

ABC School Corporation
Office of Special Education
Somewhere, IN

PSYCHOEDUCATIONAL EVALUATION- CONFIDENTIAL

Name: John Doe	Parent: Jane Doe
Date of Birth:	Address:
Age: 13 years, 9 months	Telephone:
Grade: 8th	Evaluation Date(s): 9/4/2013; 9/6/2013; 9/11/2013; 9/20/13
School: ABC Middle School	Report Due: 10/3/2013
Gender: Male	Examiners: Lauren Moss, M.A.; Kaitlin Cowan, M.A.

INFORMED CONSENT

Written consent for the evaluation was provided by John's biological mother, Jane Doe. At that time, the limits of confidentiality and procedures for evaluation were discussed.

REASON FOR REFERRAL

John was referred for a special education re-evaluation to assess his current level of cognitive, academic, emotional, behavioral, and functional abilities to determine how to best meet his educational needs.

RELEVANT HISTORY

At the time of evaluation and report, John was a 13 year, 9 month old Caucasian male in the 8th grade at ABC Middle School. Ms. Doe reported John currently lives with his biological mother, her boyfriend, John's older brother (age 17), and John's younger half-brother (age 7). She stated John typically has a good relationship with his older brother, but indicated he has a strained relationship with her, doesn't like her boyfriend, and is "jealous" of his younger half-brother.

Ms. Doe reported John may have been exposed to Prozac in utero. She stated he was not exposed to alcohol, tobacco, or illicit drugs prenatally. Ms. Doe indicated John was born full term via natural birth. She reported there were no complications during the pregnancy or delivery. Ms. Doe stated John weight 6 pounds, 11 ounces at birth and was 21 inches long. She reported he attained all developmental milestones within normal limits, with the exception of speech, which has always been delayed, according to Ms. Doe. She stated John wore glasses for

astigmatism from approximately 2008-2010. Ms. Doe reported no history of head injuries, strokes, or seizures for John. Ms. Doe denied a history of medical problems for John.

Ms. Doe stated John has received speech services since preschool. A review of records indicated that John was found eligible for special education services under the Emotional Disability category in 2012, when he was in the 6th grade. Records indicated John currently has an A+ in Careers, a B in Academic Strategies, a B- in Math, C-s in Language Arts and United States History, and Fs in Science and Health. Statements from Ms. Doe, Mrs. Smith (one of John's teachers), and a review of records suggest that John has difficulty completing and returning homework, rather than skill deficits in the classes in which he struggles.

According to Ms. Doe, John was diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD), combined type in Kindergarten. She reported he currently takes 20 milligrams of Adderall in the morning, 10 milligrams at lunch, and 10 milligrams in the afternoon., and stated that he has been taking ADHD medication since Kindergarten or first grade. Ms. Doe stated that John has seen a counselor at school once per week for approximately one year to address his "anger issues."

Ms. Doe reported that John has had a "flat" mood for the past several years; she stated that he was "more hyper as a toddler," before he began taking ADHD medications. She indicated concern regarding John's sleeping habits, stating that she worries that he has not been getting enough sleep for the past two-three years. Ms. Doe reported that he will sometimes sneak downstairs to watch television after everyone else has gone to bed. She also reported she has to ask John to complete a task (e.g., getting ready for school in the morning, completing homework) several times before he will comply. Ms. Doe described John's level of self-esteem as being "Low Average" and admitted that John does not talk very much about himself. She indicated John only concentrates on video games and reported that it is very difficult for him to concentrate on other activities, and especially homework. Ms. Doe reported John sometimes hesitates when required to make decisions. She indicated John appears to be "disillusioned and unrealistic" about the future, stating that he believes everything will be okay and does not attempt to plan out his future.

Ms. Doe indicated John has had poor social skills throughout life; she stated this may be due to his speech difficulties. She reported John has never spent the night at a friend's house or spent time with friends outside of school, but indicated that John states that he has friends. Ms. Doe stated John has poor eye contact with others and a limited range of facial expressions. John reportedly has a history of being extremely interested in video games, Legos, and disassembling/destroying items (e.g., a mattress, a cabinet). Ms. Doe reported John is an extremely picky eater and does not like the texture of most meats; she also stated he is easily distracted by sounds and doesn't like loud noises.

