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**PSYCHOLOGICAL EVALUATION**  
**Sample and Fictitious Report**

NAME: Donna Purple      SEX: F      BIRTHDATE: 11/30/2003      AGE: 17 - 11

SCHOOL: Big Sky High School      GRADE: 12

PARENTS: Edwin and Ava Purple

DATE OF EVALUATION: 03/03/2021

**PSYCHOLOGIST:** Gary M. Eisenberg, Ph.D.

**REASON FOR REFERRAL:**

There is a family history of ADHD. Donna herself either focuses or hyperfocuses, yet she is struggling with her subjects and is often frustrated. Donna has been on anxiety medication, which has been helpful.

**BACKGROUND:**

Donna Purple is the child of Edwin and Ava Purple. She lives with her parents in Arvada, Colorado. By way of history, mother was diagnosed with ADHD at age 35. There is no information available about the biological father.

Donna's early temperament was described as curious and quiet, although there was a short bout with colic. She loved her parents and grandparents and enjoyed being held, yet disliked being held if she disliked the person. She was fussy and discriminating. Developmental milestones passed at a normal rate, although walking was slightly late due to a right-hip issue. Yet, when she started walking she climbed everywhere and dove off of laps.

As a preschooler, she wandered off and enjoyed being on her own. Donna was able to read by kindergarten. She did struggle with early concepts, including laterality and ordinality. Fine-motor coordination was slightly slow.

Throughout elementary school she was sometimes considered annoying because she was tapping her foot and doodling. Yet she was always polite.

Donna was known to be unorganized with smooshed papers and food at the bottom of her backpack.

Donna is currently at senior at Big Sky High School. She will repeat her senior year next year because of struggles during the COVID-19 year. She finds that her attention is dramatically decreased if she dislikes a subject. She does struggle to complete her homework on it. There, it is also harder for her to sit and stay focused. Sometimes she distracts herself. If she procrastinates, which is common, she may then become anxious and melt down. Homework seems to be viewed through the lens of her emotions.

**OBSERVATIONS:**

Donna Purple is an attractive young lady of average height and weight for her age. She enjoyed developing a rapport with this examiner and was looking forward to getting more information about her diagnosis and processing. Throughout the academic tasks she was quick and efficient and sometimes hyperfocused. She did have some struggles in the comprehension areas such as finding the main idea.

**TESTS ADMINISTERED:**

Kaufman Test of Educational Achievement, Third Version (KTEA-3)  
Achenbach Child Behavior Checklist  
Sentence Completion Test  
Interview  
Continuous Performance Test (IVA-2)  
Youth Inventory – 4, Self –Report

**TEST RESULTS:**

<b>Core Composite Score Summary Table</b>			
<b>Composite/Subtest</b>	<b>Standard Scores</b>	<b>Percentile Rank</b>	<b>Grade Equivalent</b>
<i>Core Composites</i>			
<b>Reading Composite</b>	116	86	-
Letter & Word Recognition	112	79	>12.10
Reading Comprehension	117	87	>12.10
<b>Math Composite</b>	-	-	-
Math Concepts & Applications	105	63	>12.10

<b>Supplemental Composite Score Summary Table</b>			
<b>Composite/Subtest</b>	<b>Standard Scores</b>	<b>Percentile Rank</b>	<b>Grade Equivalent</b>
<i>Supplemental Composites</i>			
<b>Decoding Composite</b>	103	58	-
Nonsense Word Decoding	95	37	9.2
<b>Comprehension Composite</b>	119	90	-
Listening Comprehension	117	87	>12.10

<b>THE ACHENBACH CHILD BEHAVIOR CHECKLIST</b>	
<b>Test</b>	<b>T-Score</b>
Anxiety/Depression	<b>75</b>
Withdrawal/Depression	<b>66</b>
Somatic Complaints	<b>77</b>
Social Problems	<b>59</b>
Thought Problems	<b>71</b>
Attention Problems	<b>81</b>
Rule-Breaking Behavior	<b>68</b>
Aggressive Behavior	<b>50</b>

*\*T-scores 65 or above are considered clinically significant. A T-score of 50 is equivalent to a zero (no problems).*

### **DISCUSSION OF TEST RESULTS:**

The Kaufman Test of Educational Achievement, Third Version (KTEA-3) is a comprehensive academic achievement test that measures all forms of academic achievement as well as their underpinning processes.

