



Stephanie Nelson, Ph.D., ABPdN, ABPP-CN  
Board Certified Pediatric/Clinical Neuropsychologist  
2800 E. Madison Street, Suite 304  
Seattle WA 98005  
Phone: (360) 334-6156  
Fax: (425) 242-5121  
info@skylightneuropsychology.com

---

## CONFIDENTIAL NEUROPSYCHOLOGICAL EVALUATION

**Child's Name:** Mary Jones  
**Grade/School:** 2; Local Elementary

**Date of Birth:** XX/XX/20XX  
**Date of Testing:** XX/XX/20XX

### SUMMARY AND IMPRESSIONS

Mary is bright, energetic, and outgoing 8 year-old girl in the second grade. Her parents brought her in for an evaluation because she has attention and executive functioning challenges that affect her at home and at school. Mary's diagnosis is listed below. The next few paragraphs describe her full profile of strengths and weaknesses.

#### Diagnosis:

- ICD 10 Code F90.2: Attention-Deficit/Hyperactivity Disorder (ADHD), Combined subtype

#### Mary's Strengths

Mary's test results show she has many strengths. She is especially good at solving abstract nonverbal problems. Mary's abstract nonverbal problem-solving skills are in the high average range and at the 84<sup>th</sup> percentile (WISC-V Fluid Reasoning = 115, 84<sup>th</sup> percentile). These skills will help Mary understand patterns, sequences, and quantities. Mary's visual perception skills are in the superior range and above the 90<sup>th</sup> percentile for her age. She is very skilled at accurately perceiving visual information. This should support her in activities that are visual, like many arts and athletic tasks.

Mary also has a strong memory for short-term information when she is in a quiet setting with few distractions. Her short-term memory is in the high average range and at the 84<sup>th</sup> percentile (WISC-V Working Memory = 115). This means she can "hold on" to information while she is working or following directions. Working memory is one of the skills that most helps students do well in school. For this reason, I am not surprised to see that Mary is performing at or above grade level in all academic areas. She has a particular strength in reading. Her reading skills are high average and at the 86<sup>th</sup> percentile for her age.

Mary's nonverbal problem-solving, visual perception, short-term memory, and reading are her "stand out" strengths. However, she also shows solid development in many other areas. Her verbal problem-solving skills are at the upper end of the average range (WISC-V Verbal Comprehension = 108, 70<sup>th</sup> percentile). These skills will help her take in new information, compare and contrast ideas, and explain what she knows using words. Mary also has good ability to solve visual-spatial problems. Her visual-spatial problem-solving skills are also at the upper end of the average range (WISC-V Visual-Spatial = 108, 70<sup>th</sup> percentile). These skills will help her build, design, and solve visual puzzles. Taken as a whole, her scores show her cognitive development is right "on target" for her age. Her overall cognitive abilities are at the upper end of the average range and at the 73<sup>rd</sup> percentile (WISC-V Full Scale IQ = 109). Mary has the resources she needs to solve a wide range of problems designed for children her age.

Mary's skills are right "on target" in many other areas as well. Her paper-and-pencil processing speed is in the average range (WISC-V Processing Speed = 98, 45<sup>th</sup> percentile). This means she can complete routine tasks as quickly and efficiently as most children her age. Mary's verbal fluency, or ability to think of things to say, is above average. She can probably always think of something to write about or something to add to a conversation. Mary also scored in the average range on tests of language, verbal and visual memory, fine-motor speed, and sensory integration. She can communicate with others, remember what she has learned, and process sensory information.

Mary also has many personal strengths. She is well-liked by adults and peers. Her social perception skills are good, and she is very socially motivated. She was also a delight to work with in this structured, one-on-one situation. In the school setting, students with Mary's learning style are usually outgoing, have a good sense of humor, and are enthusiastic. This description appears to fit her well. Outside of school, Mary is involved in several sports. Parent and self-report data show Mary is generally well-behaved and is doing well emotionally.

### **Mary's Vulnerabilities**

While she has many strengths, Mary struggles with multiple aspects of her *executive functioning* skills. Executive functions are the skills students use to plan and organize their thoughts, feelings, and behaviors. These skills help students set and reach goals. These skills include things like focusing, planning, and following multistep directions.