INSTRUMENTS ADMINSTERED AND METHODS USED

Adaptive Behavior Assessment System – 2nd Edition, (ABAS-II); Parent and Teacher Form
Behavioral Observations
Behavior Assessment System for Children – 2nd Edition, (BASC-II); Parent, Teacher and Self-
Report Form
Functional Behavior Assessment
Parent Interview
Records Review
Systematic Observation
Wechsler Individual Achievement Test – 3rd Edition (WIAT-III)
Wechsler Intelligence Scale for Children – 4th Edition (WISC-IV)

BEHAVIORAL OBSERVATIONS

John was evaluated in a relatively quiet, well-lit room on September 4th, 2013, September 6th, 2013, and September 11th, 2013. Throughout the course of the evaluation, John appeared to be well groomed. John was oriented to person, place and date appropriate to his age. Although John became more comfortable with the examiner over the course of testing, he demonstrated poor eye contact and often gave limited verbal responses when talking with the examiner.

John's gait appeared normal as indicated by his ability to move and walk around the room without difficulty. He was able to manipulate objects appropriately, such as pencils. He demonstrated a right hand preference and grasped his pencil with a tripod grip. He did not display difficulties hearing or understanding spoken instructions. John demonstrated speech articulation difficulties, and the examiner asked John to repeat himself on several occasions throughout the testing sessions.

John was cooperative throughout testing and appeared to give full effort. John's affect and mood throughout testing appeared to be within normal limits, although he appeared to be disinterested in testing at times. There were no signs of delusions or hallucinations. After observing John's behavioral, emotional, and psychological status during the course of the evaluation, current results are considered to be an accurate representation of his abilities.

INTERPRETATIONS OF RESULTS AND CLINICAL IMPRESSIONS

Cognitive Ability

The Wechsler Intelligence Scale for Children, Fourth Edition was administered to assess John's overall level of intellectual functioning. Scores between 90 and 110 fall in the Average range. Scores between 80-89 fall in the Low Average range, while scores between 111-119 are in the High Average range. The WISC-IV is a valid and reliable measure of intelligence. John's

overall score (FSIQ) was comprised of Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed scores. General intellectual functioning is a measure of broad cognitive ability. John's overall cognitive ability as measured by the Full Scale Intelligence Quotient was in the Average range (FSIQ = 89); however, due to significant variability between composite scores, this overall number may not be the most accurate reflection of John's abilities. His performance was ranked at the 23rd percentile, which means that his cognitive ability is considered to be at or better than 23% of individuals his age in the standardization sample. There is a 95% chance that John's true cognitive ability falls within the range of 84-94.

The Verbal Comprehension Index (VCI) requires skills in working with language and measures such things as word knowledge, language development, and comprehension of information. John was asked to define words, identify similarities between words, and answer questions. John's performance on this index was in the Average range (VCI = 100). His ability to identify conceptual similarities between words (Similarities = 12) was average. His ability to define words (Vocabulary = 10) and answer questions involving knowledge of general principles (Comprehension = 9) were also average. John's performance suggests he will likely perform as well as his peers when required to understand verbal conceptual similarities, use verbal language in applied settings, and understand word meanings.

The Perceptual Reasoning Index (PRI) measures the capacity to perceive, analyze, and interpret visual information. The ability to interpret information visually is helpful to educational performance because students are often faced with multiple learning situations and information that is presented in the form of diagrams or pictures. Skills in this area are especially helpful in mathematics and science instruction. John's performance on this index was in the Average range (PRI = 104); however, this score should be interpreted with caution due to variability among subtest scores. John's ability to identify commonalities in ordinary pictures (Picture Concepts = 13) fell in the Above Average range. His ability to identify pictures that fit into a design pattern (Matrix Reasoning = 8) and recreate a series of designs using blocks (Block Design = 11) were average. John's performance suggests he will likely perform as well as or better than his peers when required to interpret and understand visual stimuli, such as graphs or diagrams. He should also be expected to perform as well as his peers when he is required to use visual reasoning skills to complete hands-on tasks.

The Working Memory Index (WMI) measures an individual's ability to take in, hold on to, and mentally manipulate pieces of information for short periods of time. This can be important because memory span determines the amount of information a student can process at one time. John performed in the Borderline range on this index (WMI = 77). John's immediate memory and rote recall skills fell in the Below Average range (Digit Span = 6). His auditory working memory skills also fell in the Below Average range (Letter-Number Sequencing = 6). John's

performance suggests he may struggle significantly more than his same-aged peers when asked to complete tasks that require the use of short-term memory.

