

Confidential Psychological Report

Student:
Parent/Guard.:
Address:

DOE:
DOB:
CA:

Phone:

Grade:

Examiner: Damian Bariexca, Ed.S., NCSP
School Psychologist

Reason for Identification

XXX was referred for Child Study Team evaluation in order to update his cognitive profile and gather data to help inform his programming needs. The purpose of this evaluation is to gather information about XXX's educational and psychological needs, generate appropriate modifications & accommodations, and assist in developing further appropriate educational programming.

Background Information

A review of records indicates that XXX has been eligible for Special Education and Related Services since pre-school. Presently, he is eligible under the category **Multiple Disabilities** due to the presence of two disabling conditions causing severe global educational needs.

So far this year, XXX has completed the following courses: Driver's Education (B-), Food & Fitness (B-), Photography I (A), and Video I (A-). He is currently enrolled in World History, LLD English, LLD Math, Cooking for Singles, Painting II, Physical Education 10, and Environmental Science.

XXX's most recent IEP review was conducted on _____, 2010. Modifications and accommodations include the following: extended time for testing, provision of study guides/outlines, review vocabulary/concepts to facilitate comprehension, pass/fail basis for World History. In the LLD classes, XXX receives one-to-one instruction as needed, in addition to accommodations and modifications outlined above. XXX is also exempt from taking the NJ High School Proficiency Assessment [HSPA], and will complete the Alternate Proficiency Assessment [APA] in its place during his junior year.

Information from the Student

XXX indicated that his favorite subject in high school so far has been Social Studies; he enjoys learning about "ancient stuff and World Wars" because he finds it "interesting". Math was noted as his least favorite subject; XXX stated, "I guess I'm not good with numbers". He cites math and public speaking as being among the most difficult tasks he is asked to complete in high school (although with regard to public speaking, XXX said, "it's uncomfortable, but I get through it"). XXX sees his strengths as being his ability to study history, as well as his athleticism. XXX plays on the JV lacrosse team and is interested in joining either Interact or Habitat for Humanity. XXX is unsure of a specific career goal at this point, but indicated that after high school, he would either like to play lacrosse at the college level or attend culinary school to explore careers in the food service industry.

Previous Test Results

Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV): L. Matricardi (10/2008)

WISC-IV

Verbal Comprehension Index (VCI): 57
Perceptual Reasoning Index (PRI): 59
Working Memory Index (WMI): 74
Processing Speed Index (PSI): 59

Full Scale IQ (FSIQ): 53

Classroom Observations

This examiner observed XXX in his Environmental Science and English classes on March 24, 2011.

In Environmental Science, XXX is one of four students in the class. During the observation period, XXX entered the classroom and took his seat immediately. XXX appeared attentive through the teacher's review of the previous day's material and her explanation of the current day's project, which was creating an artistic representation of an animal adapting to an environment. XXX required individual assistance from the teacher in getting started as she guided his thought process by asking questions that started out broad ("How can your animal adapt to this environment [XXX's chosen environment was a sewer]?"), to which XXX replied, "I don't know." The teacher then became more concrete in her questioning ("Think about each of your five senses. How is sight impacted in a sewer? How is touch impacted in a sewer?", etc.). This line of questioning seemed to help XXX understand the assignment better. As he drew, he worked very slowly and deliberately in comparison to his peers. XXX held his pencil appropriately, and as he added to his picture, he was able to explain how his animal creation had adapted to living in a different environment. This examiner left the classroom with about five minutes left in the abbreviated (due to delayed opening) period.

In English, XXX is one of six students. In this class, students were continuing work on a project started the previous day. The assignment was to draw cartoon panels to represent each of approximately 16 plot points from a story the class had read. The panels would then be presented in flip book or poster form. XXX worked independently and diligently throughout the observation period, and was able to clearly explain the task to this examiner; however, as in Science, he worked at a much slower rate than that of his peers. While other students in the class were nearly done drawing and coloring, and some had even started to assemble their flip books, XXX had only finished about half of the required panels by the end of the observation period. This examiner left the classroom with about five minutes left in the abbreviated period.

Observations and General Impressions

XXX was cooperative throughout the entire interview and evaluation process. Rapport was easily established due to the existing professional relationship between XXX and this examiner. He presented with appropriate affect, worked diligently, and appeared to take all tasks seriously. These test results should be considered an accurate representation of his current cognitive and social-emotional functioning.

