

CONFIDENTIAL NEUROPSYCHOLOGICAL EVALUATION

Child's Name: Jared Smith (Not His Real Name)

Grade/School: 4; Local Elementary School

SUMMARY AND IMPRESSIONS

Jared Smith is a 9 year-old white boy who is in the fourth grade. He is a socially oriented student who craves strong connections with others. He has a lively, energetic, and creative personality. However, Jared is experiencing concerning emotional distress. He is also engaging in unsafe behavior at home and at school. This is placing him, his classmates, and the adults who care about him at risk. Jared's teachers have tried behavior plans and his parents have had many heart-to-heart discussions with him. These have not yet been effective in increasing safety or reducing Jared's distress.

Jared's parents sought this evaluation to better understand his difficulties. They also want to develop more effective ways to support him. Jared's school staff are in full support of this evaluation. His current and past year's teacher provided invaluable insights and perspective. His current speech and occupational therapists also gave helpful input.

Evaluation Questions

During our initial meeting, Jared's parents and I developed the following questions to guide this evaluation:

1. What is Jared like at his best?
2. Why Jared is under stress so often?
3. What are the barriers to Jared showing his strengths more often?
4. How can we improve Jared's quality of life at home and at school?

The diagnoses Jared meets criteria for are listed below. My answers to the questions that guided this evaluation follow.

Diagnoses

- ICD 10 Code F39: Unspecified Mood Disorder, with features of mania, depression, and obsessive thinking
- ICD 10 Code 90.2: Attention-Deficit/Hyperactivity Disorder (ADHD), Combined Presentation

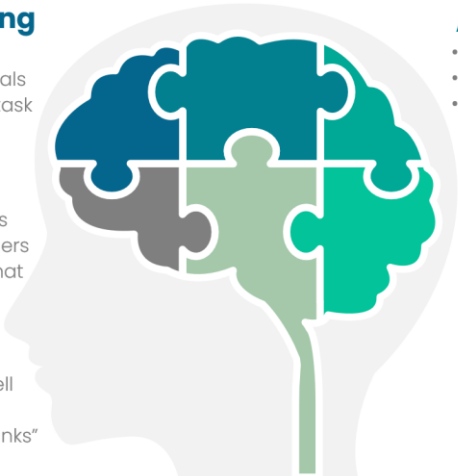
What is Jared like at his best?

When Jared is at his best, he impresses everyone as an enthusiastic leader. He is outgoing, energetic, and active. Jared is always building something, trying a new activity, or tackling a new challenge. He loves being in charge and making decisions. He strikes others as brave, quick to jump in, and not afraid to stand up for himself. Peers are drawn to his sense of humor, spontaneous nature, and exciting ideas for play. Jared is also creative and has a sensitive side. He likes to do science experiments at home and share magic tricks he has learned. He cares about saving endangered animals and raises funds for this cherished cause.

Jared is most motivated by opportunities for fun, connection, and control. He loves to spend time with people. He values new people, new experiences, and new sensations. He likes to express his opinions and to have choices in what he does and how he does it. He prefers an active problem-solving approach. He rarely moving away from sources of frustration or disappointment. Jared craves feeling safe and is always on the lookout for ways to defend himself. Feeling in control of situations helps him feel powerful.

Jared has many problem-solving strengths he can access when he feels balanced. He has solid visual thinking skills and a good visual memory. He can easily take in and remember information he sees in a picture or graphic. Jared also has good hands-on thinking skills. He can build, draw, design, and use other active methods to solve problems. His strong fine-motor dexterity and visual-perceptual skills support his active learning style. Jared can easily visualize concepts, grasp patterns, and reason about quantities and sequences. These strengths fit with his interest in math. Jared is achieving at grade level in math despite the many stresses of the last few years. Jared's thinking skills are also described in the graphic on the next page.

Jared's Thinking and Problem-Solving Skills



Attention & Planning

- Jared needs help focusing
- He does best with clear goals
- Moving helps him stay on task

Academic Skills

- He is making nice progress in math
- Reading and writing are harder
- He likes writing about tigers

Language

- He has trouble expressing ideas
- He struggles to understand others
- Extra time helps him think of what to say

Visual Thinking

- Jared is a strong visual learner
- He easily visualizes concepts
- Pictures help him take in info

Memory

- Jared remembers visuals well
- Stories and lists are harder
- He does best with short "chunks"

Motor Skills

- Jared's motor skills are strong
- He's great at hands-on tasks
- He loves drawing to share ideas

Why is Jared under stress so often?

Jared craves positive connections and chances to learn, play, and try new things. However, he is struggling with factors that limit his ability to reach his goals. These factors are: (1) a highly irritable mood, (2) trouble staying focused and controlling his impulses, and (3) subtle language weaknesses. These challenges each contribute to Jared's emotional distress and his distressing behaviors. These factors also interact with each other, further reducing Jared's opportunities to thrive. Each of these three factors is discussed in more detail below.

First, Jared is experiencing extreme and distressing mood states nearly every day. He has powerful emotions that overwhelm him. His emotions also contribute to behavior problems and failures of self-control. Compared to other children his age, Jared feels more positive *and* more negative moods. He is more sensitive to his environment. He has more contamination worries, including a strong fear of germs. His self-esteem fluctuates between very low and overly high. Jared also struggles to feel safe, and often thinks he needs to defend himself from others who want to harm him.