The Processing Speed Index (PSI) measures how automatically a student can process simple visually presented information. This ability is strongly related to reading, writing, and math achievement because it can show how automatic the development of basic processing has become. John's performance in this area was in the Borderline range (PSI = 75); however, due to variability between subtest scores, this score should be interpreted with caution. John's ability to match symbols and shapes was in the Very Poor range (Coding = 3), while his ability to look for specific designs in a group fell in the Average range (Symbol Search = 8). John's performance suggests he may be expected to struggle compared to his peers when required to quickly process visual information.

Achievement

John was administered the Wechsler Individual Achievement Test – 3rd Edition (WIAT-III). Average scores on the WIAT-III fall in the 90-110 range, with Low Average scores in the 80-89 range and High Average scores in the 111-119 range. Based on his age, John's total achievement fell in the Average range (Total Achievement = 90); however, due to significant variability among the composite scores that make-up this total score, the Total Achievement score may not be the best representation of his abilities. John's performance was ranked at the 25th percentile, which means his achievement skill is considered to be at or better than 25% of individuals his age in the standardization sample. There is a 95% chance that John's true achievement skill falls within the range of 86-94. The test measures total achievement through a variety of subtests. These subtests form clusters that measure reading, oral language, written expression, and mathematics.

Oral Language

John's overall language skills fell in the Average range (Oral Language = 94). When asked to listen and respond to questions, John performed in the Average range (Listening Comprehension = 102). When required to repeat auditory information, John performed in the Low Average range (Oral Expression = 89). John would be expected to perform as well as his peers on tasks involving passive listening. In the classroom, he is likely to be able to follow instructions appropriately and repeat verbal information, such as short stories or sentences.

Reading

John's overall reading skills fell within the Average range (Total Reading = 96). John's ability to read a list of words presented in isolation was in the Average range (Word Reading = 91). His phonological awareness was also in the Average range (Pseudoword Decoding = 92). This suggests John should be equally capable of using decoding strategies to read unfamiliar words

and recognizing sight words. When asked to read passages and answer questions, John performed in the High Average range (Reading Comprehension = 116). He performed in the Average range when required to read passages out-loud quickly and accurately (Oral Reading Fluency = 96). Based on his performance, John is likely to perform comparably to his peers when required to read grade level words and passages quickly and efficiently, as well as when required to demonstrate understanding of what he has read.

Written Expression

John's overall ability on written language skills fell in the Borderline range (Written Expression = 77). When asked to spell words presented in isolation, John performed in the Low Average range (Spelling = 81). When asked to write and combine sentences, John performed in the Low Average range (Sentence Composition = 87). John's ability to write a composition based on a prompt fell in the Borderline range (Essay Composition = 73). Overall, John should be expected to struggle more than his peers when required to express himself through writing.

Mathematics

John's overall mathematics skills fell in the Average range (Mathematics = 92). When asked to solve paper and pencil math calculation, John performed in the Low Average range (Numerical Operations = 85). When asked to solve problems involving real-world application of math concepts, John performed in the Average range (Math Problem Solving = 101). John would be expected to perform as well as his peers when asked to complete math problems without time constraints.

Math Fluency

Math fluency refers to an individual's ability to complete math problems quickly under a time constraint. John's overall math fluency skills fell in the Low Average range (Math Fluency = 85). John's ability to rapidly and automatically solve addition and multiplication problems fell in the Low Average range (Math Fluency—Addition = 81; Math Fluency—Multiplication = 89), while his ability to fluently solve subtraction problems fell in the Average range (Math Fluency—Subtraction = 90). Overall, it would be expected John might experience slight difficulty when required to complete math problems within a certain time frame when compared to his peers.

Social-Emotional Functioning

Parent/Teacher Ratings

The Behavior Assessment System for Children – 2nd Edition (BASC-II) was used to assess John's social-emotional functioning. The BASC-II is considered a valid and reliable measure of behavior and emotional functioning. Scores between 41 and 59 are considered Average. A score of 60-69 is considered At-Risk, and a score of 70 or higher is considered Clinically Significant.

For adaptive scales, scores of 40-31 are considered At-Risk, and scores of 30 or lower are considered Clinically Significant.

Teacher rating forms were completed by Mrs. Smith and parent rating forms were completed by Ms. Doe. Validity indicators suggested that Mrs. Smith and Ms. Doe responded to the inventory in an open and consistent manner. Any differences reported below may be related to differences in rater, environment, and interactions (e.g., the school vs. the home setting).

