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WISC-IV

Wechsler Intelligence Scale For Children- Fourth Edition

Descriptive and Graphical Report

Area of Assessment: IQ and cognitive functioning

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Reason for Referral:

Jane Doe is a 6.11 year old girl who attends first grade at xxxxx Elementary School in xxxxx county. She was referred for a psychoeducational assessment to rule out the possibility of specific learning disorders. Jane has a history of moderate to severe difficulties in reading and spelling. She has received extensive tutoring in those areas with no significant progress. The child may also be held back this year due to these delays.

Tests Used:

- Wechsler Intelligence Scale for Children (WISC-IV) - Fourth Edition
- Wechsler Individual Achievement Test (WIAT-II) Second Edition
- Dyslexia Screening Instrument -1994, Coon, Waguespack and Polk

Behavioral Observations:

Testing was conducted at the child's home. Jane appeared physically healthy, alert and oriented. She appeared comfortable with the testing process as she was friendly, cooperative and seemed to put forth her best effort. Her level of verbal fluency and vocabulary was average for her age. She maintained proper visual contact when speaking. Her level of motor activity remained within normal ranges during the testing process. However, she became increasingly distracted during tasks that required writing and reading. Some impulsive responses were noted (answering before taking any time to look at the items). Jane showed significant delays in spelling and reading for her age. She showed right handed dominance with an unusually strong pencil grip.

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Jane Doe

6.11 years old

WISC-V SCORES SUMMARY

WISC-IV COMPOSITE	SCORE	Classification
Verbal Comprehension Index (VCI)	100	Average
Perceptual Reasoning Index (PRI)	82	Low Average
Working Memory Index (WMI)	88	Low Average
Processing Speed Index (PSI)	97	Average
Full Scale IQ (FSIQ)	89	Low Average

Composite Scores Summary

Scale	Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Description
Verbal Comprehension (VCI)	31	100	50	93-107	Average
Perceptual Reasoning (PRI)	21	82	12	76-91	Low Average
Working Memory (WMI)	16	88	21	81-97	Low Average
Processing Speed (PSI)	19	97	42	88-106	Average
Full Scale (FSIQ)	87	89	23	84-94	Low Average

IQ reference chart

	Intelligence Classification
Under 20	Profound Mental Retardation
20-34	Severe Mental Retardation
35-49	Moderate Mental Retardation
50-69	Mild Mental Retardation
70-79	Borderline Mental Retardation
80-89	Below Average
90-114	Average Intelligence
115-129	Above Average/Bright
130-144	Moderately Gifted
145-159	Highly Gifted
160-175	Exceptionally Gifted
>175	Profoundly Gifted

[Http://www.Child-Testing.com](http://www.Child-Testing.com)

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Verbal Comprehension Index

General Skill: The VCI measures verbal knowledge and understanding obtained through both formal and informal education and reflects the use of verbal skills to new situations.

Verbal Comprehension Subtest Score Summary (Total Raw Score to Scaled Score Conversions)

Subtest	Skills Measured	Raw Score	Scaled Score	Percentile Rank	Category
Similarities	Abstract thinking, verbal reasoning, perception of relationships between things and ideas, distinction between nonessential and essential features and verbal expression.	11	10	50	Average
Vocabulary	General word knowledge (use of words and verbal fluency), verbal concept formation, long-term memory/learning ability, degree of language development, and auditory perception.	18	9	37	Average
Comprehension	Verbal comprehension and expression, the ability to evaluate and use past experience, practical social knowledge, social judgment and common sense.	16	12	75	High Average
(Information)	General knowledge, education, exposure to relevant information, and long-term memory of his experience.	8	6	9	Deficient
(Word Reasoning)	Verbal comprehension, analogical and general reasoning ability, verbal abstraction, domain knowledge, the ability to integrate and synthesize different types of information, and the ability to generate alternative concepts	11	11	63	Average

Perceptual Reasoning Index

General Skill: The PRI measures the ability to interpret and organize visual material and to produce and test hypotheses related to problem solving.

Perceptual Reasoning Subtest Score Summary (Total Raw Score to Scaled Score Conversions)

Subtests	Skills Measured	Raw Score	Scaled Score	Percentile Rank	Category
Block Design	Ability to visualize and synthesize abstract visual stimuli, visual perception and organization, simultaneous processing, visual-motor skills and visual-spatial integration.	3	4	2	Deficient
Picture Concepts	Abstract thinking and categorical reasoning abilities.	10	9	37	Average
Matrix Reasoning	Culture-fair and language-free measure of fluid intelligence and a reliable estimate of general intellectual ability.	9	8	25	Low Average
(Picture Completion)	Ability to distinguish between essential and non-essential details, attention, concentration, and visual discrimination.	19	12	75	High Average

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Working Memory Index

General Skill: The WMI measures immediate memory and the ability to concentrate, sustain attention, and exert mental control.

Working Memory Subtest Score Summary (Total Raw Score to Scaled Score Conversions)

Subtests	Skills Measured	Raw Score	Scaled Score	Percentile Rank	Category
Digit Span	Auditory short-term memory, sequencing, attention and concentration, auditory processing, working memory, visual-spatial imaging, cognitive flexibility and mental alertness.	10	8	25	Low Average
Letter-Number Sequencing	Sequencing, mental manipulation, attention, short term auditory memory, visual-spatial imaging and processing speed.	8	8	25	Low Average
(Arithmetic)	Concentration, attention, short- and long-term memory, numerical sequencing, addition, subtraction, numerical/logical reasoning and mental computation skills.	11	8	25	Low Average