Evaluation Procedures

Student Observation
Review of School Records
Structured Student Interview
Behavior Assessment System for Children, Second Edition – Self-Report - Adolescent (BASC-2 SRP-A)
Piers-Harris Children's Self-Concept Scale, Second Edition (Piers-Harris 2)
Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV)*

**Complete subtest descriptions appear at the end of this report*

Summary of Findings/Interpretation of Assessment Results

BASC-2: SRP-A

XXX responded to the items on the Behavior Assessment System for Children-Second Edition: Self-Report (Adolescent) in order to provide information regarding his own thoughts and feelings. The rater's responses to items on the BASC scales are scored and compared to a normative sample of ratings of other children similar in age. From these responses, *T*-scores are derived:

- Scores of **70T and above** fall in the **Clinically Significant** range, and suggest a high level of maladjustment.
- Scores of **60T-69T** fall in the **At-Risk** range, and may identify either a significant problem that is not severe enough to warrant a formal diagnosis or a developing problem that needs careful monitoring.
- Scores ranging from **41T-59T** are considered **average**.
- Scores ranging from **31T-40T** fall in the **At-Risk** range on selected scales.
- Scores of **30T and below** fall in the **Clinically Significant** range on selected scales.

XXX's responses earned ratings of "Acceptable" on all Validity Indices; these scores can be considered a reasonably accurate assessment of his current social-emotional state.

XXX's scores on the five major composite scales are as follows:

Composite Scale	T-Score	Percentile Rank
School Problems	35	5
Internalizing Problems	43	25
Inattention/Hyperactivity	38	10
Emotional Symptoms Index	49	54
Personal Adjustment	52	54

School Problems. XXX's score of **35T** on the **School Problems** composite scale falls below the Average range, but is not necessarily cause for concern. His scores on the **Attitude to School** and **Sensation Seeking** scales also fall below the Average range. XXX reports enjoying school somewhat more than his peers, and reports engaging in risky behaviors slightly less often than others his age.

School Problems Scale	T-Score	Percentile Rank
Attitude to School	32	1
Attitude to Teachers	45	34
Sensation Seeking	39	14

Internalizing Problems. XXX's score of **43T** on the **Internalizing Problems** composite scale falls in the Average range. XXX's reports of unusual thoughts, social stressors, anxiety, depression, health problems, and feelings of inadequacy are typical of students his age. XXX also reports having slightly more control over his life than is typical for someone his age.

Internalizing Problems Scale	T-Score	Percentile Rank
Atypicality	47	52
Locus of Control	39	12
Social Stress	43	25
Anxiety	54	69
Depression	40	1
Sense of Inadequacy	47	49
Somatization	41	18

Inattention/Hyperactivity. XXX's score of **38T** on the **Inattention/Hyperactivity** composite scale falls below the Average range. XXX reports maintaining an attention level similar to that of others his age as well as a level of self-control that is slightly better than that of others his age.

Inattention/Hyperactivity Scale	T-Score	Percentile Rank
Attention Problems	40	16
Hyperactivity	39	12

Emotional Symptoms. XXX's score of **49T** on the **Emotional Symptoms** index falls in the Average range, and indicates no cause for concern with regard to XXX's attitude toward school or his teachers, atypicality, stress, anxiety, depression, interpersonal relationships, or engaging in risky behaviors.

Emotional Symptoms Scale	T-Score	Percentile Rank
Sensation Seeking	39	14
Attitude to School	32	1
Attitude to Teachers	45	34
Atypicality	47	52
Social Stress	43	25
Anxiety	54	69
Depression	40	1
Interpersonal Relations	56	67

Personal Adjustment. XXX's score of **52T** on the **Personal Adjustment** composite scale falls in the Average range. His score on the **Relations with Parents** scale indicates that XXX characterizes his relationship with his parents as close, mutually respectful, and positive overall. XXX reports a self-image that is similar to others his age; however, his score on the **Self-Reliance** scale fell in the At-Risk classification. XXX reports having a low confidence level in his ability to make decisions, solve problems, and/or be dependable, as compared to others his age.