Ms. Doe found John at-risk for hyperactivity, while Mrs. Smith did not report any concerns related to externalizing problems. Ms. Doe reported John sometimes cannot wait to take his turn and interrupts others when they are speaking. She reported he often acts without thinking, has poor self-control, acts out of control, and fiddles with things during meals.

Ms. Doe and Mrs. Smith found John at-risk for internalizing problems, including depression and somatization. Mrs. Smith reported John is sometimes pessimistic, easily upset, and negative about things. Ms. Doe reported John sometimes complains of being sick when nothing is wrong, has stomach problems, says he is sick, has headaches, complains about his health, complains of pain, and gets sick.

Ms. Doe found John at-risk for atypicality and attention problems. She reported John sometimes pays attention, listens to directions, pays attention when being spoken to, and listens carefully. She indicated John often has a short attention span and is often easily distracted. Ms. Doe reported John sometimes seems unaware of others, stares blankly, has strange ideas, and says things that make no sense. She reported he often repeats one activity over and over and often seems out of touch with reality.

Ms. Doe reported clinically significant levels of withdrawal, while Mrs. Smith found John to be at-risk for withdrawal. Ms. Doe reported John never makes friends easily. Mrs. Smith and Ms. Doe reported John never quickly joins group activities. Ms. Doe reported he often is shy around other adolescents and is chosen last by his peers for games. Ms. Doe indicated John sometimes refuses to join group activities and prefers to be alone. Both Mrs. Smith and Ms. Doe reported John sometimes avoids other adolescents. Mrs. Smith reported John sometimes makes friends easily, plays alone, refuses to talk, and has trouble making new friends.

Ms. Doe found John to be at-risk for social skills problems, while Mrs. Smith reported clinically significant social skills problems. Ms. Doe and Mrs. Smith reported John never offers to help his peers. Ms. Doe reported John never volunteers to help with things. Mrs. Smith reported John never shows interest in others' ideas, tries to bring out the best in others, congratulates others when good things happen to them, makes suggestions without offending others, says "please" and "thank you," or compliments others.

Ms. Doe and Mrs. Smith found John to be at-risk for functional communication problems. Ms. Doe reported clinically significant levels of leadership problems for John, while Mrs. Smith found John to be at-risk for leadership problems. Mrs. Smith reported John is never able to describe his feelings accurately. Ms. Doe reported John is never effective when presenting information to a group. She indicated John is often unclear when presenting ideas and often has difficulty explaining rules of games to others. Mrs. Smith and Ms. Doe reported John is never chosen as a leader, never gives good suggestions for solving problems, and is never good at getting others to work together. Ms. Doe reported John never joins clubs or social groups, is never a “self-starter,” and never attends after-school activities.

Ms. Doe reported clinically significant levels of difficulty with regards to John’s ability to complete activities of daily living. Ms. Doe reported John never volunteers to help clean up around the house, never organizes chores well, and never sets realistic goals. She reported he almost always needs help from others to get up on time, often needs to be reminded to brush his teeth, and sometimes acts in a safe manner.

Mrs. Smith found John to be at-risk for study skills problems. Mrs. Smith reported John never analyzes problems before solving them, never reads assigned chapters, never asks to make-up missed assignments, is never well-organized, never has good study habits, and never takes careful notes during lectures.

Self-Report

The Behavior Assessment System for Children – 2nd Edition (BASC-II) self-report measure was administered to John to achieve better understanding of John’s behavior and social-emotional functioning. The self-report measure scores are the same as explained above. Validity indicators suggested that John responded to the questions in an open and consistent manner.

John’s responses indicated that he has clinically significant difficulties in his relationship with his mom. He reported he does not get along well with his mom. He reported he is never proud of her, never likes going places with her, does not think his mom is easy to talk to, does not think his mom likes his friends, and does not think she listens to what he says. He also indicated his mom never trusts him or is proud of him.

John did not report any other concerns related to internalizing problems, problems at school, difficulties with inattention or hyperactivity, or problems with adaptive skills (e.g., interpersonal relationships, self-esteem, and self-reliance).

