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PSYCHOEDUCATIONAL EVALUATION
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Sample and fictitious report

NAME: Beth Triangle SEX: F BIRTHDATE: 03/21/2006 AGE: 8 - 11
SCHOOL: Yellow Circle Elementary GRADE: 3.6 TEACHER: Mrs. Polygon
PARENTS: Bob and Beverly Triangle
DATE OF EVALUATION: 02/16/2015

PSYCHOLOGIST: Gary M. Eisenberg, Ph.D.

REASON FOR REFERRAL:

Below grade level academics.

BACKGROUND:

Beth Triangle is the only child of Bob and Beverly Triangle. She lives with her parents in Lakewood, Colorado. Beth was considered a high-risk pregnancy and mother was off and on bed rest. No medications were used to induce or maintain pregnancy. The baby was the result of an emergency C-section and healthy. As a baby, she slept inconsistently but seemed happy and easygoing. All developmental stages passed at an average rate and without incident. There were some articulatory deficits. However, a proper diagnosis of a need for a frenectomy did not occur until last year. The frenectomy was successful and speech therapy started this year and is now two to three times a week at a half hour per visit.

Parents and teachers are concerned about the fact that she often leaves off the ending of words, guesses at words based on their appearance without thoroughly digesting them and may occasionally skip small words. In math she is better than reading; however she struggles with word problems and often rushes without checking her work.

Her teacher considers her attentive, focused and neat. She does get her work done in school! At home she needs reminding to start homework and her parents must sit there. Focus is improving.

TESTS ADMINISTERED:

Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)
Woodcock-Johnson III, Tests Of Cognitive Ability (NU - Normative Update, Version 3.0)
Woodcock-Johnson III, Tests Of Achievement (NU - Normative Update, Version 3.0)
Conners' Parent Rating Scale – Revised
Vigilance Matching Test of the Pediatric Early Elementary Examination (PEEX)
Jordan Left-Right Reversal Test

TEST RESULTS:

Composite Scores Summary

Scale	Composite Score	Percentile Rank
Verbal Comprehension (VCI)	106	66
Perceptual Reasoning (PRI)	98	45
Working Memory (WMI)	97	42
Processing Speed (PSI)	118	88
Full Scale IQ (FSIQ)	106	66

Verbal Comprehension Subtest Score Summary

Subtest	Scaled Score	Percentile Rank
Similarities	11	63
Vocabulary	12	75
Comprehension	11	63

Perceptual Reasoning Subtest Score Summary

Subtests	Scaled Score	Percentile Rank
Block Design	9	37
Picture Concepts	10	50
Matrix Reasoning	10	50

Working Memory Subtest Score Summary

Subtests	Scaled Score	Percentile Rank
Digit Span	9	37
Letter-Number Sequencing	10	50

Processing Speed Subtest Scores Summary

Subtests	Scaled Score	Percentile Rank
Coding (CD)	12	75
Symbol Search (SS)	14	91

WOODCOCK JOHNSON - III TESTS OF COGNITIVE ABILITIES (NU)			
Subtest	Grade Equiv.	Std. Score	%ile
L-T RETRIEVAL (Glr)	4.1	103	58
PROCESS SPEED	3.9	103	59
PHONEMIC AWARE	K.9	81	11
ORAL EXPRESSION	2.7	94	35
BRIEF ACHIEVEMENT	2.9	89	23
Visual-Auditory Learning	3.1	97	42
Sound Blending	2.1	92	31
Visual Matching	4.5	111	76
Incomplete Words	<K.0	76	5
Retrieval Fluency	6.5	114	83
Decision Speed	3.1	94	35

WOODCOCK JOHNSON - III TEST OF ACHIEVEMENT (NU)			
Subtest	Grade Equiv.	Std. Score	%ile
BROAD READING	3.0	93	31
BROAD MATH	3.8	103	58
BASIC READING SKILLS	2.6	89	22
MATH CALC SKILLS	4.0	108	69
ACADEMIC SKILLS	3.0	92	29
ACADEMIC APPS	3.0	93	32
BRIEF READING	2.7	89	24
BRIEF MATH	3.9	105	63

BRIEF WRITING	2.4	85	16
Letter-Word Identification	3.0	93	32
Reading Fluency	5.4	111	77
Story Recall	5.4	107	69
Calculation	4.4	115	84
Math Fluency	2.9	91	27
Spelling	2.1	82	12
Passage Comprehension	2.3	86	18
Applied Problems	3.6	100	49
Writing Samples	3.3	98	44
Word Attack	2.1	87	19
Picture Vocabulary	1.9	90	24
Oral Comprehension	4.4	105	62

DISCUSSION OF TEST RESULTS:

Wechsler defined intelligence as “the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment.” Currently it is assumed to be a measure of potential, not actual achievement, the latter of which is affected by such factors as motivation and ability to process information. Although I.Q. test scores may vary a few points in time, the general level or “range” does not generally vary as achievement test scores do.