Based on her test results, Mary is struggling with these executive functioning skills:

- **Sustained Attention:** Mary has a hard time paying attention over time to material she does not find interesting.
- **Selective Attention:** Mary has trouble paying attention to small details.
- **Inhibition:** Mary does not always think carefully about all her options before acting or choosing a response.
- **Processing Efficiency:** Mary has trouble balancing speed with accuracy while she is working.
- **Task Monitoring:** Mary finds it hard to follow through or to notice if she has made a mistake.
- **Self-Regulation:** Mary struggles with staying seated as needed and controlling her activity level.
- **Planning/Organization:** Mary has difficulty knowing the best way to work through an unstructured task. She also struggles with process large amounts of information in an organized manner.

Parent ratings also highlight concerns in many areas of executive functioning. Their ratings show Mary has more challenges with her activity level and impulse control than about 90 percent of girls her age. Based on her test results, Mary meets criteria for mild **Attention-Deficit/Hyperactivity Disorder** (ADHD), Combined subtype. This means she has more challenges with attention, impulse control, and hyperactivity than other students her age. Most students with ADHD have a broad range of executive functioning difficulties, like Mary does. Many people described these children as "smart but scattered." These students benefit from executive functioning support so they can reach their full potential at home and at school.

### **How to Best Support Mary**

Most of all, I would like to encourage Mary's family and teachers to keep her specific profile in mind when helping her learn new skills. Because she has many strengths, Mary will quite successful on many tasks. However, at times, her executive functioning difficulties might prevent her from completing a task as well or as thoroughly as her potential suggests she could. This may be frustrating or confusing for the adults who work with Mary. Over time, this could even cause her to doubt her own abilities. It could also lead to low self-esteem and problems feeling engaged and excited by learning.

Mary will be most successful with structured support that helps her develop her executive functions. She will also benefit from an organized environment in which her parents, teachers, and other adults teach and model these skills to her directly. Specific techniques like executive function coaching may be especially helpful in honing her skills. As Mary makes gains, it will be important to shift the focus to building her ability to *independently* use the skills she is learning. Supporting Mary's vulnerable skills in this manner will ensure she is able to build on her many strengths in the years ahead.

## RECOMMENDATIONS

### Medical

1. I encourage Mary's family to share the results of this evaluation with her pediatrician. I also want to make sure Mary continues to get regular exercise, good nutrition, and good sleep habits, as research has shown that these lifestyle factors support the development of executive functioning skills. If Mary continues to have difficulties, her parents might want to discuss treatment options for her ADHD with her pediatrician or a psychiatrist.

### Educational

2. Mary would benefit from support in the school setting to address her executive functioning weaknesses, ideally provided through a 504 Plan. Based on her specific test results, she will benefit from:
  - Repetition of important information and references to refer to (e.g. copies of directions)
  - Preferential seating away from distractions and noises
  - Frequent opportunities for movement to help her self-regulate
  - Consistent cueing to 'get ready' to pay attention and to learn new material
  - Prompting and rewards for double-checking her work
  - Strategies that help her slow down (e.g., keeping the next item covered until she has finished the first item)
  - Help breaking tasks down into steps
3. Given Mary's profile, tasks and situations are likely to bring out her best if they are:
  - Multisensory (e.g., incorporate visual aids or hands-on learning)
  - Novel rather than routine, if the goal is to engage her interest
  - Routine or familiar rather than novel, if the goal is to elicit her strongest performance
  - Brief and that proceed at a rapid pace
  - Well-structured and well-organized
  - Social, such as group discussion and learning stations
  - Able to keep her actively engaged and on-task by allowing her to respond frequently, such as choral responding or use of response boards
  - Provide her with reminders to double-check her work after she has put her ideas on paper
  - Help her visualize the final product for long-term projects as well as the steps she needs to take to achieve it

### Additional Services

4. Mary may benefit from executive functioning coaching. This therapeutic intervention helps children learn planning, organization, self-monitoring, and self-regulation. This support will help Mary build the skills she needs to be as successful as possible. Executive function coaching is usually provided by a therapist, speech-language pathologist, or academic tutor. I am happy to provide referrals upon request.

### Home and Community

5. Mary will benefit from continued involvement in structured activities like sports, scouts, and choir. These activities will allow her to socialize with others, develop new skills, show her strengths, and build her self-esteem.
6. Children with ADHD are at increased risk for emotional distress or lowered self-esteem. As such, Mary's emotional state should be carefully monitored, though at present she appears to be doing very well emotionally. Follow-up neuropsychological evaluation in 2-3 years may also be helpful as part of this monitoring.