Two tests of reading achievement were administered, Letter and Word Recognition and Reading Comprehension. Letter and Word Recognition requires the student to identify letters and pronounce words of gradually increasing difficulty. Reading Comprehension is an untimed test of silent reading comprehension includes several items types. Early items require matching a

symbol or word(s) with its corresponding picture. Subsequent items require reading a simple instruction and responding by performing the action. Later items involve reading passages of increasing difficulty and answering literal and/or inferential questions about them. The most difficult items require rearranging five sentences into a coherent paragraph and then answering questions about the paragraph.

Summarized on the Reading Composite score, we see reading functioning above average at an 86%’ile.

One test of math achievement was administered, Math Concepts and Applications. In Math Concepts and Applications the student responds orally to items that require the application of mathematical principles to real-life situations. Skill categories include number concepts, operation concepts, time and money, measurement, geometry, fractions and decimals, data investigation, and higher math concepts.

This was rated at an average level, equivalent to a 63%’ile. Donna complains that math is her weakest subject.

This student had excellent listening comprehension as shown by the Listening Comprehension subtest. In the Listening Comprehension text, each item requires the examinee to listen to either a sentence read by the examiner (for the early items) or a recorded passage played from the Audio CD. After listening to each sentence or passage, the student responds orally to literal and/or inferential comprehension questions asked by the examiner.

Listening Comprehension was scored at an 87%’ile. Donna is able to listen to long strings of oral information quite competently.

Next, tests of ADHD were administered. It is thought that students with ADHD struggle distractibility, therefore struggle being able to repeat digits backwards. Hence, the Digit Span test was administered. Donna received a 9 in the Forward condition, yet a 5 in the Backward condition. This significant difference of 4 does suggest distractibility.

Next, the important Continuous Performance Test (IVA-2) was administered. The Continuous Performance Test (IVA-2) is a fine, objective measure of focus and concentration. The student’s hand is on the mouse while the computer-based instructions change in a manner that requires sustained focus. This is a 20 minute computerized exam where the student must “click on” a stated target whereby inhibiting responses to others. Continuous Performance Test (IVA-2) scores are expected to average 100, whereby 80 or below is considered below average. Donna’s final score of 70 does suggest a mild ADHD.

Mother received the Achenbach Child Behavior Checklist. Here she rated her youngster on 112 different items. The psychologist subsequently classifies them into diagnostic categories.

Mother was very concerned about attention, including failure to finish and not concentrating. Anxiety too was also a major concern as well as some level of sadness. Sometimes Donna cannot get thoughts out of her mind.

Overall, Donna scored at a clinically-significant level in all three tests purported to measure ADHD. This includes the Continuous Performance Test (IVA-2), Achenbach Child Behavior Checklist, and Digit Span test. Donna very clearly meets criterion for a mild ADHD.

Subsequently, psychological tests were administered. Donna was also very open in a direct interview. There she recalled her difficult early history, which includes rape at age 5 (not recalled until age 14). She did suffer verbal and emotional abuse by her aunt and was frequently told that nobody loved her. There was also a neighbor who sexually harassed and stalked her. In middle school she was cutting and was suicidal, which eventually led to a hospitalization.

Hence, this youngster has repetitive negative thoughts including that of self-harm. Donna received the Sentence Completion Test to better understand her underlying feelings. She indicates that when she does get angry she tends to shut down so that others “don’t know.” Donna very clearly struggles with self-esteem. Sometimes she does not feel confident enough to talk about how she feels, even with those close to her.

Silly thoughts frequently come to mind including reiterating her own personal stress and unhappiness or depressive thoughts. Sometimes she just feels like a failure. These thoughts tend to reiterate in a manner suggestive of OCD. Sometimes Donna just resigns herself to failure.

For instance, when Donna has too much homework she finds it overwhelming and upsetting. She struggles between trying to forget that it is there and procrastinating. The outcome is that she is so emotionally dysregulated that she can therefore not do her homework. Hence, cyclical emotions and anxiety do clearly inhibit her academic functioning.

This student has had so much stress that she sometimes establishes a sense of hopelessness. In other words, she has a strong urge to just melt down and give up.

Donna received the Youth Inventory – 4, Self –Report. There she rates herself on all symptoms of mental-health disorders. Donna scored at a clinically-significant level on questions related to ADHD. This included trouble finishing, staying organized with a tendency to be distracted and lose possessions.

Also clinically significant was anxiety with significant worry and difficulty stopping herself from worrying. There are panic attacks and repetitive stressful thoughts about bad memories. There were very clear self-esteem concerns plus a mild depression, including some anhedonia. Often, Donna is pessimistic about her own future.

### **SUMMARY:**

Donna has great difficulty staying focused, completing her work, and with distractibility. Teachers think she has ADHD.