Beth was administered ten subtests of the Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V) from which her composite scores are derived. The Full Scale IQ (FSIQ) is derived from a combination of ten subtest scores and is considered the most representative estimate of global intellectual functioning. Beth’s general cognitive ability is within the Average range of intellectual functioning, as measured by the FSIQ. Her overall thinking and reasoning abilities exceed those of approximately 66% of children her age (FSIQ = 106; 95% confidence interval = 101-111). Her ability to think with words is comparable to her ability to reason without the use of words. Both Beth's verbal and nonverbal reasoning abilities are in the Average range. She performed slightly better on verbal than on nonverbal reasoning tasks, but there is no significant meaningful difference between Beth's ability to reason with and without the use of words.

Beth’s verbal reasoning abilities as measured by the Verbal Comprehension Index are in the Average range and above those of approximately 66% of her peers (VCI = 106; 95% confidence

interval = 99-112). The Verbal Comprehension Index is designed to measure verbal reasoning and concept formation. Beth performed comparably on the verbal subtests contributing to the VCI, suggesting that these verbal cognitive abilities are similarly developed.

Beth's nonverbal reasoning abilities as measured by the Perceptual Reasoning Index are in the Average range and above those of approximately 45% of her peers (PRI = 98; 95% confidence interval = 91-106). The Perceptual Reasoning Index is designed to measure fluid reasoning in the perceptual domain with tasks that assess nonverbal concept formation, visual perception and organization, simultaneous processing, visual-motor coordination, learning, and the ability to separate figure and ground in visual stimuli. Beth performed comparably on the perceptual reasoning subtests contributing to the PRI, suggesting that her visual-spatial reasoning and perceptual-organizational skills are similarly developed.

Beth's ability to sustain attention, concentrate, and exert mental control is in the Average range. She performed better than approximately 42% of her age-mates in this area (Working Memory Index = 97; 95% confidence interval 90-105).

Beth's ability in processing simple or routine visual material without making errors is in the High Average range when compared to her peers. She performed better than approximately 88% of her peers on the processing speed tasks (Processing Speed Index = 118; 95% confidence interval 107-125). Processing visual material quickly is an ability that Beth performs well as compared to her nonverbal reasoning ability. Processing speed is an indication of the rapidity with which Beth can mentally process simple or routine information without making errors. Good speed of simple information processing may free cognitive resources for the processing of more complex information, and ease new learning.

The Woodcock-Johnson III, Tests Of Cognitive Ability using the Normative Update series yields three scores: Grade Equivalent, Percentile, and Standard Score. The latter is on the same mathematical scale as the I.Q. and hence is directly comparable to it as "expectation." Since Beth received a Full Scale I.Q. of 106, one would use this as the hallmark with which to compare the WJ Standard Scores (SS). The Woodcock-Johnson III, Tests Of Achievement using the Normative Update was administered to rate actual academic skills as they stand currently.

Four tests of reading achievement were administered: Letter-Word Identification, Reading Fluency, Passage Comprehension and Word Attack. Letter-Word Identification measures isolated sight vocabulary, the ability to quickly recognize letters and words by sight. Passage Comprehension measures comprehension of contextual information. The test requires a subject to read a phrase, sentence, or short paragraph, to understand the main idea of the written material, and then to supply a missing word to complete the passage. Word Attack measures isolated phonics skills, or the ability to apply sound-symbol relationships and to analyze words by their sound-symbol patterns. The subject is required to read isolated, phonically consistent nonsense words or relatively low frequency words. Nonsense words are consistent with standard English sound-symbol patterns and virtually all phonemes in the English language are represented. In Reading Fluency, the student quickly reads simple sentences and decides if they are true or false.

The Broad Reading cluster score places her reading skills at a low third grade level and well behind expectation for such a bright youngster.

Within the reading subtests we notice a true deficit in Word Attack or phonics/pronunciation skills. This leads to difficulty pronouncing words, as we see in the Letter Word Identification subtest. Struggling so much to pronounce the individual word, fewer resources are left over for comprehension. Notice the mid-second grade level score for reading comprehension/Passage Comprehension.

Two tests of writing achievement were administered, Writing Samples and Spelling. Spelling too was rated at a low second grade level. Writing Samples allows the student to creatively complete sentence stems. Beth's sentences were concrete, brief, but grammatically accurate. Writing was measured at approximately grade level.

