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CONFIDENTIAL NEUROPSYCHOLOGICAL EVALUATION

Child's Jessica: Jessica (Not Her Real Name) Smith
Grade/School: 10; Local Private School

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

SUMMARY AND IMPRESSIONS

Jessica Smith is thoughtful, hardworking, and socially-skilled 16 year-old girl with a longstanding history of mild anxiety and slow academic fluency. At the private school which she has attended since fourth grade, Jessica has consistently received accommodations for testing (50% extra time, reduced distraction setting, tests over multiple days). With these accommodations, she has been able to perform at a high level academically. The results of this evaluation show Jessica continues to present with reduced academic fluency that impacts her speed and efficiency on timed tests and assignments. She will benefit from accommodations that allow her to perform up to her full potential. Jessica's diagnoses, listed below, were provided based on her profile of strengths and weaknesses, which is described in more detail in the following paragraphs.

Diagnoses:

- ICD 10 Code F41.9: Anxiety Disorder Not Otherwise Specified
- ICD 10 Code F82.9: Learning Disorder Not Otherwise Specified (slow academic fluency)

Jessica's Strengths

Jessica has many strengths. During cognitive testing, Jessica performed best on **nonverbal tasks**, like those that were hands-on or visual. Her nonverbal problem-solving skills fell in the high average range, and at about the 87th percentile for her age. These nonverbal skills will help Jessica build, design, and solve puzzles. These skills will also help her think about patterns and sequences. Students with nonverbal strengths often enjoy STEAM subjects like science, technology, engineering, art, and math. It may be helpful for Jessica to be aware of her strength in this area. We can also encourage her to select STEAM classes and subjects that interest her, so that she can best capitalize on her nonverbal strengths.

Although Jessica's nonverbal skills were her "stand out" strength, her test scores show her other neurocognitive skills are generally developing nicely. For example, her verbal cognitive skills are solidly in the average range for her age. This means Jessica can effectively use words to take in new information, compare and contrast ideas, and explain what she knows. Jessica also has strong executive functioning skills. For example, her short-term memory is within the average range, which means she can easily "hold on" to information while she is working. Jessica also performed entirely within the average range on a computerized test of her attention and inhibition. This means she can focus on tasks and think carefully about all her options before making decisions. On other executive functioning tasks, Jessica performed in the average to high average ranges. This shows she has good organization, planning, and self-management skills. Parent report also indicated Jessica shows good executive functioning in her day-to-day life.

Jessica also has nice learning and long-term memory skills. That is, she can effectively retain what she learns. She has particularly exceptional retention when information is repeated and she has the chance to solidify her memory with extra practice. Jessica's language skills are also solid. These skills will help her understand others and articulately express her wants, needs, and ideas. Jessica's verbal fluency, or ability to think of what to say, emerged as a nice area of strength for her. Given this strength, she is likely to always be able to think of something positive and useful to add to a conversation. Jessica also showed good sensorimotor skills during this evaluation. She has the motor dexterity and visual-motor integration she needs to complete hands-on tasks both in and outside of school.

Academic testing revealed Jessica has been able to leverage her cognitive strengths to acquire good basic academic skills. During this evaluation, she performed within the average range on **untimed** academic tests of her reading, writing, and math skills. This evaluation also indicated Jessica's social skills are developing nicely. She is polite, friendly, and courteous. She also has a clearly developed sense of empathy and a good sense of humor. Given these

interpersonal strengths, she may be a good candidate for peer medication programs or other peer-to-peer programs where her social strengths will be an asset. Jessica was also a delight to work with in this structured, one-on-one situation.

Jessica also has many important interpersonal strengths. She is well-liked by adults and peers, and she is actively involved in several sports. Individuals with learning styles similar to Jessica are often described loyal, hardworking, eager to help others, and fond of spending time with their family and friends, and this description appears to fit her well. Students with this learning profile often enjoy realistic and practical subjects, have a good memory for details, and respond exceptionally well to praise and personal interest in them. Jessica's parents' report and her own self report show she is generally well-behaved, has good self-esteem, and enjoys positive relationships with her family, classmates, teammates, and teachers.