### Resources

7. Two excellent resources about executive functioning include *Smart But Scattered: The Revolutionary "Executive Skills" Approach to Helping Kids Reach Their Potential*, by P. Dawson and R. Guare and *Late, Lost, and Unprepared: A Parent's Guide to Helping Children with Executive Functioning*, by J. Cooper-Kahn and L. Dietzel.

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



Stephanie Nelson, Ph.D., ABPdN, ABPP-CN  
Board Certified Pediatric and Clinical Neuropsychologist

## RELEVANT HISTORY

**Primary Concerns &  
Reason for Testing:**

Mary's parents reported she has difficulty "completing homework" and often makes "complaints about school." She also has a hard time focusing and difficulty getting started on tasks. While Mary is generally performing at or above expectations academically, her teachers have expressed concern that she is not performing up to her full potential due to these concerns. Mary's math teacher first reported these concerns to her parents when she was in first grade. When she was in second grade, Mary's pediatrician asked her teachers to complete Vanderbilt rating scales, but the results were equivocal. Now that Mary is in third grade and the expectations for listening and focusing have dramatically increased, her parents are seeking comprehensive evaluation to assist with diagnostic clarification and treatment planning.

**Family History:**

Mary lives with her parents, Jane and Dick Jones, and her brother (age 10) in Seattle, WA. Mr. Jones is a firefighter and Ms. Jones is a plumber. There have been no major changes to the family living situation or significant stressors over the past several years. Extended family medical history includes cancer, anxiety, depression, and math learning difficulties.

**Medical History:**

Mary was born full term weighing 7 pounds, 4 ounces, following an uncomplicated pregnancy and delivery. Mary was in good condition at birth. she met her developmental milestones early to on-time. Mary has generally enjoyed good medical health. There is no relevant medical history and no current medical concerns. There are also no current concerns about her sleeping and eating patterns. Her hearing and vision are normal. Mary does not take any prescription medications. Her pediatrician is Gregory House, M.D. with Local Pediatrics.

**Treatment History &  
Previous Evaluations:**

Mary has not received any previous services. This is her first neuropsychological evaluation.

## CURRENT INFORMATION

**School/Learning:**

Mary is currently in the second grade at View Ridge Elementary School. She does not receive any formal Special Education services or classroom accommodations. Mary is performing above grade level in reading. She is performing at about grade level in all other academic subjects, including math, writing, science, and social studies. However, her parents estimated she is performing below average in her organization and planning skills, test-taking skills, and academic motivation. They also reported that at home she "avoids homework." She also says she "hates school" and makes self-deprecating comments about her abilities at times.

**Social/Friendships:**

Mary's parents did not report significant social concerns. They reported she is "empathic and inclusive" with other children. They also stated she "enjoys her peer group" and draws other children to her with her "high energy and fun" personality.

**Emotional-Behavioral:**

Mary's parents reported she struggles with her attention and organization skills. They also reported challenges with motivation and forgetfulness. They stated she also "can't follow simple directions without getting distracted." Her parents also expressed mild concerns about Mary's self-esteem and coping skills. However, they did not report any other major emotional or behavioral challenges. Mary is typically happy, outgoing, well-adjusted, and well-behaved.

**Strengths & Interests:**

Mary's parents described her as "fun, energetic, and joyful." They also reported she is "creative and loving" with a "big imagination." Mary has participated successfully in baseball, swimming, lacrosse, hip hop dancing, Girl Scouts, and choir.

## EVALUATION PROCEDURES

- Direct Testing:**
- Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)
  - 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)
  - 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)
- Parent Report Questionnaires:**
- Behavior Assessment System for Children, Third Edition (BASC-3)
- Self-Report Questionnaires:**
- Child Depression Inventory, Second Edition (CDI-2)
  - Multidimensional Anxiety Scale for Children, Second Edition (MASC-2)
- Educational Testing:**
- Wide Range Achievement Test, Fifth Edition (WRAT-5)