Processing Speed Index

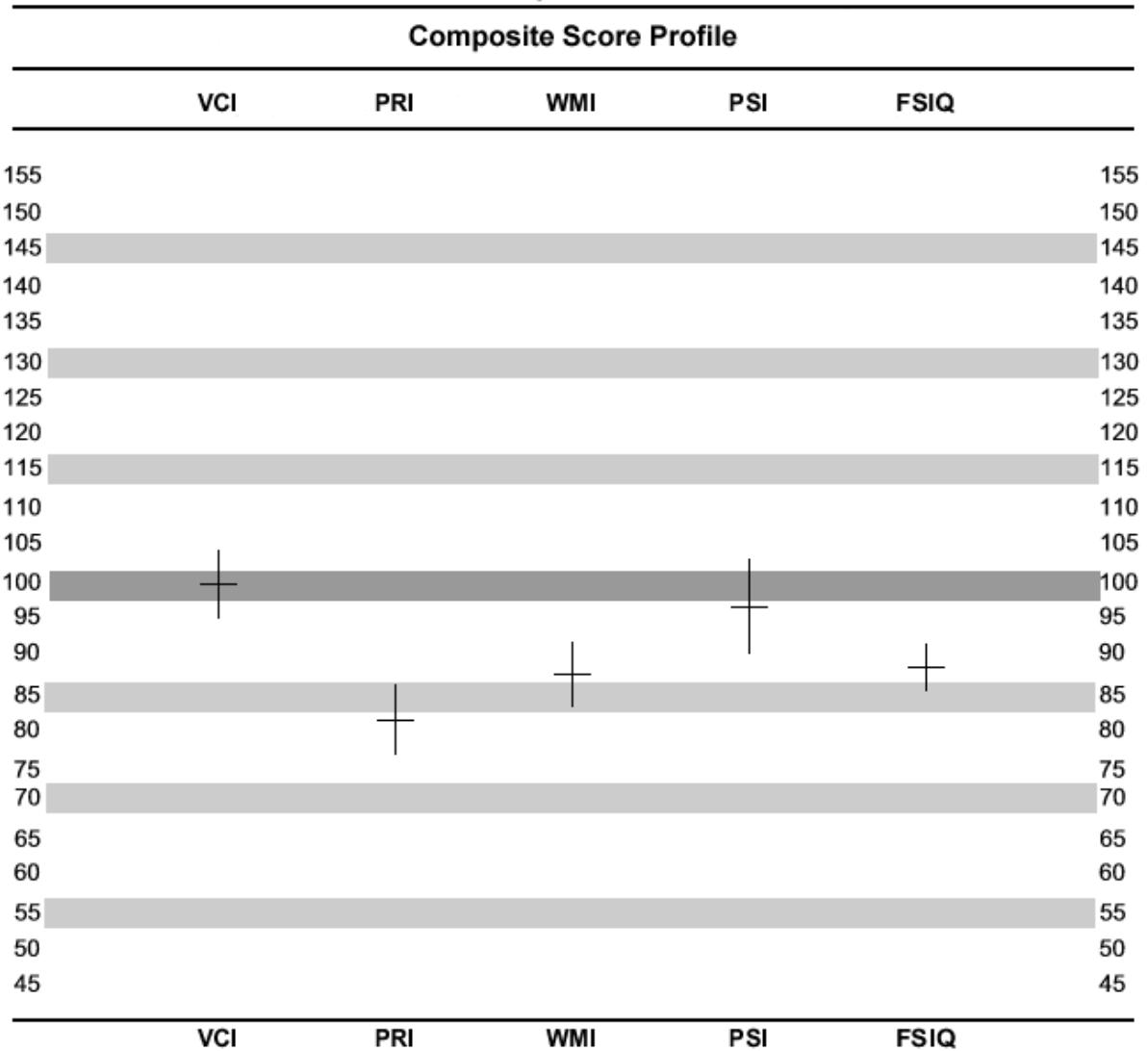
General Skill: The PSI measures the ability to process visually perceived material quickly, with concentration and eye-hand coordination.

Processing Speed Subtest Scores Summary (Total Raw Score to Scaled Score Conversions)

Subtests	Skills Measured	Raw Score	Scaled Score	Percentile Rank	Category
Coding	Short-term memory, ability to learn new non-verbal material, manual and/or fine-motor speed and precision, visual scanning and perception, sequential processing, attention, concentration, motivation	33	8	25	Below Average
Symbol Search	Short-term visual memory, visual scanning, visual discrimination, concentration, perceptual organization, planning, and general learning ability.	25	11	63	Average
Cancellation	Visual selective attention, vigilance, and visual scanning and discrimination.	62	12	75	High Average



WISC-IV Composite Score Profile



Vertical bar represents the Standard Error of Measurement.