Jessica's Vulnerabilities

Jessica demonstrated a few vulnerabilities during this evaluation that will be important to accommodate, to ensure she can produce work that matches her potential. Most notably, Jessica struggled with:

- **Academic Fluency:** Jessica has difficulty completing routine academic tasks quickly and efficiently. Her academic fluency during this evaluation fell at the 14th percentile for her age and grade level. This is in the low average range, and well below what she could achieve on more complex tasks that were untimed.
- **Rapid Naming:** Jessica struggled with quickly and efficiently recalling information that should be automatic for her, such as letter and number names. Students with a weakness in this area typically need more time than their peers to "pull up" information that they know, even if they have fully mastered the material. Jessica's rapid naming speed was in the low average range and at the 21st percentile for her age.

Jessica's vulnerabilities in academic fluency and rapid naming effect the speed and efficiency with which she can complete all academic tasks. Because she needs more time for these basic cognitive and academic processes, she has to put in more time and effort to complete all academic assignments. This means that every assignment that requires reading, spelling, math fact recall, or factual recall will take her more time than her similarly-capable peers to complete. She also needs more time, and has to put in more effort, to recall facts and procedures that she has learned when taking a test. Jessica has clearly struggled with these vulnerabilities in academic fluency and rapid naming since early elementary school.

While Jessica has done very well in school, this has been accomplished with incredible diligence and effort on her part, supplemented with accommodations in school and tutoring outside of the school setting. Without her extraordinary effort and these supports, she likely would have struggled to achieve the type of scholastic success that matches her capabilities. As such, her profile is consistent with a **Learning Disorder** in academic fluency and rapid naming that affects her speed and efficiency. She will continue to benefit from support for these challenges as she finishes high school and progresses to post-secondary education.

Jessica also presents with emotional vulnerabilities. During this evaluation, Jessica and her parents reported that she is experiencing more anxiety than about 93-97% percent of girls her age. This anxiety, which meets criteria for a nonspecific **Anxiety Disorder**, is an important feature of her profile. This is because slow academic fluency and anxiety often interact to create more significant challenges for a student. One symptom of anxiety is having trouble recalling information under pressure (e.g., feeling one's mind "going blank"). This means anxiety almost always exacerbates underlying weaknesses in fluency, especially in "high stakes" situations such as a standardized test. In addition, a student with slow fluency and weak rapid naming speed often feels even more anxious about tests and other high pressure situations than their peer. This creates a negative spiral that is typically only ameliorated when time pressures are reduced. Continuing to provide Jessica with the accommodations that she has been receiving since middle school will be an important component of supporting her emotional well-being and her future academic success. These accommodations will also help teachers and other academic professionals best evaluate what Jessica has learned, without the test being overly influenced by the impact of her anxiety or slow academic fluency.

Jessica's self-reported learning style also presents with some vulnerabilities or potential pitfalls that may be helpful for her to be aware of, and for the adults support her to know about. Students with her learning style are often modest or shy, and they sometimes need support to feel confident in what they know and comfortable enough to

make a contribution to the class or activity. Students with this learning style are also at risk of sometimes overlooking the “big picture,” because they tend to focus on the details. This can be a disadvantage for these students when studying for a test, as these students may sometimes try to learn every single detail that was covered in class rather than the most important ideas. This can also impact the student’s ability to find the “right balance” on longer assignments and papers, as these students may have difficulty recognizing the difference between being appropriately thorough and being overly perfectionistic or including every single possible detail in a project. Due to these concerns, these students almost always benefit from learning time management skills that help them manage their time during tests and complete projects in a timely but balanced manner. These students also sometimes have trouble “shifting gears” and can sometimes be overly bothered by changes in plans or disruptions in their schedule. Building adaptability and flexibility skills can be a valuable life lesson for students like Jessica.