## BEHAVIOR OBSERVATIONS

- Appearance, Rapport, Mood & Affect:** Mary presented as a well-groomed, casually dressed girl who appeared about her stated age. She transitioned easily to begin testing. Mary appeared to be in a very cheerful mood, with a bright, congruent affect. Mary established rapport early and easily. She enjoyed telling me about her cats, her participation in dance and lacrosse, and the recent slumber party she had for her birthday.
- Speech, Language & Social Presentation:** Mary's speech was clear and fluent. She did not have any difficulties expressing her ideas or understanding what was being said to her. Socially, Mary was outgoing and enthusiastic, often making casual comments, remarking on how fun certain activities were, and making jokes. She showed a range of nice social communication skills during testing. For example, she was able to make general conversation, use facial expressions and gestures to add meaning to her conversation, share information, and ask about my feelings and options. She appeared to especially enjoy laughing and being 'silly' with me.
- Attention, Executive Functioning, Movement & Activity Level:** Mary's focus, impulse control, and self-regulation skills were areas of relative weakness. However, she showed a good short-term memory and her attention was adequate for testing purposes. Mary displayed a heightened level of activity for her age, sometimes standing and often squirming in her seat. During writing and drawing tasks, Mary's pencil-grip and handwriting seemed age-appropriate.
- Motivation, Cooperation & Response to Tests:** Mary was cooperative with testing, easily completing all tasks presented to her. She appeared motivated to work to the best of her ability, sometimes persisting with difficult tasks for quite a while. Mary also appeared curious the testing process and what the results might reveal. She quickly "caught on" to the idea of testing, often anticipating what I was asking her to do.
- Validity of Test Results:** Mary was a pleasure to interact with due to her enthusiasm and clear enjoyment of the social elements of the test session. Her challenges with focus and impulse control may have impacted her performance, as she often guessed impulsively or overlooked details. This means some of the test results may underestimate her true abilities. However, as her parents report similar difficulties in other settings, I believe the test results be accurate estimates of the level at which she is currently comfortable functioning.

**TEST RESULTS AND INTERPRETATIONS**

**Cognitive Functioning**

**Wechsler Intelligence Scale for Children, Fifth Edition**

<b>Index</b>	<b>Standard Score</b>	<b>Percentile</b>	<b>Interpretation of Mary's Performance</b>
Verbal Comprehension	108	70	Mary's verbal problem-solving skills are in the high end of the average range. She will be able to effectively take in verbal info, use words to compare ideas, and explain what she knows.
Visual Spatial	108	70	Mary's visual-spatial skills are also in the high end of the average range for her age. These skills will help Mary her design, draw, build, and navigate her environment.
Fluid Reasoning	115	84	Mary's abstract nonverbal reasoning skills are in the high average range for her age. Mary will show a high level of skill when asked to think about patterns, sequences, and quantities.
Working Memory	115	84	Mary's short-term memory for verbal and visual info is in the high average range. She can easily keep info in mind while following directions or performing some task with that info.
Processing Speed	98	45	Mary's processing speed is solidly developed. Her processing speed is in the average range. When she understands what to do, Mary can complete tasks quickly and efficiently.
Full Scale IQ	109	73	Based on her overall score, Mary's cognitive development is at the upper end of the average range for her age. She should be able to keep pace with her peers on a wide range of tasks.
<b>Supplemental Index</b>	<b>Standard Score</b>	<b>Percentile</b>	<b>Interpretation of Mary's Performance</b>
Verbal Expanded	103	58	Mary's vocabulary is high average. Her verbal reasoning skills, general fund of info, and social problem-solving skills is in the average range. Her overall verbal skills are average.
Nonverbal	111	77	Mary's nonverbal skills overall are in the high average range. Mary is likely to excel at learning through movement, visual aids, manipulatives, and learning by doing.
Cognitive Proficiency	108	70	This is a measure of how efficiently Mary can complete routine tasks. It combines her high average range working memory and average range processing speed for a score in the upper end of the average range.
General Abilities Index	112	79	This score can be used instead of the Full Scale IQ score. Mary's General Abilities Index is in the high average range for her age. Her GAI score is consistent with her FSIQ score.
<b>Subtest</b>	<b>Scaled Score</b>	<b>Percentile</b>	<b>What the Test Involves</b>
Similarities	11	63	Explaining how 2 words are alike. E.g., flower and tree are both <i>plants</i> .
Vocabulary	12	75	Defining what words mean. E.g., to <i>confess</i> means to <i>tell a secret</i> .
Information	8	25	Answering factual questions, such as "What is the capital of the US?"
Comprehension	11	63	Reasoning through why people do things, like why we say "Thank you".
Block Design	11	63	Putting together designs using three-dimensional blocks.
Visual Puzzles	12	75	Solving visual puzzles by seeing how parts relate to an overall whole.
Matrix Reasoning	11	63	Determining the next element in a pattern or sequence.
Figure Weights	14	91	Solving visual analogies using colors and shapes.
Digit Span	12	75	Repeating strings of numbers forward and backward.
Picture Span	13	84	Remembering sequences of pictures.
Coding	8	25	Transcribing symbols using a key, e.g., 5 = ^ and 9 = &.
Symbol Search	11	63	Scanning visual information to quickly find a match.