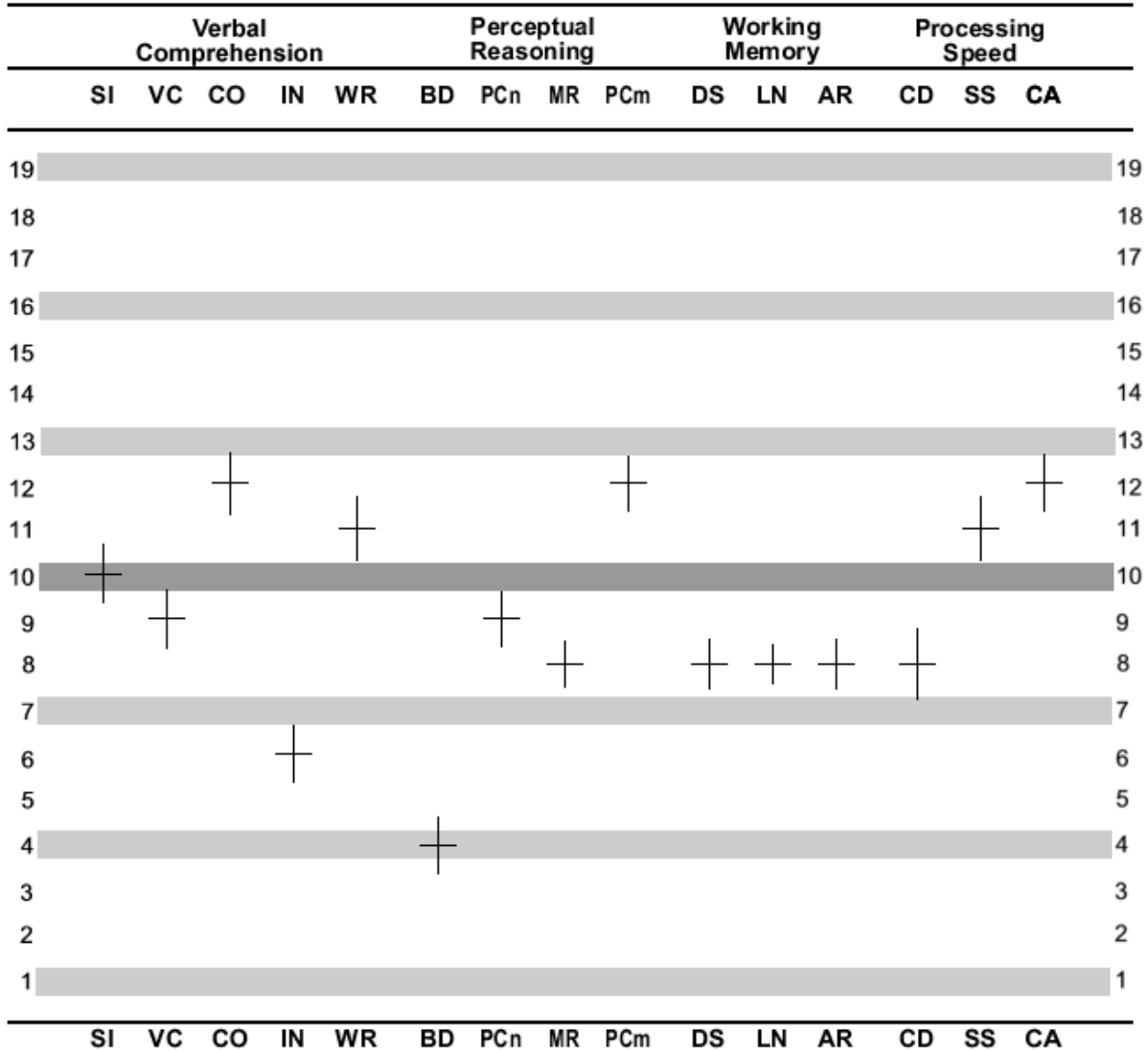
Composite	Score	SEM	Composite	Score	SEM
VC I	100	4.5	PSI	97	6.18
PRI	82	4.5	FSIQ	89	3
WMI	88	4.24			

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WISC-IV Subtest Scaled Score Profile



Vertical bar represents the Standard Error of Measurement.

Subtest	Score	SEM	Subtest	Score	SEM
Similarities (SI)	10	1.27	Picture Completion (PCm)	12	1.2
Vocabulary (VC)	9	1.27	Digit Span (DS)	8	1.12
Comprehension (CO)	12	1.34	Letter-Number Sequencing (LN)	8	0.85
Information (IN)	6	1.24	Arithmetic (AR)	8	1.12
Word Reasoning (WR)	11	1.37	Coding (CD)	8	1.59
Block Design (BD)	4	1.24	Symbol Search (SS)	11	1.37
Picture Concepts (PCn)	9	1.2	Cancellation (CA)	12	1.24
Matrix Reasoning (MR)	8	0.99			

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Composite Score Differences

Discrepancy Comparisons	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
VCI - PRI	100	82	18	12.47	Y	8.5%
VCI - WMI	100	88	12	12.12	N	19.2%
VCI - PSI	100	97	3	14.98	N	41.4%
PRI - WMI	82	88	-6	12.12	N	33.3%
PRI - PSI	82	97	-15	14.98	Y	16.4%
WMI - PSI	88	97	-9	14.69	N	32.2%

Base Rate by Overall Sample

Statistical Significance (Critical Values) at the .05 level

Subtest Score Differences

Discrepancy Comparisons	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
Digit Span - Letter-Number Sequencing	8	8	0	2.83	N	
Coding - Symbol Search	8	11	-3	3.55	N	19.1%
Similarities - Picture Concepts	10	9	1	3.36	N	41.5%
Digit Span - Arithmetic	8	8	0	2.94	N	
Letter-Number Sequencing - Arithmetic	8	8	0	2.80	N	
Coding - Cancellation	8	12	-4	3.58	Y	13.6%
Symbol Search - Cancellation	11	12	-1	3.80	N	43.0%

Statistical Significance (Critical Values) at the .05 level

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Differences between Subtest and Mean of Subtest Scores

Subtest	Subtest Scaled Score	Mean Scaled Score	Diff. from Mean	Critical Value	S/W	Base Rate
Block Design	4	8.7	-4.70	3.01	W	2-5%
Similarities	10	8.7	1.30	3.01		>25%
Digit Span	8	8.7	-0.70	2.87		>25%
Picture Concepts	9	8.7	0.30	3.39		>25%
Coding	8	8.7	-0.70	3.17		>25%
Vocabulary	9	8.7	0.30	2.70		>25%
Letter-Number Sequencing	8	8.7	-0.70	2.63		>25%
Matrix Reasoning	8	8.7	-0.70	2.68		>25%
Comprehension	12	8.7	3.30	3.44		10-25%
Symbol Search	11	8.7	2.30	3.56		>25%

Overall: Mean = 8.7, Scatter = 8, Base Rate = 35.8%
Statistical Significance (Critical Values) at the .05 level

Process Summary and Discrepancy Analysis

Process Score	Raw Score	Scaled Score
Digit Span Forward	6	9
Digit Span Backward	4	8
Cancellation Random	34	13
Cancellation Structured	28	10

Process Score	Raw Score	Base Rate
Longest Digit Span Forward (LDSF)	4	91%
Longest Digit Span Backward (LDSB)	2	93%

Process Discrepancy Comparisons

Process Score	Raw Score 1	Raw Score 2	Difference	Base Rate
LDSF - LDSB	4	2	2	62.4%

Base Rate by All Ages

Subtest/Process Score	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
Digit Span Forward - Digit Span Backward	9	8	1.00	3.62	N	44.2%
Cancellation Random - Structured	13	10	3.00	4.40	N	14.0%

Statistical Significance (Critical Values) at the .05 level



Interpretation of WISC-IV Results

Jane's unique set of thinking and reasoning abilities make her overall intellectual functioning difficult to summarize by a single score on the Wechsler Intelligence Scale for Children - Fourth Edition (WISC-IV). Her verbal reasoning abilities are much better developed than her nonverbal reasoning abilities. Making sense of complex verbal information and using verbal abilities to solve novel problems are a strength for Jane. Processing complex visual information by forming spatial images of part-whole relationships and/or by manipulating the parts to solve novel problems without using words is a weakness.