Indeed, Donna met clinical criterion for ADHD on two surveys and two focus tests. She very clearly has a mild level of Attention Deficit Hyperactivity Disorder.

However, exacerbating her ADHD is very clear emotional dyscontrol. When schoolwork becomes overwhelming, she is so emotional and anxious that she often does not get it done. Donna has an underlying sense that things will not work out and often creates conditions to make that happen! Hence, there is a self-defeating side to her that also stops her from focusing.

Academic tests indicate that Julia is one very bright young lady. Yet, she did have some mild difficulties with abstract reasoning and understanding the main idea. These will also mitigate against her focus.

Although Donna does meet criterion for ADHD, she is also experiencing significant emotional dyscontrol and anxiety. Both anxiety and ADHD can cause restlessness and distractibility. It is this psychologist's opinion that the anxiety and depression may be responsible for the lion's share of her underachievement. Certainly, much of her procrastination is self-inflicted.

### **DIAGNOSIS:**

DSM 5: Attention Deficit Hyperactivity Disorder – Inattentive Type (mild)  
Generalized Anxiety Disorder  
Persistent Depressive Disorder

### **RECOMMENDATIONS:**

1. This psychologist would recommend that psychostimulants be tried. To that extent she is being rereferred to Dr. Shakespeare. However, students with her type of history and anxiety sometimes do not do well with psychostimulants. Therefore, they should be monitored very closely.
2. Nonpharmacological means of treating ADHD were recommended including the use of the Incredible Five Point Scale. Donna should be aware of her bodily signs of inattention. Any kind of physical release will help reboot her focus. This might include walking up and down the stairs or jumping jacks. Water consumption is also recommended.
3. This report should be referred to Jefferson County Schools for the development of a Section 504 Plan. The recommended accommodations are:
  - A. Movement breaks.
  - B. Extended time for tests if needed.
  - C. Solitary testing to better help Donna with her distractibility.
4. Break assignments into 10-minute segments. The student tends to become discouraged and frustrated when confronted with long assignments and is then unable to overcome the inertia caused by feeling overwhelmed. Gradually increase the length and difficulty of the assignments as the student demonstrates success. After 10-minute segments, movement breaks should occur in between.

5. Teach the student the steps needed to complete a task.
  - a) Have the student or teacher record the steps in a list or chart and ADD them to the strategy “trick” book.
  - b) Encourage the student to refer to the book when the steps are not readily remembered.
  
6. At home and at school, attentional deficits could be further approached by implementing the following specific recommendations:
  - A) Eye contact prior to instruction giving
  - B) Brief and specific directions – not multiple tasks
  - C) Have the child repeat the instructions in **his/her** own words
  - D) Whenever possible, use visual cues
  - E) Emphasize the relationship between behavior and consequences, e.g. unfinished homework results in poor grades
  - F) Reduce distractions during homework time (e.g. use a large uncluttered desk area with no distractions on the walls in front)
  
7. Homework should be completed in the same place and at the same time daily. Prior to starting homework, parent and child should have a meeting to decide on subgoals. For instance, after each section is completed Donna should take a short break before returning to schoolwork.
  
8. Improve study habits by:
  - A) Discussing material with a friend or parent
  - B) Underlining or highlighting
  - C) Talking into a tape recorder and playing it back to yourself
  - D) Studying while moving around
  - E) Take frequent breaks, but keep them limited
  
9. Improve proof reading by asking yourself whether you have understood what you have just read. Or when writing, read it aloud to make sure it makes sense, and pull out unnecessary words. Sometimes it is helpful to get a “fresh” look at your work by reading it several hours later. Sometimes reading it from the bottom up helps you get a different perspective. Proofread first for spelling and punctuation errors, then second for meaning.
  
10. Improve note taking by:
  - A) Skipping lines when you take notes to make it easier to read, or you can add new ideas later
  - B) Developing a set of your own abbreviations
  - C) Making large parentheses should you not understand a portion of a lecture, so that you can ask the teacher or a friend
  - D) Underline when the teacher seems to emphasize or repeat a point
  
11. Improve studying for tests by:
  - A) Study over several days

- B) Study a portion of the material on the first day, review it, then study a new portion the next day, etc.
- C) Record information into a tape recorder and listen to it over and over.
- D) Write or type a memory list with key questions or key-words in the left hand column, with answers on the right – subsequently the paper can be folded to make a self-test.
- E) If possible, highlight your textbook or see if you can buy your own so it can be highlighted.
- F) Do not cram
- G) Get a good night's sleep prior to the test
- H) During test taking, do not stay stuck on a difficult question, but go back to it



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cc: Dr. William Shakespeare