



Clearwater Psychological Services

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PSYCHOLOGICAL ASSESSMENT – SAMPLE SHORT END FI

Name	SMITH, Frankie	School	Evergreen P.S.	
Date of Birth	October 14, 2008	Grade Level	01	Age 6
Testing Dates	July 13 and 16, 2015			
Report Date	July 20, 2015			

REASON FOR REFERRAL

Concerns were raised about Frankie's attention span and productivity. It was hoped that an assessment would clarify what needs to be done to support his learning.

ASSESSMENT PROCEDURES

Interview with Mr. and Mrs. Smith (Frankie's parents)
Wechsler Intelligence Scale for Children - 5th Ed (WISC-V)
Beery-Buktenica Developmental Test of Visual-Motor Integration - 6th Ed (VMI-VI)
Wide Range Assessment of Memory and Learning - 2nd Ed (WRAML2)
Conners Rating Scales - 3rd Ed (Conners-3) (Parent**/Teacher**)
Conners' Continuous Performance Test II (CPT-II)
Test of Everyday Attention for Children (TEA-Ch)
Behavior Rating Inventory of Executive Function (BRIEF) (Teacher**/Parent**)
Woodcock-Johnson III Tests of Achievement (WJ-III Ach)
Process Assessment of the Learner - 2nd Edition (PAL-II)
Human Figure Drawing/Draw A Person:IQ (DAP-IQ)
Test of Word Reading Efficiency (TOWRE-2)
Comprehensive Test of Phonological Processing - 2nd Ed (CTOPP-2)
Sentence Completion
Behavior Assessment System for Children - 2nd Ed (BASC-2)
Interview with Frankie

Document Review

Grade 1 Report Card
Work Samples

- CONFIDENTIAL -

Smith, Frankie (Continued)

BACKGROUND INFORMATION

Frankie was born in Texas and English is his native language. He lives with his parents and older brother. Their home environment is considered happy, stable and family-oriented.

According to Mrs. Smith, her pregnancy and birth history with Frankie were each normal. Likewise he has been a generally healthy youngster with good vision. While he has had his hearing tested, it is unclear as to whether or not he has a low grade hearing problem because he was congested at the time. His hearing will be re-tested and he is being monitored.

As a baby and toddler, Mr. and Mrs. Smith recalled that Frankie was very outgoing, cheerful and extremely easy to manage. Developmentally, he met his gross-motor and language milestones at the expected ranges, if not earlier than his peers. However, longstanding challenges were cited about his fine-motor skills. For example, he struggled to use scissors and his penmanship has been chronically poor.

While a bit shy and anxious as a younger child, Frankie received some counselling and now easily enters into social situations and he is well liked by others. In the same vein, he has remained happy and stable in mood and temperament, he is empathetic and responsive to the needs of his friends and family and he is well behaved. Although Frankie is generally focused, mild concerns were raised about his propensity to make careless mistakes and about his slightly "daydreamy" nature.

Academically, Mr. and Mrs. Smith sensed that Frankie is quite bright in that he understands most concepts that are taught, he has strong conversational skills and he is a good reader. At the same time, concerns were reiterated about his poor legibility. As such, he struggles to capture what he knows onto paper and he has related difficulties with copying, drawing and rudimentary note-taking. Also Frankie's parents have noticed that his math skills seem to lag behind his other skills as he has difficulty with math computation and multiple-stepped problem-solving. Similarly, he struggles to: mentally hold details in his head; he can be somewhat forgetful; he needs help with organization; he is slow with getting started on tasks; and he often needs more time to complete his work than his classmates.

Previous Assessments

None noted.

School History, Review of Report Cards and Teacher Observation Form

Frankie has had a stable school experience in that he has been at the same public school for the past 3 years. A review of his most recent report Grade 1 card revealed marks that hovered between the B and C ranges. Of note, while considered a generally collaborative and well regulated student, his teacher flagged challenges with Frankie's independent work habits and initiative.