Three tests of math achievement were administered: Calculation, Applied Problems and Math Fluency. Calculation measures the ability to perform mathematical calculations fundamental to more complex mathematical reasoning and problem solving. Applied Problems measures skill in analyzing and solving practical problems in mathematics. This test requires subjects to comprehend the nature of the problem, recognize relevant information, identify and perform necessary calculations and sometimes include distracting information. Math Fluency requires students to solve simple addition, subtraction, and multiplication facts quickly. It is a timed test, similar to a school's "mad minute" math test. Scores relate to processing and math skills.

The Broad Math cluster score falls exactly on grade level and commensurate with IQ. On the Applied Problems or word problems subtest the student struggled with money problems. She does not yet know her coins. This is now not unusual for a third grader.

Subsequently, the Woodcock Johnson III, Test Of Cognitive Ability using the Normative Update was administered to check learning disabilities. Here, auditory, visual, memory function, logic and reasoning are evaluated on the same three statistical scales as the WJA.

Given reports of guessing at words before they are read as well as skipping small words, the hypothesis included visual and/or auditory processing. Occasional visual errors did occur in the reading subtests including the word "could" as "cloud."

Woodcock-Johnson results show that auditory processing was the biggest culprit. This was measured in the Sound Blending and Incomplete Words subtests. Auditory processing is the ability to analyze and synthesize auditory stimuli. Auditory processing involves the perception of patterns among sounds. Sometimes called "phonological awareness" auditory processing plays an important role in acquiring reading and spelling skills. Deficiencies in auditory processing can negatively impact language development and comprehension of one's native language. Summarized on the Phonemic Awareness cluster score, we see that auditory processing is falling at a kindergarten or 11%'ile level. This means that Beth cannot quickly process sounds or remember previously-learned words.

Visual processing was checked via the Visual Matching subtest. Visual Matching measures the ability to quickly identify and circle the two identical numerals in a row of six. Here she scored very well, yet the demands for this test are not strong enough at age nine. Subsequently, additional tests of dyslexia were administered in the form of the Vigilance Matching Test of the Pediatric Early Elementary Examination (PEEX) and Jordan Left-Right Reversal Test. On the latter, she made only two errors. The Jordan Left-Right requires the student to discriminate between backwards and forwards letters and numbers. Hence, Beth's performance was almost flawless. On the Vigilance Matching Test of the Pediatric Early Elementary Examination (PEEX) the student must decide which of 50 left and right-oriented designs are identical to a model. There were a few scattered errors. It is this psychologist's conclusion that her visual processing or dyslexia is only a minor contributor to her reading problems.

Yet with both Central Auditory Processing Deficit (CAPD) and mild visual processing deficits, this student will be slow to recognize a word. Beth simply takes shortcuts and pronounces words before she has digested them.

Other WJC subtests indicate that she can adequately remember information. That was shown in the Visual Auditory Learning subtest.

Beth also works at an adequate speed level. This was seen in the Visual Matching, Retrieval Fluency and Decision Speed subtests. In the Retrieval Fluency subtest, the individual is given one minute to name as many items (e.g., animals) as possible. This test measures the fluency of retrieval from stored knowledge, or how quickly one can "pull out" information from memory. In computer language, it is analogous to the RAM relative to the hard drive. Decision Speed is a timed test that requires the subject to examine a row of pictures and point out the two that are most conceptually similar. The task is designed to measure the speed of processing simple concepts. It is used in this test battery as part of the processing speed evaluation. Summarized on the Processing Speed cluster score, we see that Beth can think things through quite adequately.

Dovetailing with auditory processing are two subtests measuring listening comprehension. This was observed via the Story Recall and Oral Comprehension subtests. In Story Recall, the youngster must listen to a story and then recall the elements of that story as close to verbatim as possible. Both receptive and expressive language skills are required. Hence linguistic competency, listening comprehension, and language development are measured. Oral Comprehension asks the student to listen to a long sentence and complete it with a single word that makes sense. There are limited correct choices. Despite difficulty with syllable sounds Beth's listening comprehension is good. Both Story Recall and Oral Comprehension scores were quite acceptable. Beth is able to use her intelligence and therefore contextual cues to fill in any "missing" oral information.

This student was briefly checked for ADHD. However, given teacher reports of high attentiveness, neatness and organization, symptomatology did not suggest ADHD. Connors ratings were subclinical. Therefore, ADHD is not being considered.

SUMMARY:

Beth Triangle is an almost nine-year-old third grader currently struggling with reading. She has a history of mild articulatory speech deficits and currently struggles with the “r” sound.

Psychoeducational testing indicates an IQ at the high end of average (Full-Scale IQ = 107). Reading was universally below average with the Broad Reading cluster score falling barely at a third grade level. However, Word Attack or pronunciation skills plus reading comprehension fell at a low second grade level. This student has great difficulty with pronunciation, does not remember previously learned words and therefore has fewer mental resources leftover for reading comprehension. When she reads she sometimes breezes through instead of thoroughly digesting a word or sentence. She may read words without comprehending.