**Executive Functioning**

**Rey-Osterrieth Complex Figure Drawing Test**

Task	Standard Score	Percentile	Interpretation of Mary's Performance
Copy	97	42	Mary approached this task in a rather piecemeal, disorganized manner. While her score is within the average range, qualitative observation of her drawing shows organizational and planning weaknesses that may impact her ability to complete complex, multistep tasks.

**Conners' Continuous Performance Test, Third Edition**

Measure	T-Score	Range	Interpretation of Mary's Performance
Detectability (d')	61	Elevated	Mary struggled to sustain her engagement with this computerized attention task over the entire 14 minutes. She showed difficulty with selective attention (trouble paying attention to the important information while "tuning out" distractions) and impulsivity. She had a moderately high rate of errors and random, repetitive, or anticipatory ("too soon") answers. Mary was inconsistent in her response time – sometimes fast, sometimes slow. She had 6 atypical scores on this test, which is highly associated with an attention problem.
Omissions	70	Elevated	
Commissions	54		
Perseverations	58		
Hit Response Time	67	Elevated	
Hit Response Time SD	67	Elevated	
Variability	60	Elevated	
Hit RT Block Change	62	Elevated	
Hit RT ISI Change	50		

**NEPSY, Second Edition**

Subtest	Scaled Score	Percentile	Interpretation of Mary's Performance
Naming Time	11	63	Mary named well-known objects (like circles and squares) relatively quickly, with her scores for naming speed falling in the average to high average ranges. She made many errors while working at this pace. Mary's scores for combined speed and accuracy is in the low average range. This pattern indicates some challenges balancing speed and accuracy while working. Her scores on this test were consistent with her challenges with impulse control on the CCPT-3.
Naming Combined	8	25	
Inhibition Time	12	75	
Inhibition Combined	7	16	When asked to quickly generate ideas (e.g., name as many animals as possible in 1 min), Mary thought of many ideas. Her scores are in the high average range for the structured task and in the average range on the unstructured task. Mary is likely to always have something to say or an idea to contribute.
Word Gen. Semantic	12	75	
Word Gen. Initial Letter	11	63	

**Language Development**

**Boston Naming Test**

Raw Score	Standard Score	Percentile	Interpretation of Mary's Performance
42 out of 60	101	53	Mary's single-word expressive vocabulary is in the average range. This score and her score on the WISC-V verbal subtests suggest her language skills are developing nicely.

**Memory and Learning**

**NEPSY, Second Edition**

Subtest	Scaled Score	Percentile	Interpretation of Mary's Performance
Memory for Faces	12	75	Mary's visual memory is in the high average range. She is easily able to recall faces she had seen. Mary may be best able to take in new info in visual and multisensory formats.



### California Verbal Learning Test, Children's Version

Measure	T-score	Percentile	Interpretation of Mary's Performance
List A Total Trials 1-5	48	42	Mary's learning and long-term memory scores are in the average range on this list learning task. She can learn new info through repetition as effectively as other students her age.

  

Measure	Z-score	Range	Interpretation of Mary's Performance
List A Trial 1 Free Recall	0.0		After 1 presentation of the list, Mary recalled as many words as most students her age. She also recalled as many words as her peers after 5 presentations, indicating she benefited from repetition about as much as most students her age. Mary was able to recall the info after a short (1 min) delay. She was also able to recall the info after a longer (25 min) delay. She was also able to use cues to 'spark' her memory at both time points.  Mary's scores indicate she mentally organized the info while she was learning it less efficiently than her peers. She also often repeated answers she had already given, which can be associated with attention or self-monitoring difficulties.  More so than other students her age, Mary remembered info best from the beginning and end of the list, and more readily forgot the info from the middle of the list. This suggests she may get overwhelmed by large amounts of info, and will benefit from shorter amounts of info at once.
List A Trial 5 Free Recall	0.5		
List B Free Recall	0.0		
List A Short-Delay Free	0.0		
List A SD Cued Recall	0.0		
List A Long-Delay Free	-0.5		
List A LD Cued Recall	0.0		
Semantic Clustering	-1.0	Low	
Serial Clustering	0.0		
Intrusions	0.0		
Repetitions	1.0	High	
Percent Recall: Primacy	1.0	High	
Percent Recall: Middle	-2.0	Low	
Percent Recall: Recency	1.5	High	
Correct Recognition	0.5		
Discriminability	0.5		

