) 334-6156.



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