These challenges meet criteria for a **Mood Disorder**. Because of Jared's young age, the exact mood disorder he is experiencing is not fully clear. He shows features of depression, manic activation, and obsessive fears. However, we know much less about the nature of mood disorders in children than we do in adults. As Jared grows older, we will find out more about the specific nature of his mood disorder. Until then, we will need to keep a careful eye on Jared's emotional well-being so we can better understand his needs.

Jared has a biological vulnerability to experiencing more intense emotions than other children. However, psychosocial factors and environmental variables can contribute to the impact. He will need the most support when situations are:

- **Emotionally charged**, such as if things do not go how he expected or when the adults around him are stressed,
- **Challenging, ambiguous, or complex**, such as if he is having trouble with a peer, and
- **Unstructured**, such as when he is not sure of the exact routine.

Second, Jared is struggling with his attention, activity level, and impulse control. He finds it hard to sit still even when the situation calls for it. He has trouble focusing on tasks even when he wants to, especially if the tasks involve a lot of 'wait time. Jared often acts before thinking. He has a hard time keeping track of ideas, tasks, and possessions. He also benefits from help finding a consistent pace for working through tasks. Jared may struggle more with these challenges when he is distressed. However, he shows clear symptoms of **Attention-Deficit/Hyperactivity Disorder (ADHD)** even when in an upbeat mood. His symptoms affect him at home and at school.

Third, Jared's verbal thinking and language skills are less well-developed than his other skills. Jared requires support understanding others and expressing his ideas. His vocabulary needs enrichment. He is more successful using active and visual strategies than words to solve problems. He is also more skilled at recalling pictures than he is at remembering lists or stories. Jared's language profile fits with his academic achievement. He is showing less rapid progress in reading and writing than he is in math. Jared's scores on tests of these language-based skills were all in the low average range. While these scores do not support clear impairment, his language skills are vulnerable. He will be less able to rely on these skills, especially when he is stressed, tired, upset, or uncomfortable.

What are the major barriers to Jared showing his strengths more often?

Because his profile is complex, Jared has a very high need for support at home and at school. His parents and teachers are exceptionally concerned about his safety and well-being. Jared's complex and intertwined challenges make it hard to know how to best support him. This is stressful for everyone and adds to the atmosphere of confusion and concern. Over time, these cycles of stress have become fixed patterns. These patterns are the barriers we need to break through so Jared can show his strengths more often.

Jared's parents described one such pattern. They shared that they find themselves at odds with Jared and with each other as they try to help him succeed. Like many parents of distressed and distressing children, they feel polarized and paralyzed. When they focus on his strengths, Jared's needs are overlooked. He feels loved and connected when his family encourage his autonomy in this way. But he does not have enough structure and scaffolding to reach his goals. When his parents focus on his concerning behavior, the home environment feels punitive. Worse, Jared becomes reactive, rather than calmer and more comfortable. His behaviors escalate and feel further out of his control. He feels increasingly sad, angry, and misunderstood. Over time, Jared's feelings of genuine remorse shrivel into feelings of resentment. The traits that make him magnetic when he is calm become inflexible and painful.

A similar pattern plays out at school. In their efforts to keep Jared and his classmates safe, his staff have tried many behavior plans and creative approaches to discipline. These approaches included restorative justice, collaborative problem-solving, and token economies. Yet Jared is still having a hard time respectfully learning from and with others at school. His teachers are worried about his future. They are also unsure how to help grow the strong coping skills he needs to manage his powerful emotions. Jared's teachers said they feel he is sensitive to this uncertainty. This may unfortunately make him feel less safe and less in control in the classroom. In turn, he may feel more need to defend himself or try to wrest control from others. Jared's team are eager to break through this barrier so he feels safe enough to flexibly show his strengths.

A final barrier is that Jared has few coping skills for managing his powerful emotions. He can identify some of the situational factors that increase his emotional reactivity. He can also name a few ways that people or his environment can help him relax. However, he does not have a wide range of tools to help him cope with stress and distress. Jared's executive functioning and language weaknesses may add complexity here. Jared's ADHD likely makes it hard for him to reign in strong feelings and organize his behavior when upset. Many students with ADHD are attuned to cues of possible rejection, which could add to Jared's distress. Children also use language to label their emotions and "talk themselves through" difficult tasks. This means Jared's language profile might affect his ability to cope with his feelings. His self-regulation will improve as he gets support for his ADHD and language needs.

How can we improve Jared's quality of life at home and at school?

Jared needs a comprehensive intervention plan that focuses on increasing his emotional resiliency. An optimal intervention plan for Jared will include these components:

- Ensuring Jared's safety through a high level of support and supervision
- Considering pharmacological treatment options
- Parent management therapy that supports his parents in breaking cycles at home that create barriers for Jared
- Cognitive-behavioral therapy focused on reducing Jared's distressed mood and building his coping skills
- School-based support helps Jared reach his goals in learning and relating to others
- Continued direct services supporting his language and executive functioning needs
- Healthy sleep patterns so that Jared gets the chance to rest and recharge emotionally before each new day

Supporting Jared's vulnerable skills, while nurturing his many strengths, will provide him with the best opportunity to fulfill his considerable potential. I also respectfully offer the following specific recommendations.