### Sensory Functioning and Perceptual Integration

#### Grooved Pegboard

Trial	Standard Score	Percentile	Interpretation of Mary's Performance
Dominant Hand	105	63	Mary's fine-motor speed and dexterity is in the average range for her dominant right hand and in the average range for her non-dominant left hand. She has age-appropriate fine-motor speed and dexterity.
Non-Dominant Hand	95	37	

#### Hooper Visual Organization Test

Raw Score	Standard Score	Percentile	Interpretation of Mary's Performance
26 out of 30	120	91	Mary's visual perception skills is in the superior range, consistent with her performance on some of the WISC-V nonverbal subtests (e.g., Figure Weights; Visual Puzzles). She can accurately perceive and organize what she sees.

#### Beery-Buktenica Test of Visual Motor Integration, Sixth Edition

Raw Score	Standard Score	Percentile	Interpretation of Mary's Performance
42 out of 30	108	70	Mary's visual-motor integration skills is in the upper end of the average range. She should be able to effectively complete tasks that require hand-eye coordination like drawing.

### Social Perception

#### NEPSY Developmental Neuropsychological Assessment, Second Edition

Subtest	Scaled Score	Percentile	Interpretation of Mary's Performance
Affect Recognition	11	63	Mary's ability to read nonverbal social cues like facial expressions is in the average range. She has solid social perception skills.



**Emotional and Behavioral Functioning**

**Behavior Assessment System for Children, Third Edition**

Scale	Parent T-Score	Range	Interpretation of Mary's Parents' Ratings
Hyperactivity	63	At Risk	Mary's parents reported few concerns about her emotional or behavioral functioning on this questionnaire. They reported she is typically happy, optimistic, energetic, and well-behaved. However, Mary's parents reported moderate concerns about hyperactivity and impulsivity. Their ratings indicate she has more difficulties in these areas than about 90% of girls her age. Mary's parents also reported moderate concerns about her overall development, likely secondary to her challenges with self-regulation.
Aggression	51		
Conduct Problems	42		
Anxiety	49		
Depression	50		
Somatization	44		
Atypicality	65	At Risk	
Withdrawal	51		
Attention Problems	56	At Risk	

**Multidimensional Anxiety Scale for Children, Second Edition**

Scale	T-Score	Range	Interpretation of Mary's Self-Ratings
Separation Anx/Phobias	48		On this self-report questionnaire, Mary reported a low level of overall anxiety compared to other girls her age. She reported especially low levels of separation anxiety, worrying, social stress, or physical symptoms of anxiety. Mary also reported a low level of obsessive thoughts or compulsive behavior. Mary reported a moderate tendency to try hard to please others, and moderate tendencies towards perfectionism. However, her overall scores on the MASC-2 questionnaire suggest a low level of anxiety. Mary's self-ratings are consistent with parent report on the BASC-3 of few concerns about her emotional well-being at this time.
GAD Index	40		
Social Anxiety Total	40		
Humiliation/Rejection	40		
Performance Fears	40		
Obsessions/Compulsions	40		
Physical Symptoms Total	43		
Panic	45		
Tense/Restless	42		
Harm Avoidance	62	Mod. High	
MASC-2 Total	40		

**Child Depression Inventory, Second Edition**

Scale	T-Score	Range	Interpretation of Mary's Self-Ratings
Emotional Problems	45		Mary reported few concerns on this questionnaire. Her ratings indicate her mood and self-esteem are usually positive. Mary also reported an optimistic outlook and confidence in her ability to handle the everyday problems she faces. Mary also reported strong relationships with others. These ratings are consistent with parent report of few concerns about Mary's mood and emotional well-being.
Negative Mood	46		
Negative Self-Esteem	44	<i>All Scores in Average Range</i>	
Functional Problems	43		
Ineffectiveness	44		
Interpersonal Probs	42		
Total CDI-2 Score	44		

**Educational Testing**

**Wide Range Achievement Test, Fifth Edition**

Subtest	Standard Score	Percentile	Interpretation of Mary's Performance
Word Reading	116	86	Mary's ability to read single words is in the high average range and at the fourth grade level (Grade Equivalent = 4.3).
Math Computation	96	39	Mary's ability to solve untimed math problems is in the average range and at about the second grade level (GE = 2.2).
Spelling	96	39	Mary's ability to spell single words is in the average range and at about the second grade level (Grade Equivalent = 2.2).
Sentence Comprehension	105	63	Mary's ability to comprehend sentences is average and at about the third grade level (Grade Equivalent = 3.2).