Jane's verbal reasoning abilities as measured by the Verbal Comprehension Index are in the Average range and above those of approximately 50% of her peers (VCI = 100; 95% confidence interval = 93-107). The Verbal Comprehension Index is designed to measure verbal reasoning and concept formation. Jane's performance on the verbal subtests contributing to the VCI is somewhat variable although it is not especially unusual. Examination of Jane's performance on individual subtests provides additional information regarding her specific verbal abilities.

Jane's nonverbal reasoning abilities as measured by the Perceptual Reasoning Index are in the Low Average range and above those of only 12% of her peers (PRI = 82; 95% confidence interval = 76-91). The Perceptual Reasoning Index is designed to measure fluid reasoning in the perceptual domain with tasks that primarily assess nonverbal fluid reasoning and perceptual organization abilities. Jane's performance on the perceptual reasoning subtests contributing to the PRI is somewhat variable, although the magnitude of this difference in performance is not unusual among children her age. Examination of Jane's performance on individual subtests provides additional information regarding her specific nonverbal abilities.

Jane's ability to sustain attention, concentrate, and exert mental control is in the Low Average range. She performed better than approximately 21% of her age-mates in this area (Working Memory Index = 88; 95% confidence interval 81-97).

Jane's ability in processing simple or routine visual material without making errors is in the Average range when compared to her peers. She performed better than approximately 42% of her peers on the processing speed tasks (Processing Speed Index = 97; 95% confidence interval 88-106). Jane's performance on the Cancellation subtests was significantly better when the stimulus objects were unstructured (Cancellation Random = 13) rather than structured (Cancellation Structured = 10). This difference is very unusual among children her age, and suggests that Jane may tend to impose her own unique structure on visually presented tasks.

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Personal Strengths and Weakness

Jane's performance was significantly weaker on the Block Design subtest than her own mean score. Her weak performance on the Block Design subtest was far below that of most children her age. The Block Design subtest required Jane to use two-color cubes to construct replicas of two-dimensional, geometric patterns. This subtest assesses nonverbal fluid reasoning and the ability to mentally organize visual information. More specifically, this subtest assesses her ability to analyze part-whole relationships when information is presented spatially. Performance on this task also may be influenced by visual-spatial perception and visual perception-fine motor coordination, as well as planning ability; (Block Design scaled score = 4).

Summary

Jane is a 6-year-old child who completed the WISC-IV. Her overall cognitive ability, as evaluated by the WISC-IV, cannot easily be summarized because her verbal reasoning abilities are much better developed than her nonverbal reasoning abilities. Jane's reasoning abilities on verbal tasks are generally in the Average range (VCI = 100), while her nonverbal reasoning abilities are significantly lower and in the Low Average range (PRI = 82).

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WIAT-II

Wechsler Individual Achievement Test- Second Edition

Descriptive and Graphical Report

Area of Assessment: Academic Achievement

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Jane Doe

6.11 years old

SCORES SUMMARY

WIAT-II COMPOSITE	SCORE	CLASSIFICATION
Reading	78	Borderline Deficient
Mathematics	82	Below Average
Written Language	77	Borderline Deficient
Oral Language	122	Above Average

Summary of WIAT-II Subtest Scores

SUBTESTS*	RAW	STD	95% INTERVAL	PR	NCE	S9	AGE EQU	GRADE EQU
Word Reading	46	91	88- 94	27	37	4	6:0	1:0
Reading Comprehension	25**	65	60- 70	1	1	1	<6:0	<1:0
Pseudoword Decoding	0	86	82- 90	18	30	3	4:0	PreK5:0
Numerical Operations	7	84	73- 95	14	28	3	5:8	K:5
Math Reasoning	14	83	75- 91	13	26	3	5:8	K:5
Spelling	2	70	63- 77	2	8	1	4:4	PreK5:6
Written Expression	3	87	76- 98	19	32	3	<6:0	K:4
Listening Comprehension	18	103	91- 115	58	54	5	7:0	1:8
Oral Expression	44	134	124- 144	99	98	9	>9:8	5:5

* WIAT-II age-based normative information was used in the calculation of subtest and composite scores.

** Represents Reading Comprehension weighted raw score.

Standard Score Reference Chart

Score	Classification
69 and below	Deficient
70-79	Borderline Deficient
80-89	Below Average
90-114	Average
115-129	Above Average/Bright
130 and above	Superior