SPECIFIC RECOMMENDATIONS

Medical

1. Jared's family are encouraged to share the results of this evaluation with his pediatrician. At Jared's pediatrician's discretion, it may be helpful to consider if an untreated medical concerns (e.g., a sleep disorder) could be contributing to his current challenges.
2. Given his current level of distress and his high safety risk, I strongly encourage Jared's parents to discuss treatment options for his mood disorder and ADHD with his pediatrician or a child psychiatrist.
3. Continued regular exercise, good nutrition, and good sleep habits are also recommended, as research has shown that these lifestyle factors support the development of emotional regulation and coping skills.

Therapeutic Services

4. Jared's participation in individual therapy is essential. He will especially benefit from therapy that helps him develop his coping skills, self-regulation, and social processing skills, within the framework of understanding a child who is struggling with a mood disorder that overwhelms his capacities at times. If Jared's obsessional worries or compulsive behaviors impact his ability to meet his goals or limit other important life activities, cognitive-behavioral approaches directly targeting his obsessions and compulsions would be recommended.
5. Jared's parents will find therapy that supports their ability to parent a child with a mood disorder very helpful and supportive. This therapy will help them develop a collaborative, nurturing, and mutually nourishing way to respond to Jared's distressing behaviors will reducing his distress.
6. Jared will also benefit from ongoing speech-language therapy addressing his language weaknesses. He may especially benefit from focus on his vocabulary level and his ability to express himself when he feels overwhelmed. He may also find support with pragmatic language and accurately interpreting nonverbal social signals to be very useful. I also support his continued involvement in occupational therapy to develop self-regulation skills.

Educational

7. Given his mood disorder, ADHD, and safety risks, I fully support Jared's school staff in considering his need for increased support in the school setting. Jared is an emotionally fragile student with clear emotional, behavioral, and language needs. It is my understanding that his school staff considering his eligibility for an Individualized Education Program (IEP) under the category of Emotional/Behavior Disorder, which sounds entirely appropriate for his needs. My evaluation suggests that educational **services** Jared will benefit from include therapeutic support, behavior specialist support, social skills group support, and speech-language services. My evaluation also highlighted a concern in writing, and his school staff will want to further explore whether he needs specialized educational instruction in this subject.
8. The most important educational factor for Jared's well-being will be a high level of structure and consistency in the school setting. School staff are already aware that Jared's ability to participate in his education fluctuates dramatically in ways that are difficult to predict. This creates inconsistency in his ability to show his strengths in the areas of thinking, attending, behavior, social functioning, and overall well-being. A high level of structure, consistency, and monitoring will provide him with additional balance when he is feeling dysregulated or stressed.
9. Jared is likely to benefit from school-based **accommodations** that support everyday executive functioning, either in the classroom or during online learning. Jared is likely to especially benefit from:
 - Short, project-based assignments
 - Repetition of important information and references to refer back to (e.g. copies of directions)
 - Preferential seating away from distractions and noises
 - Frequent opportunities for movement to help him self-regulate
 - Consistent cueing to 'get ready' to pay attention and to learn new material

- Prompting and rewards for double-checking his work
 - Strategies that help him slow down (e.g., keeping the next item covered until he has finished the first item)
 - Help breaking abstract thinking tasks down into steps
 - Encouragement to persist with difficult tasks
 - Ample opportunities to learn with and from other children, with some adult support during these interactions
10. Given Jared's unique pattern of cognitive strengths and weaknesses, tasks are likely to bring out his best if they are:
- Multisensory (e.g., incorporate visual and hands-on components as he is a nonverbal learner)
 - Novel rather than routine if the goal is to engage his interest
 - Routine or familiar rather than novel if the goal is to elicit his 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 him actively engaged and on-task by allowing him to respond frequently, such as choral responding
 - Provide him with reminders to double-check his work after he has put his ideas on paper
 - Provide him with plenty of opportunity for one-on-one instruction with an adult who appreciates his many strengths and is a flexible thinker who can adapt to his changing needs in real time

Home and Community

11. Jared will benefit from continued involvement in structured extra-curricular activities, to the fullest extent that is currently safely possible. These activities will allow him to strengthen his leadership skills and continue build trust and self-esteem. Activities that involve carefully controlled motor movements, such as martial arts, may support his self-regulation. Involvement in activities where Jared receives adult mentorship may also be very beneficial for him.

Resources

12. The books *Parenting a Child Who Has Intense Emotions: Dialectical Behavior Therapy Skills to Help Your Child Regulation Emotional Outbursts and Aggressive Behaviors* by Pat Harvey and Jeanine Penzo and *Raising Human Beings* by Ross Greene will both be helpful resources.
13. Jared's parents may wish to seek out support designed for parents of children with mood disorders. A good starting point is the Balanced Mind Parent Network of the Depression and Bipolar Support Alliance (www.bpchildren.org).

Follow-Up

14. Follow-up evaluation every 1-2 years is recommended to monitor Jared's emotional well-being and to assist with refining treatment goals as necessary. In particular, since mood disorders in children are less predictable than they are in adults, clinicians should be willing to revisit and reconsider Jared's diagnostic picture as he matures.

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



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Board Certified Pediatric and Clinical Neuropsychologist

RELEVANT CURRENT INFORMATION

Family Living Situation: Jared lives with his parents, Laverne and George Smith, his two younger siblings (twins, age 3), and the twins' live-in nanny. Ms. Smith worked for many years as an artist and is currently a stay-at-home mother. Mr. Smith is a corporate vice-president. He described his job as "very demanding, resulting in me being away from home a lot." Mr. and Ms. Smith reported that the COVID pandemic has also been stressful for the family. However, the primary source of family tension is Jared's behavior. Mr. and Ms. Smith often find themselves at odds in how they understand and respond to Jared's challenges.