RECOMMENDATIONS

1. Jessica’s family are encouraged to share the results of this evaluation with her pediatrician. Regular exercise, good nutrition, and good sleep habits are also recommended to support healthy brain development during adolescence.
2. For standardized tests or other very “high stakes” tests, based on her test results, Jessica requires 50% additional time and a reduced-distraction test environment.
3. On other tests and assignment in the school setting, due to her vulnerabilities, Jessica would benefit from:
 - Extra time (50% extra) for tests and assignments with heavy reading and writing demands
 - A reduced-distraction environment
 - Extensive practice with mock tests
 - Teacher support that helps her prioritize what to study for tests and what she can spend less time on
 - Use of a calculator for math tests and math assignments
 - Option to take lengthy tests over multiple days
 - Option to take tests in paper-and-pencil format
 - Access to recorded materials at her request
4. Given Jessica’s unique profile, tasks and situations are likely to bring out her best if they are:
 - Multisensory (e.g., incorporate visual aids or hands-on learning)
 - Are practical and apply clearly to her own life
 - Well-structured and well-organized
 - Follow a clear schedule or clear guidelines, with few surprises or deviations from the routine
 - Provide her with opportunities to help others
 - Provide her with support for time management, as she may work very slowly and thoroughly
 - Provide her with praise for her tact, responsibility, hard work, and loyalty
5. Jessica is likely to benefit from individual therapy with a warm, nurturing therapist who can support her in developing strong coping skills for managing her anxiety. Learning more about her own strengths, preferences, and vulnerable areas will also be helpful as she matures.
6. Jessica will benefit from tutoring that focuses on time management. She will particularly benefit from focusing on prioritizing and learning how to balance thoroughness with efficiency. She is at risk for “burn out” if she continues to work this hard, as well as missed opportunities to develop well-rounded interests. Supporting her ability to work more efficiency rather than just ‘harder’ will maximize her success in her senior year, in college, and beyond.
7. As she works towards finding the balance between schoolwork and “having a life” that is right for her, Jessica will benefit from continued involvement in structured activities, such as sports and extra-curricular activities.

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



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RELEVANT HISTORY

- Primary Concerns:** Jessica's parents reported their primary concern is her slow academic fluency. They reported she is a slow reader and has a weakness in spelling automaticity. Jessica has been struggling with her academic speed since elementary school. Her parents said she adapts by using audio books and spending much more time than peers on reading and writing assignments. Jessica works very hard to manage her workload. She normally tries to look ahead and space her assignments and studying out, giving her more time" However, this results in her needing to put in much more time and effort than her peers. Additionally, Jessica experiences high levels of anxiety when faced with long reading assignments, tests, and other time sensitive tasks, due to her awareness of how long academic assignments take her.
- Family Living Situation & Family Medical History:** Jessica lives with her parents, Jane and John Smith, and her older brother (age 18) in CITY, WA. There have been no major changes in the family living situation or significant family stressors over the past few years. Extended family medical history includes type I diabetes, leukemia, attention problems, anxiety, depression, and language and learning problems.
- Birth, Developmental & Medical History:** Jessica was born at full-term weighing 7 pounds, 9 ounces, following pregnancy complicated by maternal stress and an uncomplicated delivery. Jessica was in good condition at birth. As an infant, Jessica was affectionate but sometimes overly anxious about separation. She met her developmental language and motor milestones on-time. Jessica has generally enjoyed good medical health. Her medical history is notable only for a RSV as an infant and a tonsil- and adenoidectomy at 4 years of age. Jessica is a good sleeper. She has a light appetite. Her hearing is normal and her vision is corrected by contact lenses (she has had the same prescription for 2 years). Jessica does not take any prescription medications. Regular pediatric care is provided by Gregory House, M.D.
- Treatment History, Current Services & Previous Evaluations:** Jessica received reading intervention in elementary school due to her slow reading fluency. She began receiving general accommodations and using assistive technology (e.g., audiobooks) to accommodate her slow academic fluency in middle school. She has participated in tutoring in math and writing, and began working with a general tutor in earlier this year (currently focusing on test-taking skills). Jessica has participated in brief individual therapy in sixth grade and again in seventh grade to address anxiety. She has taken practice standardized tests (e.g., PSAT) but had difficulty finishing them within the time limits. Because she was not able to finish the tests, her PSAT scores were below what her parents and teachers expected she would achieve. This is her first neuropsychological evaluation.