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Word Reading	Average Standard Score: 91 Percentile Rank= 27% Mental Age= 6:0 Grade Equivalent= 1:0	Accuracy and automacity of word recognition, letter identification, phonological awareness, alphabet principle (letter-sound awareness).
Reading Comprehension	Deficient Standard Score: 65 Percentile Rank= 1% Mental Age= <6:0 Grade Equivalent= <1:0	Literal comprehension, inferential comprehension, lexical comprehension, reading rate, oral reading accuracy/ fluency/ comprehension, word recognition context.
Pseudoword Decoding	Below Average Standard Score: 86 Percentile Rank= 18% Mental Age= 4:0 Grade Equivalent= PK5	Phonological decoding, accuracy of word attack.
Numerical Operations	Below Average Standard Score: 84 Percentile Rank= 14% Mental Age= 5:8 Grade Equivalent= K:5	Counting, numerical identification and writing, calculation (addition, subtraction, multiplication, division), fractions, decimals.
Math Reasoning	Below Average Standard Score: 83 Percentile Rank= 13% Mental Age= 5:8 Grade Equivalent= K:5	Quantitative concepts, multi-step problem solving, money, time, and measurement, geometry, reading and interpreting charts and graphs, statistics and probability, estimation, identifying patterns.
Spelling	Borderline Deficient Standard Score: 70 Percentile Rank= 2% Mental Age= 4:4 Grade Equivalent= PK5:6	Alphabet principle (sound-letter awareness), written spelling of regular and irregular words, written spelling of homonyms (integration of spelling and lexical comprehension)
Written Expression	Below Average Standard Score: 87 Percentile Rank= 19% Mental Age= <6:0 Grade Equivalent= K:4	Organization, vocabulary, theme development, mechanics such as spelling and punctuation.
Listening Comprehension	Average Standard Score: 103 Percentile Rank= 58% Mental Age= 7:0 Grade Equivalent= 1:8	Receptive and expressive vocabulary, listening-inferential comprehension.
Oral Expression	Superior Standard Score: 134 Percentile Rank= 99% Mental Age= >9:8 Grade Equivalent= 5:5	Oral word fluency, auditory short-term recall for contextual information, story generation, giving directions, explaining steps in sequential tasks



Interpretation of WIAT-II Results

Reading

Jane presents a diverse set of skills on different aspects of reading. She performed much better on tasks that assessed her capability to correctly apply phonetic decoding rules when reading a series of nonsense words (Pseudoword Decoding standard score = 86) and name alphabet letters, identify and generate letter sounds and rhyming words, and match and read a series of printed words (Word Reading standard score = 91) than on tasks that required her to match words with pictures, read sentences and paragraphs and answer questions about what was read (Reading Comprehension standard score = 65). A strength in decoding words and reading words in isolation relative to comprehending words in text may indicate that Jane is not actively reading for meaning. She may not be utilizing context clues to facilitate her understanding of text. Given the disparity in subtest performance, the Reading Composite standard score (78) may not be the most accurate manner in which to summarize her reading skills.

Mathematics

In overall mathematics skills Jane performed in the Low Average range, as indicated by her Mathematics Composite standard score (82). Her skills in this area exceed that of only approximately 12% of students her age. Jane's performance on tasks that required her to identify and write numbers, count, and solve basic addition and subtraction problems (Numerical Operations standard score = 84) is comparable to her performance on tasks that requires her to understand basic number concepts, including unit and geometric measurement, and solve one-step word problems (Math Reasoning standard score = 83).

Oral Language

Jane presents a diverse set of skills on different aspects of language. She performed much better on tasks that assessed her capability to repeat sentences, generate words within a category, describe scenes, and give directions (Oral Expression standard score = 134) than on tasks that required her to identify the picture that best represents an orally presented descriptor or generate a word that matches the picture (Listening Comprehension standard score = 103). For this reason, the Oral Language Composite standard score (122) may not be the most accurate manner in which to summarize her language skills. Her Listening Comprehension subtest score is higher than approximately 58% of her peers, placing these skills in the Average range. Jane's skills in Oral Expression are within the Very Superior range, and exceeds that of approximately 99% of children her age.

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Written Language

Jane's skills in written language are diverse and may not be adequately summarized by a single number. She performed much higher on tasks that evaluated her ability to write the alphabet from memory, generate words within a category, generate sentences to describe visual cues, and combine sentences (Written Expression standard score = 87) than on tasks that required her to write one's name and print letters that correspond to sounds and words (Spelling standard score = 70). Because of this variability in her performance, the Written Language Composite standard score (77) may not be the best summary of her overall skills in writing. Jane's skills in Spelling are within the Borderline range and better than those of only approximately 2% of children her age. Her Written Expression subtest score is above that of approximately 19% of her peers, placing these skills in the Low Average range.

Strengths and Weaknesses

Compared to Jane's mean score for all WIAT-II subtests, her performance is significantly better in Oral Expression, indicating that this is an area of relative strength for her. Her skills in this area are also considered strengths in relation to those of other children her age. Jane performed better than approximately 99% of her peers on this task.

Reading Comprehension and Spelling are notable weaknesses for Jane. Her scores on these subtests are significantly less than her mean score for all WIAT-II subtests, indicating that these are areas of lower performance relative to her other skills. She performed better than only approximately 1% and 2% of her peers on Reading Comprehension and Spelling, respectively. Thus, Jane may experience great difficulty keeping up with other students when these skills are needed.