Parent Perspectives: While parents often view their child from unique perspectives, Jared's mother and father view him from exceptionally different angles. Ms. Smith views Jared through an optimistic and hopeful lens. While she sees his distress, she helps the family focus on seeing Jared's best qualities underneath the distress. Meanwhile, Mr. Smith is cautious and concerned. He helps the family focus on finding ways to respond to Jared's distressing and unsafe behaviors. We agreed together that Jared's father's view gives us a good picture of his challenges. As a counterpoint, Jared's mother's view provides perspective on his strengths.

Challenges: Jared struggles with managing his thoughts, feelings, and behaviors when he is under stress. His father reported that when Jared is distressed, he experiences:

- **Irritability:** Jared has a fragile mood, is easily frustrated, and feels misunderstood
- **Impulsivity:** He can take jokes or excitement too far and often acts before thinking
- **Rigidity:** Jared craves control, and can be demanding with others
- **Sad and Angry Moods:** Jared seems unhappy often and has fluctuating self-esteem
- **Unsafe behavior:** Jared engages in outbursts and aggressive behavior when upset

Strengths: When Jared is calm and comfortable, many of his challenges become strengths. Traits that are helpful in some situations and harmful than others are called **intensifiers**. His mother reported that when Jared is at his best, his intensifiers help him show these strengths:

- **Sensitivity:** Jared has deep emotions, is attuned what others think and feel, and "wears his heart on his sleeve"
- **Spontaneity:** Jared is drawn to novelty, is often the first to jump into a new activity, and loves being funny
- **Decisive:** Jared has high standards, likes to make decisions, and tackles challenges
- **Connection:** Jared wants to be proud of himself and wants others to be proud of him
- **Bravery:** Jared is resilient, willing to defend himself, and not easily swayed by peers

Situational Factors: Jared's parents identified the following situational factors that affect Jared's behavior:

- **Seasonal:** Jared has more distress and distressing behavior during the fall and winter
- **Environmental:** Jared is more successful with a high level of structure in his day
- **Physical:** Lack of sleep contributes to Jared's challenges with self-regulation
- **Family Stress:** Jared's parents reported he struggles more when they are stressed
- **Teacher Characteristics:** Jared thrives when adults balance warmth with limits

Interests: Jared loves tigers. His parents reported he believes he has been "chosen" to save the world's tigers from extinction. This has resulted in some behavior problems, such as stealing class money for his fundraising efforts. Jared also enjoys:



Skiing



Soccer



Games & Magic



Music/DJ



Creative Play
(making potions)

RELEVANT DEVELOPMENTAL BACKGROUND

- Developmental History:** Jared was born full-term after a normal pregnancy. He was a happy and healthy baby. He met his motor milestones early. He was late in meeting his language milestones. He did not begin using single words until he was 2 ½. His parents said he was a “very expressive” toddler who made himself understood through gestures, expressions, and noises instead. When he was 5, Jared’s preschool teacher held a conference with his parents to discuss sensory seeking behavior. When Jared’s parents realized they saw much of the same behavior at home he was referred for further evaluation and treatment.
- Treatment History:** In 20XX, at age 5, Jared participated in an evaluation at Little Tykes Agency. The evaluation found delays in speech and language, self-care skills, fine-motor skills, and self-regulation. Jared began weekly speech-language therapy and occupational therapy following that evaluation. He continues to participate in these services at Little Tykes. His speech-language therapist reported she is focusing on articulation. His occupational therapist is focusing on being safe with his body and using sensory tools when he becomes overwhelmed.
- Medical History:** Jared’s medical history is notable for sleep difficulties, including problems falling asleep and staying asleep. He also shows early morning awakening. Sleep difficulties improved slightly but did not resolve following a tonsil- and adenoidectomy at age 6. There is no other relevant medical history. Jared’s hearing and vision are normal. He does not take any medications. Extended family medical history includes cardiac problems, type 2 diabetes, osteopenia, and neurofibromatosis type 1. Psychiatric history includes ADHD, mood disorders, and dyslexia.
- Well-Being:** During an interview, Jared’s parents were asked about these well-being factors:
- **Exercise:** Jared is very active and participates in many sports with his family and friends
 - **Play:** Jared loves rough-and-tumble play, creative play, and arts/games activities
 - **Nature/outdoor time:** Jared gets to spend lots of time outdoors
 - **Meaning:** Jared’s family reported they feel very supported by their spiritual community
 - **Social Support:** Jared’s parents said they wish they had more social support
 - **Mentoring:** Jared had a Big Brother 2 years ago but does not currently have a mentor
 - **Mind-body activities:** Jared has been learning some mindfulness skills in OT
- School History:** Jared’s teachers enjoy his creativity and enthusiasm. They are eager to help him channel these traits into positive behavior. Yet, Jared’s school staff are concerned about his behavioral self-control, his emotional well-being, his attention skills, and his activity level and impulse control. Jared plays imaginatively with many peers. Classmates are drawn to his big personality and his leadership skills. However, Jared is often unsafe with his words and body. Peers are starting to shy away from him because of these unsafe behaviors. Jared does not yet receive formal behavioral or emotional support in the school setting.
- Discipline Record:** A review of Jared’s disciplinary records at school over the past two years show that in the average month, Jared engages in:
- 2 reactive aggressive acts, such as hitting a child who he feels hurt him
 - 1 proactive aggressive act, such as taking possessions that do not belong to him
 - 3 uses of offensive language, including serious offenses such as racial epithets
 - 2 impulsive acts that result in a peer getting hurt, such as tripping a child during a race
 - 2 episodes of combative behavior towards teachers including physical aggression
- Academics:** Academically, Jared is making good progress in math, which is his favorite subject. His grade in math this year is a 3 (“meets expectations”). He is less fond of reading and writing, where he has grades of 2 (“partially meets expectations”). He has never received academic support.