CURRENT INFORMATION

- School/Learning:** Jessica is currently in the 10th grade at Local Private School, which she has attended since fourth grade. She has received accommodations for slow academic fluency since middle school (see list of current accommodations in next section). With these accommodations, per her records, Jessica is “a star student” who is “respectful” and “well organized.” Jessica works with “all teachers to make sure she utilizes her accommodations as needed,” and she self-directs her homework. Although Jessica is making excellent grades, her parents noted she “does well in school because of the amount of time she spends on her work, which is way above the normal hours.”
- Accommodations:** Jessica receives the following accommodations:
- 50% additional time for all tests
 - Reduced-distraction environment for testing
 - Multiple-day test administration for lengthy tests
 - Takes all tests using paper-and-pencil format, even for classes that utilize a computer for tests
 - Recorded materials available to her on request.
- Teacher Information:** Jessica’s science teacher completed questionnaire completed to assist with this evaluation. Jessica’s teacher described her as a thoughtful, intelligent student who “puts her all into her commitments.” Her teacher also reported “she is a mature student who is courteous to others” and who “has a good sense of herself and her abilities.” Jessica’s teacher rated her as above grade level in organization and responsibility. He reported she performs at about grade level with respect to the material. He added she is “very anxious about assessments, and clearly has to put in more mental processing to organize topics in her head. She takes her time on the tests because she has to understand how things fit together to really be able to apply the math skills” to the exam. Jessica’s teacher also reported “in my class, Jessica benefited from extra time and a quiet, uncrowded test environment.”
- Social/Friendships:** There are no major social concerns at this time. Jessica’s parents reported she prefers to have a few very close relationships over a wider circle of acquaintances. Her parents stated she is a “very good friend” to others. She also likes to spend a lot of quality time with her family.
- Emotional-Behavioral:** When asked about current emotional and behavioral symptoms, Jessica’s parents endorsed that she experiences anxiety, depression, sadness, and low self-esteem. Jessica has participated in therapy to address these concerns in the past. Currently, her parents reported she talks to them if things come up, and often tries to “rise above” her day-to-day challenges.
- Strengths & Interests:** Jessica’s parents described her as an independent, organized, and mature young woman. They reported she “has excellent social intelligence, thinks of others before herself, and is very empathetic.” They also reported she is “very resilient, works extremely hard, and utilizes resources when needed.” Jessica is on the track team at school. Jessica is also very artistic, and loves painting and metalwork. She is also active in volunteering with her church.

EVALUATION PROCEDURES

- Direct Testing:**
- Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV)
 - Conners' Continuous Performance Test, Third Edition (CCPT-3)
 - Delis-Kaplan Executive Function System (DKEFS)
 - Rey-Osterrieth Complex Figure Test (Rey-O)
 - Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4)
 - California Verbal Learning Test, Third Edition (CVLT-3)
 - Grooved Pegboard
 - Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI)
- Parent Report Questionnaires:**
- Behavior Rating of Executive Function, Second Edition (BRIEF-2)
 - Behavior Assessment System for Children, Third Edition (BASC-3)
- Self-Report Questionnaires:**
- Behavior Assessment System for Children, Third Edition, Self-Report
 - Student Styles Questionnaire (SSQ)
- Educational Testing:**
- Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ-IV)
 - Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2), rapid naming subtests