Functional Behavioral Assessment

Kaitlin Cowan, a fellow school psychology intern, completed the necessary components of the functional behavioral assessment on September 20th, 2013 because this portion of the evaluation was added after the other assessments had been completed. No problem behaviors were identified prior to the addition of the functional behavior assessment. To determine if John displayed any problem behaviors at school, one 15-minute and one 20-minute observation was conducted in two different classes. Throughout the course of both observations, no problem behaviors were identified. John was observed to begin working independently and stayed focused for the duration of the observations.

It was noted that in John's interactions with his teachers, he did not establish eye contact. Additionally, when praised for solving a problem correctly or fixing an incorrect answer, John did not appear to respond to the praise positively or negatively. John was observed to occasionally pick at his fingers, rub his eyes, hold the bridge of his nose, and rest his hand on his head when he had been working on a task for awhile. Currently, these behaviors seem to be used as calming techniques during frustrating or long activities. In the future, if John engages in maladaptive behaviors (e.g., outbursts or work refusal), these behaviors may serve as an antecedent to the problem behaviors, which could lead to an intervention before John escalates to the problem behaviors.

Adaptive Functioning

Mrs. Smith and Ms. Doe completed the Adaptive Behavior Assessment System – Second Edition (ABAS-II) to determine John's ability to perform daily activities necessary to a school and home environment. Any differences reported below may be related to differences in rater, environment, and interactions (e.g., the school vs. the home setting). Scores between 90-109 are considered Average. Scores between 80-89 fall in the Below Average range, while scores between 110-119 are considered Above Average. Results indicated Mrs. Smith perceived John's general adaptive functioning to be in the Extremely Low range (General Adaptive Composite = 63), which ranks in the 1st percentile. Ms. Doe also perceived John's general adaptive functioning as being in the Extremely Low range (GAC = 67), which ranks in the 1st percentile. The GAC is composed of scores from social, practical, and conceptual skills domains. It is useful to consider John's adaptive functioning in each of these areas.

The Conceptual Composite consists of skills that estimate communication, functional academics, and self-direction. Mrs. Smith rated John's conceptual skills to be in the Extremely Low range (Conceptual Composite = 59), while Ms. Doe rated his conceptual skills as being Below Average (Conceptual Composite = 80). Within the Conceptual Composite, Mrs. Smith identified weaknesses in communication (Communication scaled score [SS] = 1) and self-direction (Self-

Direction SS = 2), while Jane Doe identified a strength in functional academics (Functional Academics SS = 8).

The Social Composite consists of skills necessary to successfully interact with others in a variety of settings and situations. Both Mrs. Smith and Ms. Doe rated John's social skills as being in the Extremely Low range (Social Composite = 66 and 70, respectively). Within the Social Composite, Mrs. Smith and Ms. Doe identified a weakness in John's ability to engage in social activities (Social SS = 1 for both). Ms. Doe identified a strength in John's ability to engage in leisure activities (Leisure SS = 7).

The Practical Composite consists of skills necessary for school living, understanding of health and safety precautions, self-care, and use of community resources. Mrs. Smith rated John's practical skills as being in the Borderline range (Practical Composite = 78), while Jane Doe rated them as being in the Extremely Low range (Practical Composite = 65). Within this area, Mrs. Smith identified a strength in John's ability to use community resources (Community Use SS = 9) and a weakness in his ability to demonstrate self-care (Self-Care SS = 1). Mrs. Smith and Ms. Doe identified a strength in John's understanding of health and safety (Health and Safety SS = 10 for both) and a weakness in his ability to engage in tasks related to school and home living (School Living SS = 1; Home Living SS = 1).

SUMMARY

At the time of evaluation and report, John was a 13 year, 9 month old Caucasian male in the 8th grade at ABC Middle School. John was referred for a special education re-evaluation to assess his current level of cognitive, academic, emotional, behavioral, and functional abilities to determine how to best meet his educational needs. After observing John's behavioral, emotional, and psychological status during the course of the evaluation, current results are considered to be an accurate representation of his abilities.

John's overall cognitive ability fell in the Low Average range; however, due to variability among composite scores, this may not be the best representation of his abilities. John's verbal comprehension and perceptual reasoning abilities fell in the Average range, while his working memory and processing speed abilities fell in the Borderline range. This suggests that John should typically be capable of understanding and using verbal and non-verbal strategies, but he may be expected to struggle when required to hold information in his immediate memory and when required to process information quickly.

John's overall achievement, oral language, total reading, and mathematics skills fell in the Average range. His math fluency skills fell in the Low Average range, while his written expression abilities were Borderline. This suggests that John should be capable of completing academic tasks related to language, reading, and math, but that he may be expected to struggle when required to complete math activities within a time constraint and when required to express himself through writing.