SCHOOL OBSERVATION ON XX/XX/2022

Setting: I observed Jared during two academic periods (Writing Workshop 20 minutes; Social Studies 30 minutes) and a 15-minute recess. His teacher said it was a “typical day” for him.

Strengths:

- Contributed strong and exciting ideas to group discussion during Social Studies
- Participated readily in group activities
- Responded well to redirection back to task from teacher during Writing Workshop
- Lots of active, enthusiastic, and energetic play during recess
- Able to participate in imaginary play at recess

Challenges:

- Had trouble sustaining attention during Writers’ Workshop
- Often interrupted other students during group discussion in Social Studies
- Got too excited and “silly” during group discussion
- Took jokes too far (continued making a funny noise even if peers asked him to stop)
- Quick to become frustrated and move towards source of his frustration

BEHAVIOR OBSERVATIONS

Mood & Affect: Jared worked with me on two separate days. He was initially enthusiastic about meeting me. As I asked to do more tasks he considered “work”, his mood became erratic and often irritable. He had an exaggerated affect, with emphatic facial expressions and gestures.

Engagement: On both days, Jared struggled with cooperation. He needed a lot of prompting, structure, and encouragement. I found rewards, negotiations, mild social punishers (e.g., stern voice), and ignoring non-preferred behavior were not useful in increasing Jared’s engagement. He responded well to bids for connection, social rewards (e.g., smiles; gentle high 5s), increased choice in how he completed a task, and opportunities for play or movement breaks. He especially loved talking, playing cards, and drawing with me. I realized that matching Jared’s excitement often dysregulated him. He became calmer and more self-controlled when I slowed my rate of speech and movement and used a soft tone of voice.

Speech & Language Jared spoke at a very rapid pace and had mild difficulties with the /th/ sound He needed some support understanding test instructions and my casual comments. He had some difficulty expressing his ideas in words, but he used so many gestures, facial expressions, and other nonverbal cues that I could easily tell what he meant.

Social Presentation: Jared was very socially motivated. Yet, he tended to talk over me and ignore my ideas for play. During breaks, Jared enjoyed talking about card games, magic, videogames, and Legos. He enjoyed writing about his special interest (tigers), but did not seem interested in talking to me about this interest, preferring other topics instead. He responded well to humor and playfulness. At times, he made grandiose statements that did not appear accurate (e.g., he said he recently spent \$10,000 at the Lego Store).

Attention & Movement: Jared had trouble with attention and impulse control during testing. I felt he benefited from the reduced-distraction environment and movement breaks. Jared was highly active, often standing and moving about. At times he was so active he appeared physically agitated or pressured. His handwriting and drawing skills were good.

Validity of Test Results: While I appreciated his energy and enthusiasm for play, I believe Jared’s challenges with self-regulation affected his performance on tests. That means the results may underestimate his true abilities. However, as he has similar difficulties in other settings, I believe the results are accurate estimates of where he is currently comfortable functioning.

TEST RESULTS AND INTERPRETATIONS

Cognitive Functioning

Wechsler Intelligence Scale for Children, Fifth Edition

Index	Standard Score	Percentile	Interpretation of Jared’s Performance
Verbal Comprehension	85	16	Jared’s verbal problem-solving skills are in the low average range. He will benefit from extra time and support when he thinks and solves problems using words.
Visual Spatial	108	70	Jared’s visual-spatial skills are in the average range for his age. These skills will help Jared design, draw, build, and navigate his environment.
Fluid Reasoning	102	55	Jared’s abstract nonverbal reasoning skills are in the average range. Jared can keep pace with peers when asked to think about patterns, sequences, and quantities.
Working Memory	91	27	While Jared’s short-term memory for verbal and visual info is in the average range, he may benefit smaller chunks and more repetitions of important information.
Processing Speed	92	30	Jared’s processing speed is also at the low end of the average range. Jared is likely to appreciate additional time to complete tasks.
Full Scale IQ	88	21	Jared’s overall cognitive development is within the broad average range for his age. He is likely to be especially drawn towards hands on and visual activities.
General Abilities Index	95	37	This score can be used instead of the Full Scale IQ score. Jared’s General Abilities Index is in the average range. He can keep pace with his peers on many types of tasks.

Executive Functioning

Rey-Osterrieth Complex Figure Drawing Test

Task	Standard Score	Percentile	Interpretation of Jared’s Performance
Copy	103	58	While Jared’s score fell within the average range, qualitative observation of his drawing shows organizational and planning weaknesses that may affect his ability to complete complex, multistep tasks.