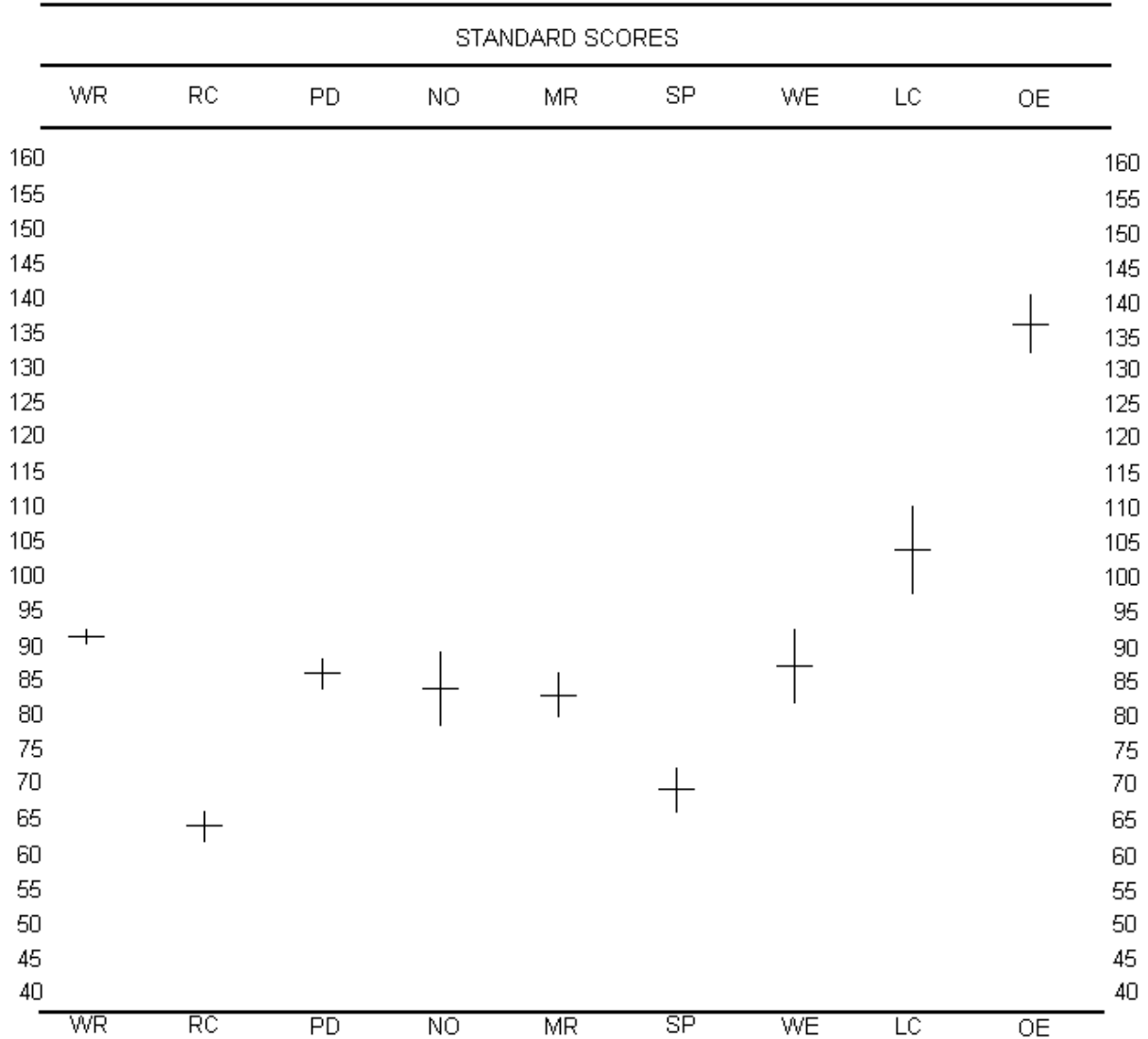
Jane's weak performance on the Spelling subtest is consistent with the written expression difficulty observed by mother and further supports the need for assistance in this area.

Jane's weak performance on the Spelling subtest is consistent with the spelling problems observed by mother, further supporting the need to address this problem.

Jane's weak performance on the Reading Comprehension subtest is consistent with the reading difficulty observed by her mother.



WIAT-II GRAPH OF SUBTEST STANDARD SCORES



Subtest	SS	SEM	Subtest	SS	SEM
Word Reading (WR)	91	1	Spelling (SP)	70	3
Reading Comprehension (RC)	65	2	Written Expression (WE)	87	5
Pseudoword Decoding (PD)	86	2	Listening Comprehension (LC)	103	6
Numerical Operations (NO)	84	5	Oral Expression (OE)	134	4
Math Reasoning (MR)	83	3			

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Ability-Achievement Discrepancy Analysis Predicted Method SCORES SUMMARY

WISC-IV COMPOSITE	SCORE	WIAT-II COMPOSITE	SCORE
Verbal Comprehension Index (VCI)	100	Reading	78
Perceptual Reasoning Index (PRI)	82	Mathematics	82
Working Memory Index (WMI)	88	Written Language	77
Processing Speed Index (PSI)	97	Oral Language	122
Full Scale IQ (FSIQ)	89		

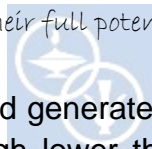
Jane's scores on the WIAT-II were compared to the levels of achievement predicted for a student with her general cognitive ability, as indicated by her Verbal Comprehension score of 100 on the WISC-IV administered 3/16/2011. Significant differences between actual and predicted achievement scores are reported in this section.

Jane achieved better than anticipated in oral language. Her Oral Language Composite score (122) is much higher than anticipated for a child with her general cognitive ability (predicted score = 100). The difference is significant, suggesting that this is an area of considerable strength for Jane. She performed particularly well on tasks involving Oral Expression. Jane achieved a much higher score on this subtest (actual score = 134) than expected, based on her overall cognitive ability (predicted score = 100). This significant difference indicates a specific strength in tasks that required her to repeat sentences, generate words within a category, describe scenes, and give directions.

Jane displays difficulty with achievement in reading. She scored much lower on the Reading Composite (actual score = 78) than expected for a child with her general cognitive ability (predicted score = 100). The difference between her actual and predicted scores is significant and highly unusual. Thus, this is an area in which Jane may benefit from assistance in helping her further develop her skills. Reading Comprehension (actual standard score = 65), Pseudoword Decoding (actual standard score = 86) and Word Reading (actual standard score = 91) are areas of lower than anticipated performance for a student of her general cognitive ability. The difference between Jane's actual and predicted scores on the Reading Comprehension subtest (35 points) is both significant and highly unusual, and indicates a specific weakness in tasks that required her to match words with pictures, read sentences and paragraphs and answer questions about what was read. For the Pseudoword Decoding and Word Reading subtests, the discrepancy between her actual and predicted scores(14 points) and(9 points) is also significant, suggesting a specific weakness in tasks that required Jane to correctly apply phonetic decoding rules when reading a series of nonsense

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words and name alphabet letters, identify and generate letter sounds and rhyming words, and match and read a series of printed words. Although lower than anticipated, Jane's performance in Word Reading is in the Average range relative to that of her peers.