BEHAVIOR OBSERVATIONS

- Appearance, Rapport, Mood & Affect:** Jessica presented as a well-groomed, casually dressed girl who appeared about her stated age. Jessica transitioned easily to begin testing. She appeared to be in a somewhat anxious mood, with a mood-congruent affect. Jessica established rapport early and easily in the assessment process. During an interview, she reported she feels her main problem is how long it takes her to complete work that matches her potential. She reported others seem to do almost as well with much less effort, stating, "I feel like people are getting a B with 1/100th of the work I put in to get an A." She reported she spends 2-3 hours per night, as well as most of the weekend, on homework.
- Speech, Language & Social Presentation:** Jessica's speech was clear and fluent. She did not have any difficulties expressing her ideas or understanding what was being said. Socially, Jessica was friendly and polite during testing. She showed a range of nice social skills during testing. For example, she was able to make general conversation and use facial expressions and gestures to add meaning to her conversation. She also readily shared information, asked about my feelings and opinions, and occasionally showed her nice sense of humor. At times, Jessica seemed to evaluate her performance on a task more negatively than expected.
- Attention, Executive Functioning, Movement & Activity Level:** Jessica's focus, short-term memory, and organization skills seemed very strong. She displayed a typical level of activity for her age. During writing and drawing tasks, Jessica's pencil-grip and handwriting seemed age-appropriate. No major motor challenges or unusual motor movements were observed. Jessica generally worked at a slow, cautious pace. She appeared to have some trouble quickly "pulling up" information she knows well, such as the sequence of the alphabet or math facts.
- Motivation, Cooperation & Validity of Results:** Jessica was very cooperative. She completed all of the tasks presented to her and appeared motivated to work to the best of her ability. As such, the test results obtained are believed to be accurate estimates of the level at which Jessica is currently functioning.

TEST RESULTS AND INTERPRETATIONS

Cognitive Functioning

Wechsler Adult Intelligence Scale, Fourth Edition

Index	Standard Score	Percentile	Interpretation of Jessica's Performance
Verbal Comprehension	105	63	Jessica's verbal problem-solving skills are in the average range for her age. She will be able to take in verbal info, use words to compare ideas, and explain what she knows.
Perceptual Reasoning	117	87	Jessica's nonverbal skills overall are in the high average range. Jessica is likely to excel at learning through movement, visual aids, manipulatives, and learning by doing.
Working Memory	100	50	Jessica's short-term memory for verbal and visual info is in the average range. She can effectively keep info in mind while following directions or performing some task with that info.
Processing Speed	102	55	Jessica's processing speed is in the average range. When she is calm, comfortable, and understands what to do, Jessica can complete brief tasks as quickly as her peers.
Full Scale IQ	108	70	Based on her overall score, Jessica's cognitive development is right "on target" for her age. She should be able to keep pace with her peers on a wide range of tasks.

Subtest	Scaled Score	Percentile	What the Test Involves
Similarities	9	37	Explaining how words are alike. Flower & tree are both <i>plants</i> .
Vocabulary	13	84	Defining what words mean. To <i>confess</i> means to <i>tell a secret</i> .
Information	11	63	Answering factual questions. "What is the capital of the US?"
Block Design	15	95	Putting together designs using three-dimensional blocks.
Matrix Reasoning	10	50	Determining the next element in a pattern or sequence.
Visual Puzzles	14	91	Solving visual puzzles by seeing how parts relate to the whole.
Digit Span	9	37	Repeating strings of numbers forward and backward.
Arithmetic	11	63	Solving mental math, e.g., "If you have 5 books and sell 2..."
Coding	12	75	Transcribing symbols using a key, e.g., 5 = ^ and 9 = &.
Symbol Search	9	37	Scanning visual information to quickly find a match.

Executive Functioning

Conners' Continuous Performance Test, Third Edition

Measure	T-Score	Range	Interpretation of Jessica's Performance
Detectability (d')	51		Jessica was able to sustain her engagement with this computerized attention task over the entire 14 minutes. She showed average levels of selective attention (trouble paying attention to the important information while "tuning out" distractions) and impulsivity. She had an average rate of errors and random, repetitive, or anticipatory ("too soon") answers. Jessica processed the info presented at an average rate. She had zero atypical scores on this test, which suggests a low likelihood of an attention problem.
Omissions	46		
Commissions	53		
Perseverations	46	(All Scores in Average Range)	
Hit Response Time	47		
Hit Response SD	43		
Variability	44		
Hit RT Block Change	58		
Hit RT ISI Change	48		

Rey-Osterrieth Complex Figure Drawing Test

Task	Standard Score	Percentile	Interpretation of Jessica's Performance
Copy	103	58	Jessica's average range score indicate she has solid organizational and planning skills for her age.