Processing or learning disability tests very clearly indicated a Central Auditory Processing Deficit (CAPD). This is consistent with students with a speech therapy history. Beth has difficulty remembering her syllable sounds. Hence, when she goes to recognize a word it does not immediately click. Central Auditory Processing Deficit (CAPD) is also exacerbated by very mild deficits in visual processing often called dyslexia. Beth does still have some occasional reversals and misperceptions. This again slows her perception of the individual word. Beth then copes by *guessing*.

Very motivated to behave well, Beth does so in the school environment. Her insecurity about schoolwork and reading comes out in the home environment where she seems to need more structure from her parents in order to be successful. Beth simply evidences a mild learning disability, but certainly no ADHD or emotional concerns.

DIAGNOSIS:

DSM 5: Learning Disorder with impairments in reading.

RECOMMENDATIONS:

1. Principally, Beth must learn to slow her reading speed. Parents, teachers and tutors should constantly prompt her about this. One hint is that Beth must be able to guess what a second paragraph is about before she moves out of the first paragraph. If she can predict, she has understood the previous paragraph. If not, she must reread. Below, you will find a list of reading recommendations that will help Beth with comprehension.
2. Central Auditory Processing Deficits (CAPD) are best treated by a speech and language therapist. Sometimes they use computer programs such as Earobics. Referrals were given.

3. This psychologist would certainly recommend that accommodations be made to her IEP including:
 - A. Being prompted to reread, as aforementioned.
 - B. Extended-time testing for all school and high-stakes tests.
 - C. Preferential Seating
 - D. Teacher to check comprehension of directions
 - E. Monitor to supervise or all standardized tests.

4. Children with **auditory processing deficits** also help themselves by doing the following:
 - A) Organizing their desk.
 - B) Studying out loud.
 - C) Reducing background noises.
 - D) Asking for repetition, especially when they don't understand directions.
 - E) Watch the teacher and listen to other cues.
 - F) Repeat the directions to yourself over and over again.
 - G) Healthy habits including diet, exercise, and sleep.
 - H) Take notes by key words.

5. It appears that Beth is often **reading too quickly** without slowing herself down in order to comprehend. Artificial slowing can be accomplished by subvocalizing all of the words. Beth should use the period at the end of each sentence to stimulate self-thought about whether she understood the gist of a sentence. Parents can teach this "habit" while working with homework. Comprehension can be reinforced during homework times perhaps in school as the child is asked to teach the parents the lesson she just learned. This would have the added value of learning by two methods of stimulus input. Beth also may wish to use her strong visual skills to aide comprehension by intentionally "seeing the information" on an imaginary blank screen in her mind.

READING COMPREHENSION RECOMMENDATIONS

1. Active comprehension strategies.

Good readers

- are extremely active as they read
- think aloud as they go through text
- are aware of why they are reading a text,
- gain an overview of the text before reading,
- make predictions about the upcoming text,
- read selectively based on their overview,
- associate ideas in text to what they already know,
- note whether their predictions and expectations about text content are being met,
- figure out the meanings of unfamiliar vocabulary based on context clues,
- *underline, reread, make notes and paraphrase to remember important points*
- interpret the text, evaluate its quality, and review important points as they conclude reading.

They are busy generating questions about ideas in text while reading; constructing mental images representing ideas in text; summarizing; and analyzing stories read into story grammar components of setting, characters, problems encountered by characters, attempts at solution, successful solution, and ending

2. **Monitoring.**

- Good readers know when they need to exert more effort to make sense of a text. For example, they know when to expend more decoding effort -- they are aware when they have sounded out a word but that word does not really make sense in the context. When good readers have that feeling, they try rereading the word in question.
- Good readers are also aware of the occasions when they are confused, when text does not make sense. When readers did not understand a text, they were taught to seek clarification, often through rereading. Ask themselves consistently, "Is what I am reading making sense?"

3. **Use a systematic reading technique like SQR3.**

- Develop a systematic reading style, like the SQR3 method and make adjustments to it, depending on priorities and purpose. The SQR3 steps include Survey, Question, Read, Recite and Review.
4. Reading and listening comprehension can be helped by teaching students to summarize facts in a logical sequence so they can either verbalize or write what they have just heard or seen. This means that parents can help her do so after she watches a television show or a movie. Parents, teachers and tutors should also help her summarize a paragraph. Should she not be able to predict the next paragraph or summarize accurately, Beth should learn to self-monitor enough so that she will go back and reread!
5. Memory for recently read information can be helped by aiding Beth in maximizing the depth of processing. This means to have her think about what she has just read and make connections to it. Taking studying breaks or spacing homework assignments will also improve memory function. Associative techniques such as the pneumonics have also been helpful.

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****All names and personal information in this sample report have been changed.***