Jane displays difficulty with achievement in mathematics. She scored much lower on the Mathematics Composite (actual score = 82) than expected for a child with her general cognitive ability (predicted score = 100). The difference between her actual and predicted scores is significant and highly unusual. Thus, this is an area in which Jane may benefit from assistance in helping her further develop her skills. Math Reasoning is a particular area of difficulty for Jane. Specifically, there is a noteworthy difference between her Math Reasoning subtest score (83) and the level of achievement anticipated for a student with her cognitive ability (predicted score = 100). This significant and highly unusual difference indicates a specific weakness on tasks that required her to understand basic number concepts, including unit and geometric measurement, and solve one-step word problems.

Jane displays difficulty with achievement in written language skills. She scored much lower on the Written Language Composite (actual score = 77) than expected for a child with her general cognitive ability (predicted score = 100). The difference between her actual and predicted scores is significant and highly unusual. Thus, this is an area in which Jane may benefit from assistance in helping her further develop her skills. Spelling is a particular area of difficulty for Jane. Specifically, there is a noteworthy difference between her Spelling subtest score (70) and the level of achievement anticipated for a student with her cognitive ability (predicted score = 100). This significant and highly unusual difference indicates a specific weakness on tasks that required her to write one's name and print letters that correspond to sounds and words.

Jane's weak performance on the Spelling subtest is consistent with the written expression difficulty observed by mother and further supports the need for assistance in this area.

Jane's weak performance on the Spelling subtest is consistent with the spelling problems observed by mother, further supporting the need to address this problem.

Jane's weakness in mathematics reasoning tasks may be related to the poor mental control observed on the WISC-IV. A weakness in mental control can make it more difficult to hold all of the relevant mathematical concepts in mind while working through the problem.

Jane's weak performance on the Reading Comprehension and Pseudoword Decoding subtests is consistent with the reading difficulty observed by her mother. The weakness in attention, concentration, and mental control as well as in the speed of scanning and processing visual information identified in Jane's WISC-IV performance is often observed in students with reading disorders, further supporting the need to address the reading difficulty.

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Ability-Achievement Discrepancy Analysis

Date of Ability Testing: 3/16/2011

Ability Score Type: VCI

Ability Score: 100

Predicted-Difference Method

	Predicted Score	Actual Score	Expected Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
WIAT-II SUBTEST						
Word Reading	100	91	9	8.06	Y	20%
Reading Comprehension	100	65	35	9.89	Y	<1%
Pseudoword Decoding	100	86	14	7.85	Y	10-15%
Numerical Operations	100	84	16	16.16	N	10%
Math Reasoning	100	83	17	12.56	Y	5-10%
Spelling	100	70	30	11.7	Y	<1%
Written Expression	100	87	13	15.16	N	15%
Listening Comprehension	100	103	-3	17.71	N	
Oral Expression	100	134	-34	14.02	Y	
COMPOSITES						
Reading	100	78	22	8.24	Y	1-2%
Mathematics	100	82	18	12.38	Y	5-10%
Written Language	100	77	23	11.64	Y	2%
Oral Language	100	122	-22	13.86	Y	
Total	100	85	15	9.77	Y	5%

Statistical Significance (Critical Values) at the .01 level

Base Rates are not reported when the achievement score equals or exceeds the ability score.

Summary

Jane demonstrated personal strength in Oral Expression on the WIAT-II. She demonstrated relatively weak skills in Math Reasoning, Pseudoword Decoding, Reading Comprehension, Spelling, and Word Reading on the WIAT-II. Her skills in Word Reading are still within the range expected for her age.

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Diagnosis:

According to results obtained from this assessment, which included: WISC-IV, WIAT-II, behavioral/clinical observations, background information, and interview with Jane's mother, the following diagnosis can be drawn:

Axis I: Clinical Disorder

- ✓ **315.00 Reading Disorder**
- ✓ **315.2 Disorder of Written Expression**

(Formerly known as Dyslexia)

Axis II: Personality Disorders and Mental Retardation

- ✓ **No Mental Retardation**

Axis III: General Medical Condition

- ✓ **None reported**

Axis IV: Psychosocial and Environmental Problems

- ✓ **No stressors reported. Needs psychological assessment to explore other possible stressors affecting her functioning.**

Axis V: Global Assessment of Functioning

51: Serious impairment in school functioning.

Michelle C. Rexach, Licensed School Psychologist Lic.# SS905

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RECOMMENDATIONS

Recommendations for family:

- ✓ **In light of Jane's learning disabilities, it is highly recommended that a structured reading routine is followed daily with special focus on pre-reading, phonemic and phonological awareness skills.**
- ✓ **Provide additional tutoring focused on primary level pre-reading and spelling skills, preferably by Special Education teacher with specialization or training in dyslexia.**

Recommendations for school:

- ✓ **Continue Individualized Education Plan (IEP)**
- ✓ **Participation of a Special Education Program, with small group placement**
- ✓ **Specialized instruction to work on reading and writing (dyslexia)**
- ✓ **Special accommodations during standardized testing for dyslexic students**

Emerging Literacy

Family and teachers can assist Jane in learning beginning consonant sounds by asking Jane to identify objects that begin with the same sound.

Jane's family and teacher could assist her by participating in activities that teach positional words (e.g., on/in/on top/left/right). For example, Jane could be asked to physically demonstrate a positional word by performing some action (e.g., sitting on the chair; getting into the car).

Academic : Written Expression

Because of Jane's difficulties with visual-motor coordination, spatial visualization, and written language, teachers are encouraged to not penalize her for poor handwriting in subjects other than writing.

If possible, Jane could benefit from use of a word processor or appropriate computer software for completion of written assignments. She could then be encouraged to use such typical features as the thesaurus or automatic spell-check to improve vocabulary and spelling accuracy.

Because of Jane's difficulties with tasks requiring written language, visual processing, and/or visual figure/ground, she is encouraged to utilize computer programs that offer review or drill activities of these skills.

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Jane could be allowed to dictate responses rather than write them during testing.

Jane may benefit from a multi-sensory approach to learning her words. For example, Jane can write the word in large letters (as on a flash card), trace the letters with her finger, and spell the word on a computer. If a computer is available at home, she can also make a game of identifying misspelled words. After Jane types an assignment (either a word list or manuscript), she can compete with the machine in identifying the most misspelled words.