Delis-Kaplan Executive Function System, Verbal Fluency

Measure	Scaled Score	Percentile	Interpretation of Jessica's Performance
Letter Fluency	14	91	When asked to quickly generate ideas (e.g., as many animals as possible in 1 min), Jessica generated many ideas. Jessica's scores are in the high average to superior ranges. She is likely to always have something to say or an idea to contribute.
Category Fluency	15	95	
Switching	12	75	
Switching Accuracy	12	75	

Delis-Kaplan Executive Function System, Design Fluency

Measure	Scaled Score	Percentile	Interpretation of Jessica's Performance
Filled Dots	10	50	Jessica's ability to quickly generate nonverbal ideas is in the average to superior ranges. Her scores improved the task progressed. She may benefit from practice to do her best.
Empty Dots	11	63	
Switching	15	95	

Delis-Kaplan Executive Function System, Color-Word Identification Test

Measure	Scaled Score	Percentile	Interpretation of Jessica's Performance
Color Naming	10	50	Jessica's naming speed on this task is low end of average. She scored in the same range when she needed to inhibit the "automatic" response to complete the task a different way. While she can inhibit her impulses, she may work slowly.
Word Reading	8	25	
Inhibition	8	25	
Inhibition/Switching	11	63	

Delis-Kaplan Executive Function System, Trail-Making Test

Measure	Scaled Score	Percentile	Interpretation of Jessica's Performance
Visual Scanning	11	63	Jessica's basic visual scanning speed is average. Her basic motor speed is well below average, suggesting she completes routine tasks slowly. Letter and number sequencing speed are lower end of average. She may have trouble quickly "pulling up" info she knows well.
Number Sequencing	8	25	
Letter Sequencing	9	37	
Letter-Number Switching	10	50	
Motor Speed	5	5	

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

Scale	Parent T-Score	Range	Interpretation of Jessica's Parent Ratings
Inhibit	44	<i>(All Scores in Average Range)</i>	Jessica's parents rated her executive functioning in all areas as developing appropriately for her age. Specifically, they reported Jessica has good inhibition and self-monitoring skills. They also reported she can effectively control her emotions. They reported she can transition or "shift gears" as needed. They also reported she can "get started" on tasks in a timely manner. Jessica's parents also rated her short-term memory, planning and organization skills, and ability to keep track of her belongings as average for her age.
Self-Monitor	45		
Shift	44		
Emotional Control	48		
Initiate	40		
Working Memory	41		
Plan/Organize	43		
Task Monitor	44		
Org. of Materials	44		

Language Development

Peabody Picture Vocabulary Test, Fifth Edition

Form	Standard Score	Percentile	Interpretation of Jessica's Performance
Form A	104	61	Jessica's single-word vocabulary is in the average range. This score and her performance on the WAIS-IV verbal subtests suggests her language skills are developing nicely.

Memory and Learning

California Verbal Learning Test, Third Edition

Immediate Recall	Scaled Score	Percentile	Interpretation of Jessica's Performance
List A Trial 1	11	63	After 1 presentation of the list, Jessica recalled as many words as most students her age. She recalled more words than her peers after 5 presentations, indicating she was able to capitalize on the repetition to solidify her learning. When information is repeated as needed, Jessica shows excellent retention for the material she learned.
List A Trial 2	12	75	
List A Trial 3	13	84	
List A Trial 4	15	95	
List A Trial 5	14	91	
List B Correct	11	63	
Delayed Recall	Scaled Score	Percentile	Interpretation of Jessica's Performance
SD Free Recall	11	63	Jessica was able to recall the info after a short delay. She was also able to cues to 'spark' her memory. Jessica did was also able to self-monitor during this task. She did not excessively repeat answers or get distracted while learning.
SD Cued Recall	12	75	
LD Free Recall	13	84	
LD Cued Recall	13	84	
Summary Scores	Standard Score	Percentile	Interpretation of Jessica's Performance
Trials 1-5 Correct	118	88	Jessica's learning and long-term memory skills are in the high average range overall. Jessica has a strong memory and benefits nicely from repetition to help her solidify concepts.
Delayed Recall	111	77	
Total Recall Correct	115	84	