Personal Adjustment Scale	T-Score	Percentile Rank
Relations with Parents	27	2
Interpersonal Relations	37	11
Self-Esteem	59	84
Self-Reliance	48	39

Content Scales. XXX's responses were also grouped into Content Scales in the following areas: Test Anxiety, Anger Control, Mania, and Ego Strength. His responses to these questions indicate that XXX is no more likely to experience periods of heightened arousal, test-related anxiety, an inability to control his anger, or problems with self-identity than other students his age.

Content Scale	T-Score	Percentile Rank
Test Anxiety	53	66
Anger Control	42	21
Mania	41	20
Ego Strength	50	42

Piers-Harris 2

XXX also responded to the items on the Piers-Harris Children's Self-Concept Scale, Second Edition in order to provide further information regarding his perception of himself. As in the BASC-2, the rater's responses to items on the Piers-Harris 2 are scored and compared to a normative sample of ratings of other children similar in age. From these responses, *T*-scores are derived.

In each of the Domain Scales:

- Scores of **56T and above** fall in the **Above Average** range.
- Scores of **45T-55T** fall in the **Average** range.
- Scores ranging from **40T-44T** fall in the **Low Average** range.
- Scores ranging from **30T-39T** fall in the **Low** range.
- Scores of **29T and below** fall in the **Very Low** range.

The Piers-Harris 2 also determines an overall ("Total") *T*-score:

- Scores of **70T** and above fall in the **Very High** range.
- Scores of **60T-69T** fall in the **High** range.
- Scores of **56T-59T** fall in the **High Average** range.
- Scores of **45T-55T** fall in the **Average** range.
- Scores of **40T-44T** fall in the **Low Average** range.
- Scores of **30T-39T** fall in the **Low** range.
- Scores of **29T** and below fall in the **Very Low** range.

XXX's responses earned an acceptable rating for consistency, but tended to skew toward a negative response bias. These results are most likely reflective of XXX's true feelings about himself, but should be interpreted with caution.

<u>Domain Scales</u>	<u>T-Score</u>	<u>Percentile Rank</u>
Behavioral Adjustment	62	88
Intellectual & School Status	44	27
Physical Appearance	48	42
Freedom from Anxiety	54	66
Popularity	50	50
Happiness & Satisfaction	51	54
TOTAL SCORE:	51	54

The **Behavioral Adjustment** (BEH) scale measures admission or denial of problem behaviors. XXX's *T*-score of 62 falls in the **Above Average** range, and indicates that XXX perceives himself as a well-behaved adolescent who complies with rules, both at home and at school.

The **Intellectual & School Status** (INT) scale reflects XXX's assessment of his abilities with respect to academic and intellectual tasks. XXX's *T*-score of 44 falls in the **Low Average** range, and indicates that while XXX feels he performs acceptably well, he also acknowledges somewhat more difficulties with academic work than the average student. Specifically, XXX responded "No" to the prompts, "I am smart", "I often volunteer in school", and, "I can give a good report in front of the class", and "Yes" to "I get nervous when the teacher calls on me" and "I am slow in finishing my schoolwork".

The **Physical Appearance** (PHY) scale measures XXX's appraisal of his physical appearance, as well as attributes such as leadership and his ability to express ideas. XXX's *T*-score of 48 falls in the **Average** range, and indicates that XXX

reports both positive and negative appraisals of his physical appearance and personality attributes, with the positive outweighing the negative.

The **Freedom from Anxiety (FRE)** scale measures XXX's report of anxiety and dysphoric mood. XXX's *T*-score of 54 falls in the **Average** range, and indicates that XXX reports a mostly positive mental state.

The **Popularity (POP)** scale reflects XXX's assessment of his own social functioning, including perceived popularity, ability to make friends, and feelings of inclusion in social activities. XXX's *T*-score of 50 falls in the **Average** range; XXX reports feeling mostly satisfied with his level of social functioning, though he does acknowledge some social difficulties, as do most adolescents from time to time.

The **Happiness & Satisfaction (HAP)** scale reflects XXX's feelings of happiness and general satisfaction with life. XXX's *T*-score of 51 falls in the **Average** range, and includes both positive and negative appraisals of his general life circumstances, although the positives outweigh the negatives.

XXX's overall **Total Score (TOT)** of 51 falls in the **Average** range and indicates that XXX reports a general level of self-esteem similar to most students.