Conners’ Continuous Performance Test, Third Edition

Measure	T-Score	Range	Interpretation of Jared’s Performance
Detectability (d’)	45	Average	Jared was able to focus this computerized attention task over the entire 14 minutes. He showed average ability to pay attention to the important info while “tuning out” distractions. He not overly impulsive. However, he was inconsistent in his response time – sometimes fast, sometimes slow. Jared also had more difficulty controlling his responses when the task involved more “wait time.” he had 5 elevated scores on this test. This is associated with a high risk of an attention problem.
Omissions	42	Average	
Commissions	42	Average	
Perseverations	46	Average	
Hit Response Time	61	Elevated	
Hit Response SD	63	Elevated	
Variability	69	Elevated	
Hit RT Block Change	79	Very Elevated	
Hit RT ISI Change	66	Elevated	

Behavior Rating Inventory of Executive Function, Second Edition (Parent Rating Scale)

Scale	Mother	Father	Interpretation of Parent Ratings
Inhibit	61	87	Jared’s mother reported that when he is calm and comfortable , she perceives him as having good executive functioning. Her ratings show she sees him as able to plan, organize, get started on tasks, and switch between tasks as well as others his age. She also sees him as having age-appropriate self-control and emotional control. When Jared is under stress , his father sees him as having a wide range of difficulties with self-control. Jared’s father noted particular concerns with impulse control, emotional control, short-term memory, and planning/organization.
Self-Monitor	53	78	
Shift	49	72	
Emotional Control	48	80	
Initiate	50	71	
Working Memory	52	85	
Plan/Organize	50	80	
Task Monitor	44	73	
Org. of Materials	50	73	
DSM-5 ADHD Form	Mother	Father	Interpretation of DSM-5 Symptoms Endorsed
DSM-5 Inattentive Symptoms	0	6	Jared’s mother does not perceive him to experience any symptoms of ADHD when he is calm and comfortable. When Jared is distressed, his father sees him as showing many symptoms consistent with a diagnosis of ADHD.
DSM-5 Hyperactive/Impulsive Symptoms	0	7	

Note: While it is common for parents to rate their child’s behavior differently, Jared’s parents see him from very different perspectives. We discussed this during this assessment and agreed that Jared’s mother’s ratings may provide insight into Jared “at his best”, while his father’s ratings may best show how much Jared struggles when he is “under stress.”

Behavior Rating Inventory of Executive Function, Second Edition (Teacher Rating Scale)

Scale	Current Teacher	Past Teacher	Interpretation of Teacher Ratings
Inhibit	72	72	Jared’s current teacher and his teacher from last year rated executive functioning skills in their classrooms. Both teachers rated him as struggling to show these important learning and self-control skills. His teachers identified challenges with impulse control, monitoring his behavior, and controlling strong emotions. They also reported that Jared had trouble getting started on tasks, keeping info in his short-term memory, planning, organizing, and tracking his progress through tasks. These ratings show areas where Jared will benefit from support in the school setting.
Self-Monitor	74	70	
Shift	60	59	
Emotional Control	79	82	
Initiate	69	68	
Working Memory	75	70	
Plan/Organize	65	68	
Task Monitor	64	65	
Org. of Materials	61	65	
DSM-5 ADHD Form	Current Teacher	Past Teacher	Interpretation of DSM-5 Symptoms Endorsed
DSM-5 Inattentive Symptoms	7	7	Jared’s teachers both rated him as showing many symptoms of ADHD in their classrooms. They both rated him as frequently struggling with 7 inattentive symptoms and 7 hyperactive-impulsive symptoms of ADHD.
DSM-5 Hyperactive/Impulsive Symptoms	7	7	

Language Development

Clinical Evaluation of Language Fundamentals, Fifth Edition

Index	Standard Score	Percentile	Interpretation of Jared’s Performance
Receptive Language	88	21	Jared’s ability to understand complex spoken language is in the low average range for his age. He will benefit from repetition and simpler rephrasing of complex statements.
Expressive Language	87	19	Jared’s ability to correctly and concisely explain his ideas using words is also in the low average range. Attentive listening will help adults understand what he means.
Core Language	87	19	Jared’s overall language development is in the low average range. He must work harder than other students his age to understand others and to express his ideas.

Memory and Learning

Child and Adolescent Memory Profile

Composites	Standard Score	Percentile	Interpretation of Jared's Performance
Verbal Memory	85	16	Jared has low average memory for verbal info like a list or a story. He is likely to remember verbal material best if it is provided in smaller pieces and repeated several times
Visual Memory	108	70	Jared has a solid memory for visual info like a picture or map. He may be most successful at remembering new ideas if they are presented to him in visual form.
Total Memory	102	55	While Jared's overall memory is in the average range for his age, he shows stronger skills when asked to recall visual info. This is consistent with his overall profile of solid visual skills.

Pediatric Performance Validity Test

Task	Raw Score	Range	Interpretation of Jared's Performance
Animals	25/25	Pass	Jared's scores suggest he provided adequate effort during testing, which increases our confidence in his test results.
Silhouettes	24/25	Pass	

Sensory Functioning/Perceptual Integration

Grooved Pegboard

Trial	Standard Score	Percentile	Interpretation of Jared's Performance
Dominant Hand	115	84	Jared's fine-motor speed and dexterity are in the high average range for his right and left hands. He has strong fine-motor speed and dexterity, which will support his ability to complete hands-on tasks.
Non-Dominant Hand	112	79	

Identi-Fi Test of Visual Organization and Recognition

Index	Standard Score	Percentile	Interpretation of Jared's Performance
Visual Organization	111	77	Jared's visual organization skills are in the high average range. He easily understands part-whole relationships and can accurately perceive and organize what he sees.