Sensory Functioning and Perceptual Integration

Grooved Pegboard

Trial	Standard Score	Percentile	Interpretation of Jessica's Performance
Dominant Hand	117	87	Jessica's fine-motor speed and dexterity fell in the high average range for her dominant hand and in the high average range for her non-dominant hand. Her scores indicate strong fine-motor speed and dexterity.
Non-Dominant Hand	113	81	

Beery-Buktenica Test of Visual Motor Integration, Sixth Edition

Raw Score	Standard Score	Percentile	Interpretation of Jessica's Performance
28 out of 30	99	47	Jessica's visual-motor integration skills are in the average range. She can effectively complete tasks that require hand-eye coordination like drawing and handwriting.

Emotional and Behavioral Functioning

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

Scale	Parent T-Score	Range	Interpretation of Jessica's Parents' Ratings
Hyperactivity	44	At Risk (All Other Scores in Average Range)	Jessica's parents reported few concerns about her attention, activity level, or behavioral functioning on this questionnaire. They noted that she is usually focused and well-behaved. They also reported she is usually in good physical health, has good self-esteem, and enjoys positive relationships with teachers and peers. However, Jessica's parents reported moderate concerns about her anxiety level on this questionnaire. Their ratings indicate she has more symptoms of anxiety than about 93% of girls her age.
Aggression	42		
Conduct Problems	41		
Anxiety	67		
Depression	56		
Somatization	43		
Atypicality	42		
Withdrawal	51		
Attention Problems	40		

Behavior Assessment System for Children, Third Edition (Self-Report)

Scale	Self T-Score	Range	Interpretation of Jessica's Self-Ratings
Attitude to School	48		On this self-report questionnaire, Jessica's reported few concerns related to her attention, activity level, or behavior. This is consistent with her parents' report. Jessica also reported good relationships with her peers, and she reported she usually feels comfortable and supported at school. Jessica also reported good self-esteem, and a positive outlook about her ability to handle the everyday problems she faces. However, Jessica reported significant concerns about her anxiety level. Her ratings indicating she has more difficulties in this area than about 97% of girls her age. This is also consistent with parent report of concerns about her anxiety level.
Attitude to Teachers	41		
Sensation Seeking	35		
Atypicality	48		
Locus of Control	39		
Social Stress	41		
Anxiety	69	At Risk	
Depression	49		
Sense of Inadequacy	53	(All Other	
Somatization	45	Scores in	
Attention Problems	45	Average	
Hyperactivity	40	Range)	

Educational Testing

Woodcock-Johnson Achievement, Fourth Edition

Index	Standard Score	Percentile	Interpretation of Jessica's Performance
Broad Reading	90	25	Jessica's overall reading skills are at the low end of average, primarily due to a relative weakness in reading speed. She will benefit from extra time to reading tasks.
Broad Math	103	58	Jessica's math skills are at grade level. However, math fluency is an area of relative weakness for her. She will benefit from additional time on tests and use of a calculator for math facts.
Broad Written Language	92	30	Jessica's overall writing skills are also at the low end of the average range, again primarily due to a weakness in writing fluency. She will benefit from extra time on writing tasks.
Academic Skills	99	47	Jessica's overall academic skills are in the average range for her age and grade level. She can keep pace with her peers academically when provided with the time she needs.
Academic Fluency	84	14	Jessica's math, reading, and writing fluency are all areas of relative weakness. Her overall academic fluency is in the low average range. This is a moderate impairment for her.

Subtest	Scaled Score	Percentile	What the Test Involves
Letter-Word ID	99	47	Reading single words out loud for accuracy. Untimed.
Sentence Reading Flu.	81	10	Quickly reading simple sentences for basic comprehension.
Passage Comprehension	102	55	Comprehending increasingly complex sentences. Untimed.
Calculation	107	68	Solving untimed math calculation problems without a calculator.
Math Fluency	93	32	Completing single-digit math facts as quickly as possible.
Applied Problems	109	73	Solving math word problems. This subtest is not timed.
Spelling	92	30	Spelling single words for accuracy. This subtest is not timed.
Sentence Writing Flu.	86	18	Writing simple sentences as quickly as possible.
Written Expression	107	68	Writing well-formulated sentences when given a prompt. Untimed.