Specific tutoring in written expression may be useful to Jane in compensating for her difficulties in this area.

Academic : Reading

Jane's family may help her learn spelling words by having her use magnetic letters on the refrigerator door to spell the new words.

Jane could develop a list of her problem words, that is, words that she commonly misspells. She could then concentrate on learning these words and could add and remove words from the list as appropriate.

Teachers and family could record brief passages from a story in which Jane is interested, yet is too difficult for her to read. Jane could then follow the script while listening to the passage on tape. Jane could repeat the process until she is able to read the passage on her own.

Jane could be asked to read aloud on a regular basis. Materials read should be at a level that she can understand, but that also challenges her. These books could be obtained at the public library as part of regular weekend outings.

Jane's teachers are encouraged to use words at her level of verbal development and to encourage pleasure reading at a level consistent with her abilities and interests.

Jane is encouraged to learn a new vocabulary word each day and to record this word in a log.

Family and teachers can assist in building Jane's vocabulary by encouraging her to ask for definitions of unfamiliar words during reading activities.

Jane's teachers and parents can encourage Jane to engage in pleasure reading by setting aside a few minutes each day for this activity.

Because of Jane's reading disabilities, teachers should match assignments to Jane's reading level.

Because of Jane's reading difficulties, teachers are encouraged to reduce the number of questions or problems to be completed at one time. For example, the teacher could indicate the essential items to be completed and give bonus points for additional items that Jane completes.

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Lessons should incorporate visual presentation rather than class discussion, especially during reading-group time.

Due to Jane's reading difficulties, it is recommended that she receive additional time to complete assignments requiring this skill.

Due to Jane's reading difficulties, he may require additional assistance from teachers in reading instructions and test questions. Tape recordings of written information can also be helpful.

Jane may benefit from a tutoring program that emphasizes a context- and meaning-based approach to reading.

Due to reading difficulties, it may be useful for Jane to tape-record letters, written assignments, lecture notes, and so on for later transcription.

Because children with visual-motor problems often experience difficulty with spelling, teachers are encouraged to not penalize Jane for misspelled words in subjects other than spelling.

Jane may need encouragement to take an active approach to reading for learning. This approach may include discussing the subject matter prior to reading, pre-reading end-of-chapter questions and boldfaced headings, and pausing at the end of each sentence (or paragraph) to summarize or paraphrase the information.

Open communication with Jane regarding her reading and spelling difficulties is encouraged to assist her in gaining acceptance and understanding of her problems, as well as the ways in which she can compensate for her difficulties.

Computer programs that focus on vocabulary development, word attack, and phonics may be helpful in strengthening Jane's reading skills. Programs that identify deficit skill areas and offer a means of monitoring progress are of particular value. Programs that emphasize verbal reasoning and comprehension would also be helpful.

Jane's teacher, parents, or guardians are encouraged to contact the National Dyslexia Research Foundation, which may be able to provide the names of local teachers with experience helping young children with reading difficulties.

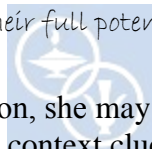
Teachers and therapists are encouraged to assess homework assignments in terms of the reading demands and degree of learning enhancement.

Jane is encouraged to choose reading materials with which she is most comfortable or interested to increase positive reading experiences. Most children will seek more difficult material as they gain confidence.

Jane is encouraged to read aloud to teachers, family, and other supportive individuals as a means of improving her reading skills.

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Given Jane's difficulty with reading comprehension, she may need to be taught specific comprehension strategies such as reading for the main idea, using context clues to determine word meaning, and identifying cause & effect.

Jane may need assistance in choosing interesting reading materials that are at the appropriate reading level.

Due to Jane's reading difficulties, participation in special reading programs is recommended as part of her individualized educational plan.

Reading teachers are encouraged to focus on developing Jane's reading fluency and de-emphasize individual word analysis. Teachers can combine fluency techniques such as imitative reading, repeated reading, radio reading, phrase reading, paired reading, echo reading, and neurological impress with basic sight word recognition, vocabulary development, and comprehension lessons.

Reading and spelling remediation techniques could incorporate a more simultaneous processing approach to capitalize on Jane's strengths. For example, to improve decoding of syllables and whole words, she could be asked to construct the whole word or syllable from a partial stimulus. Several educational workbooks for reading utilize versions of this approach.

Teachers and family could assist Jane with remembering important information by showing her how to imbed important points and activities within a story that is meaningful to her.

Reading can be combined with other sensory experiences such as writing. For example, Jane can read stories that she has written.

Jane is encouraged to practice weekly spelling and sight-vocabulary words by using different modalities. For example, she could use a typewriter, computer, chalkboard, or plastic magnetic letters to work on these skills.

In place of traditional oral or written spelling tests, teachers may wish to consider offering Jane an alternative form of the test. For example, Jane could be provided a worksheet with mixed spelling words that require her to recognize and circle the correctly spelled word. She could then construct sentences using the correctly spelled words.

Because of Jane's reading disabilities, tape-recorded textbooks are recommended. These can be either commercially produced or produced by family, teachers, or student volunteers.

Because Jane is having difficulties with reading comprehension, she may benefit from extra time to complete classroom and standardized exams.

Strategies by which Jane can expand both her sight-word vocabulary and her spelling ability can be developed. For example, when Jane reads an interesting story, she can identify the words that she has difficulty recognizing quickly and write these words on flash cards. Flash cards can then be reviewed until the word becomes a part of her sight vocabulary.

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Given Jane's difficulty with automatically reading familiar words, the teacher may wish to administer tests that measure fluency and rapid naming.

Because of Jane's reading difficulties, parents and guardians are encouraged to structure Jane's television watching in such a way that it enriches Jane's language, vocabulary, and learning skills. Viewing time could be limited with selected programs including educational, social, or informational value. To make the experience interactive, Jane could be asked to explain words used, what is happening, or why it is happening.

Jane's parents are encouraged to be involved in a home-based plan to complement the reading program at school.