XXX's Piers-Harris 2 results indicate that he has a generally positive self-concept, and that his views of himself are mostly average when compared to other students' perceptions of themselves.

WISC-IV

The following information reflects XXX's functioning on the Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV). Possible scaled scores range from 1 to 19, with a score of 8 to 12 falling within the average range. IQ/Index scores falling between 90 and 109 are also considered average. Moreover, these scores will be reported with corresponding ranges at the 95% confidence level.

A full WISC-IV score report, as well as descriptions of each subtest, appears at the end of this report.

Cognitive testing results indicate that XXX is functioning within the Extremely Low range of intellectual ability. On the WISC-IV, XXX's Full Scale IQ is 50, placing him at the 0.1th percentile.

The **Verbal Comprehension Index (VCI)** measures verbal comprehension, reasoning, and knowledge acquired from one's environment. XXX's VCI score falls in the Extremely Low range (VCI=61; 0.5th percentile), and is equal to or better than 0.5 percent of his age-level peers. XXX's scores on the Similarities (ss=3; 1st percentile) and Vocabulary (ss=2; 0.4th percentile) subtests also fell in the Extremely Low range, while his score on the Comprehension subtest (ss=5; 5th percentile) was slightly higher, falling in the Borderline range. No statistically significant strengths or weaknesses were noted in the Verbal Comprehension Index.

The **Perceptual Reasoning Index (PRI)** measures non-verbal problem-solving ability and visual-motor integration. XXX's PRI score falls in the Extremely Low range (PRI=55; 0.1th percentile), and is equal to or better than 0.1 percent of his age-level peers. XXX's scores on the Picture Concepts (ss=2; 0.4th percentile) and Matrix Reasoning (ss=1; 0.1th percentile) subtests fell in the Extremely Low range, while his score on the Block Design subtest (ss=5; 5th percentile) was higher, falling in the Borderline range. XXX's performance on this subtest was noted as a statistically significant strength, which suggests that his ability to work with his hands to create is stronger than his ability to identify existing patterns. It also suggests that XXX may have more difficulty with tasks that require abstract thought and reasoning than with those that are more concrete in nature.

The **Working Memory Index (WMI)** measures a child's ability to utilize short-term memory, sustain attention, and process auditory information. There was a significant difference between the two subtest scores in this index. XXX's score on the Letter-Number Sequencing subtest (ss=7; 16th percentile) falls in the Low Average range, while his score on the Digit Span subtest (ss=2; 0.4th percentile) falls in the Extremely Low range. XXX's overall ability to utilize short-term

memory and mentally manipulate information is in the Extremely Low range (WMI=68; 2nd percentile), and is equal to or better than that of 2 percent of his age-level peers.

The **Processing Speed Index (PSI)** measures the child's speed of mental operation, hand-eye coordination, attention, concentration, and ability to discriminate details. XXX's PSI score falls in the Extremely Low range (PSI=50; 0.1th percentile), and is equal to or better than 0.1 percent of his age-level peers. No statistically significant strengths or weaknesses were noted in the Processing Speed Index.

There are some statistically significant discrepancies noted between some of XXX's Composite Index scores. His Working Memory Index score (WMI=68; 2nd percentile) was significantly higher than both his Perceptual Reasoning Index (PRI=55; 0.1th percentile) and Processing Speed Index (PSI=50; 0.1th percentile) scores. This discrepancy suggests that while XXX's cognitive scores are globally extremely low, his ability to utilize short-term memory is his strongest cognitive area.

Recommendations

Results of this evaluation should be used in conjunction with the Educational Evaluation to determine XXX's specific educational needs.

Given the globally low levels of functioning across XXX's cognitive profile, XXX will likely need to continue in an educational placement in which curriculum is heavily modified and instruction is specifically tailored to his unique strengths and needs. Accommodations of extended time, provision of study guides/outlines, frequent review to facilitate comprehension, and the consideration of taking some courses on a pass/fail basis should also remain in place. XXX would also benefit from concrete examples and step-by-step instructions whenever possible.

Summary

XXX is a _____ at _____ who was evaluated in order to update his cognitive profile and yield test scores that can assist in determining educational programming. He is currently eligible for special education and related services under the classification Multiple Disabilities.