Ms. Doe and Mrs. Smith both found John to be at-risk for functional communications problems. Ms. Doe found John to be at-risk for problems with hyperactivity, somatization, atypicality, attention problems, and social skills problems. Ms. Doe reported clinically significant levels of withdrawal and leadership problems. Mrs. Smith found John to be at-risk for depression, withdrawal, leadership problems, and study skills problems. Mrs. Smith reported clinically significant problems with social skills for John. John reported clinically significant problems in his relationship with his mom.

Results from the functional behavior assessment suggest that John does not currently engage in any problem behaviors in the school setting. An analysis of his behaviors during the systematic observation, such as picking at his fingers, rubbing his eyes, holding the bridge of his nose, and resting his hand on his head when he had been working on a task for awhile, suggest that these behaviors may serve as antecedents to future problem behaviors (e.g., outbursts, work refusal). If problem behaviors arise in the future, the function of those behaviors may be avoidance.

Mrs. Smith and Ms. Doe rated John's overall adaptive and social skills as being in the Extremely Low range. Mrs. Smith rated John's conceptual skills as being Extremely Low and rated his practical skills as being Borderline. Ms. Doe rated John's conceptual skills as being Below Average and his practical skills as being Extremely Low. These ratings suggest that John may require a higher level of support when completing activities related to communication, social skills, health and safety, and school and home living.

RECOMMENDATIONS

1. It is recommended that a case conference committee meeting be scheduled to discuss the results of this evaluation. Eligibility and service determinations are made by the case conference committee and should not be made on the basis of this report alone.
2. John demonstrated difficulties with working memory. When possible, John should be asked to repeat instructions in his own words to ensure that he remembers the directions. He may also benefit from receiving one direction at a time to decrease the likelihood of forgetting multiple directions.
3. John demonstrated difficulties with quickly processing information. When appropriate, John may benefit from receiving extra time on tests and activities to ensure that he is able to fully process the material.
4. John displayed difficulty with written expression. He may benefit from extra instruction in this area. For example, he could use graphic organizers to help him organize thoughts before completing a writing prompt.
5. Mrs. Smith and Ms. Doe reported concerns regarding John's social skills and withdrawal. He may benefit from an intervention that promotes the development of social skills in

adolescents. For information regarding a variety of activities that can be implemented to promote positive social skills, visit <http://www.cccoe.net/social/skillslist.htm>.

6. Ms. Doe and Mrs. Smith rated John's overall adaptive skills as being Extremely Low. John may benefit from taking courses to improve his functional abilities, such as life skills courses that teach students how to cook, do laundry, apply for jobs, and manage money.
7. John reportedly struggles to complete and turn-in homework assignments. He may benefit from using a planner to help him keep track of due dates and improve his organizational skills.
8. John was observed to have significant difficulties with articulation. He should continue to receive speech services to address his speech problems. In addition to helping him overcome speech difficulties, John's social skills may also improve if it is easier for him to communicate his thoughts and feelings to others without having to repeat himself.
9. Based on John and Ms. Doe's reports of difficulties in their relationship and problematic behaviors reported by Ms. Doe at home, John and Ms. Doe may benefit from attending family therapy to build a more positive relationship.

Lauren Moss, M.A.
School Psychology Intern
Ball State University

Date

Kaitlin Cowan, M.A.
School Psychology Intern
Ball State University

Date

Kenneth D. McCoy, Ph.D., HSPP
Licensed School Psychologist
Ball State University

Date

ASSESSMENT RESULTS

Wechsler Intelligence Scale for Children – 4th Edition (WISC-IV)			
	Standard Score	Confidence Interval	Descriptor
Full Scale IQ	89	84-94	Low Average
Verbal Comprehension	100	93-107	Average
Similarities	12		
Vocabulary	10		
Comprehension	9		
Perceptual Reasoning	104	96-111	Average
Block Design	11		
Picture Concepts	13		
Matrix Reasoning	8		
Working Memory	77	71-86	Borderline
Digit Span	6		
Letter-Number Sequencing	6		
Processing Speed	75	69-87	Borderline
Coding	3		
Symbol Search	8		