Social Perception

NEPSY, Second Edition

Subtest	Scaled Score	Percentile	Interpretation of Jared's Performance
Affect Recognition	6	9	Jared's ability to read nonverbal social cues like facial expressions is in the low average range. He may struggle with social perception skills in his everyday life.

Social Language

CELF-5 Metalinguistics

Index	Standard Score	Percentile	Interpretation of Jared's Performance
Metalinguistic	91	27	Jared has broadly average ability to understand and use social language like metaphors and figures of speech. This score is generally consistent with his overall language skill.

Social Responsiveness Scale, Second Edition (Parent Form)

Scale	Mother	Father	Interpretation of Parent Ratings
Awareness	44	48	Jared's mother reported that when Jared is calm and comfortable, she sees him as having few social concerns. Jared's father also reported few concerns about Jared's social responsiveness skills, even when he is under stress. However, Jared's father rated him as using routines and repetitive behaviors to self-soothe when he is distressed.
Cognitive	49	50	
Communication	50	58	
Motivation	41	43	
Repetitive/Restricted	52	70	
SRS-2 Total Score	48	66	

Note: Please see note under parent BRIEF-2 ratings table.

Social Responsiveness Scale, Second Edition (Teacher Form)

Scale	Current Teacher	Past Teacher	Interpretation of Teacher Ratings
Awareness	58	50	Jared's teachers rated him average in his understanding of social conventions and social problem-solving skills. They rated him as very socially motivated. Mild troubles with social communication were noted, consistent with Jared's relative weakness in overall communication. Both teachers agreed that he finds routine comforting.
Cognitive	51	49	
Communication	59	60	
Motivation	44	41	
Repetitive/Restricted	72	68	
SRS-2 Total Score	63	62	

Autism Diagnostic Observation Schedule, Second Edition

Interpretation of Jared's Social Behavior

During this interactive, semi-structured observation, Jared made strong eye contact and used many dynamic gestures and expressions. He was eager to share information about himself and was able to describe emotions in himself and others. During play tasks, Jared was showed me his bold creativity and strong capacity for imaginative play. He sometimes struggled with reciprocal give-and-take communication because he was so eager to share his ideas. He also did not always show an interest in my thoughts and feelings. However, he enthusiastically shared joint attention and joint emotions such as enjoyment. During this interaction, he was also able to maintain our social connection when the situation did not conform exactly to his expectations. He was also flexible when plans changed or tasks needed to end, and showed a wide repertoire of interests. Jared's overall score of 2 was well below the 'cut off' score on this test, which suggests a low likelihood of an autism spectrum disorder.

Emotional and Behavioral Functioning

Behavior Assessment System for Children, Third Edition (Parent Report)

Clinical Scale	Mother	Father	Interpretation of Parent Ratings
Hyperactivity	46	79	Jared's mother rated him as having no major social, emotional, or behavioral difficulties when he is calm and comfortable . This is consistent with her broad pattern of ratings, where she identified few concerns for Jared when he is at his best. Jared's father rated him as having many more difficulties when he is under stress, however. He reported that when Jared is distressed, he perceives Jared as struggling with hyperactivity, impulse control, and attention. He also reported high levels of depression, angry moods, and aggressive or rule-breaking behavior.
Aggression	56	87	
Conduct Problems	46	84	
Anxiety	46	53	
Depression	48	70	
Somatization	44	43	
Atypicality	38	58	
Withdrawal	49	51	
Attention Problems	44	65	
Content Scale	Mother	Father	Interpretation of Parent Ratings
Autism Probability	40	47	On this standardized rating scale, neither of Jared's parents reported many behaviors consistent with a primary diagnosis of an autism spectrum disorder.

Note: Please see note under parent BRIEF-2 ratings table.

Behavior Assessment System for Children, Third Edition (Teacher Report)

Clinical Scale	Current Teacher	Past Teacher	Interpretation of Teacher Ratings
Hyperactivity	72	67	Jared’s current teacher and his teacher from last year both reported some emotional and behavioral concerns in their classrooms. Both teachers rated Jared as struggling more than most students his age with his activity level, impulse control, and attention. Both teachers also reported that Jared experienced more sad and angry moods than most students. Jared’s teacher last year also rated him as more anxious than his classmates. Both of Jared’s teachers rated him as easily frustrated and prone to expressing this frustration through aggressive or rule-breaking behavior.
Aggression	80	78	
Conduct Problems	65	69	
Anxiety	58	68	
Depression	72	70	
Somatization	59	51	
Atypicality	53	54	
Withdrawal	49	50	
Attention Problems	68	75	
Content Scale	Current Teacher	Past Teacher	Interpretation of Teacher Ratings
Autism Probability	47	52	Neither of Jared’s teachers reported many behaviors consistent with a primary diagnosis of an autism spectrum disorder on the ratings scales they completed.