Language-Based Learning

Comprehensive Test of Phonological Processing, Second Edition

Composites	Standard Score	Percentile	Interpretation of Jessica's Performance
Rapid Naming	88	21	Jessica's rapid naming skills are low average. Students with a weakness in this area often need extra time to "pull up" info they know well under time pressure (such as on timed tests).

Appendix: Jessica's Learning Style

Jessica's learning style was assessed through the *Student Styles Questionnaire* (SSQ), a self-report questionnaire that compares her temperament and learning preferences to those of other students. The SSQ assesses temperament and learning style along four dimensions:

- **Extroverted versus Introverted**, which looks at how oriented Jessica is towards activities that involve others.
- **Imaginative versus Practical**, which looks at whether Jessica prefers more abstract or more concrete activities.
- **Thinking versus Feeling**, which looks at whether Jessica prefers tasks that require logical reasoning, or tasks that place a stronger emphasis on empathy and intuition
- **Organized versus Flexible**, which looks at whether Jessica prefers structured and sequenced activities, or whether they enjoy less regimented schedules and activities.

Each learning style is valid, and no learning style is preferable to any other style. Rather, an understanding of Jessica's individual learning style provides insight into the types of activities and situations that will be most comfortable for her and that will allow her the most opportunities for success. The description of Jessica's learning style, below, is adapted from the SSQ Manual, written by T. Oakland, J. Glutting, and C. Horton.

Jessica's learning style is **Introverted, Practical, Feeling, Organized**. Students with this learning style are typically oriented towards things that are realistic and practical. For example, they prefer to focus on details and facts rather than the big picture, and they may not prefer abstract or theoretical discussions. These individuals often support traditional values, and are loyal, responsible, and hard-working. These students are interested in others, enjoy helping people, and seek to be in harmony with others. They usually have a few, carefully-chosen friends rather than a wide circle of acquaintances, and they may be fairly quiet in social situations. However, they enjoy conversing with and sharing their feelings with their close friends. These students may enjoy working hard for community or traditional organizations, but usually do not seek out a public role. In fact, they may not get full credit for their work because they are often quite modest. In their family life, these students like knowing they are important to their family, like participating in family events, are usually cooperative with rules and routines, and are typically demonstrative about their feelings for family members.

In the classroom, students with this learning style enjoy practical subjects and assignments, where they can see a clear application to their own or others' lives. They prefer logical, sequenced, well-organized lessons, as well as an organized classroom with clear expectations. Precise, step-by-step directions are likely to work best for these students. Teachers who appear impractical or unpredictable, or sudden changes in their routine, can be upsetting for these students. These students also typically prefer a neat, clean classroom, and may be disturbed by messy or chaotic classrooms. Students with this learning style often enjoy pleasing their teachers, and will willingly study for tests. However, they may work slowly and thoroughly, and need support around managing their time.

These students usually have a good memory for details, and often do well on tests that require rote memorization. They are likely to prefer tests where the questions replicate the format in which they learned the target information (e.g., matching, multiple choice, fill-in-the-blank). They are less oriented towards essay tests that ask them to come up with their own explanations. Tests that require them to compete with others will be uncomfortable for these students. Extensive practice with mock tests will allow these students to best demonstrate what they have learned. Subjects that are related to people and their personal lives will be especially preferred by these students; however, as tests often focus on objective data, these students may sometimes have difficulty demonstrating this strength.

Students with learning styles similar to Jessica's respond well to praise. They enjoy being complimented for their finished projects and assignments. They also like to be complimented for being tactful and empathetic, and for abiding by the rules. Teachers who take a personal interest in them and who give them special jobs to do in the classroom are good matches for these students. Potential pitfalls for students with this learning style include the possibility that they may focus on the details of a task at the expense of the overall concept or "big picture", problems recognizing when they need to change their approach to a task, a tendency to become distracted from their work by others' personal problems, the possibility that their contribution to a project will be overlooked, and a tendency to become upset when something disrupts their plan or schedule.