Measures of behavior and social-emotional well-being indicate that XXX's current state of social-emotional functioning appears to be healthy. His responses on the Piers-Harris 2 reflect a young man who has a largely positive view of himself but also acknowledges some academic difficulties, and his responses on the BASC-2: SRP – A indicate no significant behavioral or social-emotional concerns.

Cognitive testing results indicate that XXX is functioning in the Extremely Low range of intellectual ability. On the Wechsler Intelligence Scale for Children – Fourth Edition, XXX's Full Scale IQ is 50 (0.1th percentile). Additionally, his Index scores suggest extremely low levels of functioning across his cognitive profile, with relative strength in working memory.

Given the globally low levels of functioning across XXX's cognitive profile, XXX will likely need to continue in an educational placement in which curriculum is heavily modified and instruction is specifically tailored to his unique strengths and needs. Accommodations of extended time, provision of study guides/outlines, frequent review to facilitate comprehension, and the consideration of taking some courses on a pass/fail basis should also remain in place. XXX would also benefit from concrete examples and step-by-step instructions whenever possible.

Damian N. Bariexca, Ed.S., NCSP
School Psychologist

Date

Psychological Testing Scores – WISC-IV

Student: XXX

Date:

Examiner: Damian Bariexca, Ed.S., NCSP
School Psychologist

WISC-IV

<u>Index/Subtest</u>	<u>Standard Score/ Scaled Score</u>	<u>Percentile</u>	<u>95% Confidence Interval</u>	<u>Classification</u>
Full Scale IQ	50	0.1	47-56	Extremely Low
Verbal Comprehension	61	0.5	57-70	Extremely Low
Perceptual Reasoning	55	0.1	51-66	Extremely Low
Working Memory	68	2	63-78	Extremely Low
Processing Speed	50	0.1	47-65	Extremely Low
Verbal Subtests				
• Similarities	3	1		Extremely Low
• Vocabulary	2	0.4		Extremely Low
• Comprehension	5	5		Borderline
Perceptual Subtests				
• Block Design (S)	5	5		Borderline
• Picture Concepts	2	0.4		Extremely Low
• Matrix Reasoning	1	0.1		Extremely Low
Working Memory Subtests				
• Digit Span	2	0.4		Extremely Low
• Letter-Number Seq.	7	16		Low Average
Processing Speed Subtests				
• Coding	1	0.1		Extremely Low
• Symbol Search	1	0.1		Extremely Low

(S) = Statistically significant strength

Portfolio

Work Sample
www.DamianBariexca.net

Test Descriptions

WISC-IV

The Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV) is a test of problem solving and intelligence that reports the Full Scale (overall) IQ as well as four Index scores: Verbal Comprehension (VCI), Perceptual Reasoning (PRI), Working Memory (WMI), and Processing Speed (PSI). These scores are determined through the administration of core subtests, each of which tests different areas of cognitive functioning.

The following is a brief description of each core subtest as presented in the WISC-IV manual:

Block Design: While viewing a constructed model or a picture in the Stimulus Book, the child uses red-and-white blocks to re-create the design within a specified time limit.

Similarities: The child is presented two words that represent common objects or concepts and describes how they are similar.

Digit Span (DS): Digit span comprises two parts, DS Forward and DS Backward. With DS Forward, the child repeats numbers in the same order as presented aloud by the examiner. For DS Backward, the child repeats numbers in the reverse order of that presented aloud by the examiner.

Picture Concepts: The child is presented with two or three rows of pictures and chooses one picture from each row to form a group with a common characteristic.

Coding: The child copies symbols that are paired with simple geometric shapes or numbers. Using a key, the child draws each symbol in its corresponding shape or box within a specified limit of time.

Vocabulary: For picture items, the child names pictures that are displayed in the stimulus book. For verbal items, the child gives definitions for words that the examiner reads aloud.

Letter-Number Sequencing: The child is read a sequence of numbers and letters and recalls the numbers in ascending order and the letters in alphabetical order.

Matrix Reasoning: The child looks at an incomplete matrix and selects the missing portion from given response options.

Comprehension: The child answers questions based on his or her understanding of general principles and social situations.

Symbol Search: The child scans a search group and indicates whether the target symbol(s) matches any of the symbols in the search group within a specified time limit.