Revised Children’s Manifest Anxiety Scale, Second Edition

Scale	T-Score	Range	Interpretation of Jared’s Self-Ratings
Physiological Anxiety	51	Average	Jared reported few concerns related to anxiety on this self-report questionnaire. He did not endorse problems with worrying, social anxiety, or trouble concentrating when anxious. He also did not endorse many physical feelings associated with tension and stress.
Worry	41	Average	
Social/Concentration	41	Average	
Defensiveness	41	Average	
Total Anxiety	43	Average	

Child Depression Inventory, Second Edition

Scale	T-Score	Range	Interpretation of Jared’s Self-Ratings
Emotional Problems	63	Elevated	In contrast to his self-report on the RCMAS, Jared reported significant concerns about his emotional well-being on the CDI-2. He reported his mood is almost always negative or distressed. His self-esteem fluctuates between very high and very low. Jared said he has fraught relationships with others, including getting into frequent arguments. These scores raise considerable concern of a mood disorder or prominent emotional problem.
Negative Mood	64	Elevated	
Self-Esteem	61	Elevated	
Functional Problems	67	Elevated	
Ineffectiveness	65	Elevated	
Interpersonal Problems	72	Very Elevated	
Total CDI-2 Score	68	Elevated	

Children’s Measure of Obsessive-Compulsive Symptoms

Scale	T-Score	Range	Interpretation of Jared’s Self-Ratings
Contamination	70	Very Elevated	On this self-report questionnaire, Jared rated himself as experiencing many intrusive thoughts related to contamination. For example, he endorsed items showing that he worries about germs, illness, sticky things, and bodily fluids. While he was completing this questionnaire, Jared made frequent gagging noises and said these questions were “disgusting.” However, Jared did not report the other types of intrusive thoughts or compulsive behaviors that children with OCD can experience. His overall score suggests a low likelihood of OCD.
Rituals	48	Average	
Intrusive Thoughts	43	Average	
Checking	45	Average	
Fear of Harm	41	Average	
Picking/Slowing	51	Average	
Defensiveness	51	Average	
Impairment	56	Average	
Total CMOCS Score	58	Average	

Trauma Symptom Checklist for Children

Scale	T-Score	Range	Interpretation of Jared’s Self-Ratings
Anxiety	43	Average	On this questionnaire, Jared reported emotional problems that were consistent with the concerns he reported on the CDI-2. That is, he endorsed a high level of angry and sad moods. These emotional difficulties were also reported by his father, his current teacher, and his teacher last year. Jared did not endorse many other trauma symptoms.
Depression	65	Elevated	
Anger	75	Very Elevated	
Post-Traumatic	41	Average	
Sexual Concerns	50	Average	
Total	63	Elevated	

Roberts Apperception Test for Children and Adolescents, Second Edition

Interpretation of Jared’s Stories

The Roberts-2 assesses social-emotional problem-solving skills, coping skills, and the ability to self-regulate when faced with emotional material. At first, Jared was reluctant to engage in this storytelling task. However, when I offered him the chance to draw his own pictures to accompany his stories, he became more enthusiastic. Jared’s stories had a lot of action and strong emotions. His stories always included sad and angry moods, even when happy or exciting events occurred. When the characters became upset, they engaged in grandiose self-talk. That is, they exaggerated their skills, saying things like “I’m the best in the whole world” or referenced being famous, wealthy, or ultrapowerful. Many of the characters solved their problems by revealing a magical power, e.g., “But the bad guys can’t win because I have Superpower Destructo skills and no one can defeat me!” Jared’s stories also became longer and less coherent in their plot, and he began delivering them in a faster tone of voice, often interrupting himself with new ideas. He began naming all the characters after himself and seemed to insert details from his own life into the stories. As the task continued, Jared seemed increasingly less well modulated and less regulated. This could suggest that Jared has trouble controlling his feelings, thoughts, and behaviors in emotional contexts. When he has strong feelings, he might struggle with regulation and impulse control. He might also think or act in ways that are not characteristic of him when he is calmer.

Interpretation of Jared’s Coping Tools

One of Jared’s shorter stories led to a useful discussion about his emotions and coping skills. He told the story this way: “Once upon a time, a kid named Jared wanted to buy a motorcycle. His parents wouldn’t get it for him. He got so mad he built a rocket instead! He shot himself straight up to the sun and then came back to Earth. He got famous and felt good.” After he finished, I asked him if he could think of ways to make Jared – himself, not just the character – even more angry. We called these situational and personal factors that increase emotional intensity “rocket fuel.” Jared’s list included feeling ignored, feeling like someone wants to hurt him, and having “bad thoughts.” We then turned to ways Jared could make himself feel less upset. His list included social connection, increased choice and voice in deciding what to do or how to do it, and soothing music. I was impressed by Jared’s ability to quickly grasp these ideas and his emerging self-insight. I wonder if it would be helpful for a therapist to continue to explore these ideas with Jared.

Educational Testing

Woodcock-Johnson Achievement, Fourth Edition

Subject Index	Standard Score	Percentile	Interpretation of Jared’s Performance
Broad Reading	88	21	Jared’s overall reading skills are in the low average range, consistent with his relative weakness in verbal skills such as verbal problem solving, very memory, and language.
Broad Mathematics	107	68	Jared’s overall math skills are solidly developed and within the average range for his age. His scores on the math tests fits well with his description of math as his favorite class.
Broad Written Language	82	12	Jared’s overall writing skills are in the low average range. He is likely to benefit from academic support in this subject. To increase engagement, I found it helpful to prompt Jared to write about an area of interest (tigers).