Wechsler Individual Achievement Test – 3rd Edition (WIAT-III)			
	Standard Score	Confidence Interval	Descriptor
Total Achievement	90	86-94	Average
Total Reading	96	91-101	Average
Reading Comprehension	116		High Average
Word Reading	91		Average
Pseudoword Decoding	92		Average
Oral Reading Fluency	96		Average
Oral Language	94	83-105	Average
Listening Comprehension	102		Average
Oral Expression	89		Low Average
Written Expression	77	70-84	Borderline
Essay Composition	73		Borderline
Sentence Composition	87		Low Average
Spelling	81		Low Average
Mathematics	92	85-99	Average
Math Problem Solving	101		Average
Numerical Operations	85		Low Average
Math Fluency	85	78-92	Low Average
Math Fluency-Addition	81		Low Average
Math Fluency-Subtraction	90		Average
Math Fluency- Multiplication	89		Low Average

Behavioral Assessment Scale for Children – 2nd Edition (BASC-II) Parent Form		
Scale	Classification	
F	Acceptable	
Response Pattern	Acceptable	
Consistency	Acceptable	
Scale	T-Score	Confidence Interval
Externalizing Problems	58	54-62
Hyperactivity	61*	
Aggression	52	
Conduct Problems	59	
Internalizing Problems	50	44-56
Anxiety	42	
Depression	48	
Somatization	61*	
Behavioral Symptoms	64*	60-68
Attention Problems	63*	
Atypicality	66*	
Withdrawal	78**	
Adaptive Skills	33*	29-37
Adaptability	45	
Social Skills	39*	
Leadership	30**	
Functional Communication	32*	
Activities of Daily Living	29**	

* = At-risk ** = Clinically Significant

Behavioral Assessment Scale for Children – 2nd Edition (BASC-II) Teacher Form		
Scale	Classification	
F	Acceptable	
Response Pattern	Acceptable	
Consistency	Acceptable	
Scale	T-Score	Confidence Interval
Externalizing Problems	48	45-51
Hyperactivity	45	
Aggression	50	
Conduct Problems	49	
Internalizing Problems	47	41-53
Anxiety	40	
Depression	60*	
Somatization	43	
School Problems	54	49-59
Attention Problems	53	
Learning Problems	55	
Behavioral Symptoms	56	53-59
Atypicality	58	
Withdrawal	62*	
Adaptive Skills	34*	31-37
Adaptability	41	
Social Skills	28**	
Leadership	37*	
Study Skills	36*	
Functional Communication	38*	

* = At-risk ** = Clinically Significant

Behavioral Assessment Scale for Children – 2nd Edition (BASC-II) Self-Report Form		
Scale	Classification	
F	Acceptable	
Response Pattern	Acceptable	
Consistency	Acceptable	
Scale	T-Score	Confidence Interval
School Problems	50	43-57
Attitude Toward School	50	
Attitude Toward Teachers	53	
Sensation Seeking	47	
Internalizing Problems	37	33-41
Atypicality	40	
Locus of Control	40	
Social Stress	35	
Anxiety	37	
Depression	40	
Sense of Inadequacy	38	
Somatization	47	
Inattention/Hyperactivity	38	30-46
Attention Problems	35	
Hyperactivity	43	
Emotional Symptoms Index	35	31-39
Personal Adjustment	50	44-56
Relation with Parents	21**	
Interpersonal Relations	60	
Self-Esteem	61	
Self-Reliance	59	

* = At-risk ** = Clinically Significant

Adaptive Behavior Assessment System – 2nd Edition (ABAS-II) Parent Form			
	Standard Score	Confidence Interval	Descriptor
General Adaptive Composite	67	63-71	Extremely Low
Conceptual Composite	80	75-85	Below Average
Communication	6		
Functional Academics	8		
Self-Direction	4		
Social Composite	70	64-76	Extremely Low
Leisure	7		
Social	1		
Practical Composite	65	59-71	Extremely Low
Community Use	3		
Home Living	1		
Health and Safety	10		
Self-Care	2		

Adaptive Behavior Assessment System – 2nd Edition (ABAS-II) Teacher Form			
	Standard Score	Confidence Interval	Descriptor
General Adaptive Composite	63	60-66	Extremely Low
Conceptual Composite	59	55-63	Extremely Low
Communication	1		
Functional Academics	3		
Self-Direction	2		
Social Composite	66	61-71	Extremely Low
Leisure	5		
Social	1		
Practical Composite	78	74-82	Borderline
Community Use	9		
School Living	1		
Health and Safety	10		
Self-Care	1		