Frankie's current teacher, Ms. Jones, also filled out a questionnaire that surveyed Frankie's academic functioning in greater detail. Consistent with parent accounts, Frankie's overall receptive and expressive language skills were considered good. Also, she noted that Frankie has acquired generally grade appropriate reading skills although he still is at a concrete level in interpreting information, which is predictable in light of his age. Notwithstanding, concerns were raised about Frankie's written expression in that he takes short cuts, he lacks organization, he can be messy, he

Smith, Frankie (Continued)

works slowly and he does not proof-read or edit his work properly. Although Frankie can perform some strands in math, it was noted that Frankie needs to be monitored to ensure "he is on track".

OBSERVATIONS

During the current assessment, Frankie was cheerful, eager to please and wanting to do well. Likewise, he was both appreciative of and responsive to praise. For these reasons, it is felt that this is a valid and reliable estimate of his functioning in an optimal learning environment.

While generally flexible and capable of being redirected to different tasks, Frankie was slow to shift to sudden changes in task expectations and he could be distracted. In the same vein, he was somewhat fidgety and he tended to talk or hum while he worked.

In keeping with his parents' perceptions, Frankie was articulate in that he spoke with well formulated sentences and good vocabulary words. However, he sometimes missed directions that were given and so he had to be monitored closely and/or he had to have instructions repeated, simplified and/or demonstrated.

With respect to the visual and hands-on aspects of testing, Frankie got confused with when asked to interpret spatial angles and he used his finger to help manage his word spacing while he printed. In general, he did not appear as confident with the nonverbal types of tasks in comparison to the verbal activities and he often resorted to talking his way through the steps of the various visuospatial tests.

SUMMARY AND FORMULATION

Frankie is a sweet natured and bright boy who has had a longstanding history related to weak fine-motor skills. The results of this assessment confirm the presence of challenges with **fine-motor control* and **visual-motor integration* that would hamper Frankie's printing, copying, note-taking and written expression. In addition, significantly weaker scores were evident in two areas of his nonverbal abilities related to **physical assembly* and to the **interpretation of some visuospatial relationships*, which may account for some of the math difficulties. As such, he meets the clinical threshold of possessing a **learning disability*.

Despite this, Frankie exhibited very strong language abilities and a generally suitable to good short-term, working, verbal and visual memory. Related strengths were apparent in his reading. On the flipside, chronic difficulties with attention span were observed formally and informally. While these were not identified as functionally problematic in a traditional hyperactive/impulsive sense, his profile is in keeping with an individual who has an **attention-deficit/hyperactivity disorder of a predominantly inattentive type**. Regardless, problems with speed or a **sluggish cognitive tempo* were featured and also contribute to why he works slowly. This, too, could impact the mental management and integration of details in math and in longer and drier academic situations. Moreover, having difficulty with written output as well as with keeping pace with the expectations could trigger the **anxiety** Frankie has experienced when he is "put on the spot" to multi-task, organize himself, balance speed with accuracy and/or when he has to be as "equally productive as he is smart".

Smith, Frankie (Continued)

STRENGTHS AND NEEDS

Based on the assessment results, Frankie’s relative strengths and needs include:

Strengths	Needs
<ul style="list-style-type: none"> • <i>Good natured, kind and well-intended</i> • <i>Happy, stable in mood and temperament</i> • <i>Open to receiving support to improve himself</i> • <i>Generally good learning potential, especially with tasks that involve language</i> • <i>Successfully deploys language to help mediate his way through visuospatial tasks (e.g. "this is big, this is small, so the next design should be big")</i> • <i>Likely prefers discussion types of activities over visuospatial activities</i> • <i>Has learned how to draw people and can likely draw familiar objects he has practiced before</i> • <i>Can notice and scan for simple details that are organized on a page</i> • <i>Seems to fare better with focusing in a quieter environment or one-to-one situation</i> • <i>Displays strong desire to pay attention and tries to regulate himself</i> • <i>Can focus with material of interest to him and/or that he feels stimulated by</i> • <i>Benefits from some monitoring to ensure he remains on track, maintains his pace and complies with expectations</i> • <i>Can conceptualize problems and generate appropriate problem-solving strategies when he can figure out a logical set of "rules" and use language to mediate his way through the tasks (e.g. asks questions)</i> • <i>Works well with known rules and guidelines and where work is segmented into manageable chunks</i> • <i>May need to be monitored to ensure is following through properly on what is expected</i> • <i>Has the foundational skills to read</i> • <i>Structure and guidelines help organize his thoughts</i> • <i>Displays creativity and good ideas for simple writing</i> • <i>Understands simple math concepts and principles</i> 	<ul style="list-style-type: none"> • <i>Struggles to assemble things from diagrams (e.g. Ikea); may have related difficulties with using tools</i> • <i>May experience challenges with spatial math (e.g. geometry, measurement, balancing equations, etc.) and physical sciences (e.g. physics)</i> • <i>May get overloaded when presented with busy visual information on a page and not notice small details</i> • <i>Mind works faster than hands; source of frustration</i> • <i>Struggles to physically transfer what he "sees in his mind" onto paper; contributes to illegibility/sloppiness</i> • <i>Likely has difficulties drawing, generating charts, diagrams and lining up columns and numbers</i> • <i>Difficulties with paying attention make it hard for him to "feel in control" and this, in turn, could fuel anxiety</i> • <i>May find it hard to balance speed with accuracy</i> • <i>May struggle to keep track of details as he reads or writes and then integrate these to make sense of information to see the big picture</i> • <i>May not necessarily consider all his answers/choices; may jump in and say or do something before he forgets it</i> • <i>May require a lot of effort to concentrate and so may fatigue when is put into situations that require sustained attention, particularly, when there are multiple demands placed on him</i> • <i>Spins his wheels; hard to get him started on tasks</i> • <i>Attentional issues may mar efficiency as he loses track of his place/what he has worked on in longer learning situations that require multi-tasking</i> • <i>May get confused, overwhelmed and/or anxious if expectations are spontaneous and not well anticipated</i> • <i>Needs preparation to transition from activity to activity (mentally and/or physically) as well as a warm up time to acculturate to different expectations</i> • <i>Doesn't seem to notice mistakes, poor at proof-reading and editing</i> • <i>Poor math fluency makes number crunching challenging; contributes to difficulties in managing multiple stepped procedures, solving problems, simultaneous decision making without accommodations (e.g. needs more time, calculator)</i> • <i>Fine-motor issues would make copying errors and/or find it hard to explain his answers or to generate charts/diagrams, line up numbers/columns and/or copy work from board or textbook into workbook</i> • <i>Gets stressed and anxious with school related work, multiple deadlines, detail management, tests/exams</i> • <i>May be hard on himself self-conscious when his productivity is not in keeping with his understanding of the material; frustrated</i> • <i>Experiences anxiety when placed into situations where he has to perform in public or when he is being evaluated (e.g. tests, oral presentations, etc.)</i>

Smith, Frankie (Continued)

RECOMMENDATIONS

General Considerations

1. Frankie should be identified as an exceptional student and he should receive an Individual Education Plan (IEP) that reflects accommodations to his learning. Many of the strategies listed below would be relevant to incorporate; however, to keep him invested in school, he also will require some opportunities for stimulation and/or enrichment as well as support for his weaker areas.
2. Given his young age, Frankie needs to be regarded as a “work in progress” and as an individual with changing needs. As such, this evaluation should be considered a snapshot in time and, likely, suitable to help him, his family and his teachers navigate for about the next three to five years. Of course, if his needs change, another assessment may be warranted before the end of that time frame.
3. Given Frankie's difficulties with speed and fine-motor output, it is essential that he use adaptive equipment such as an iPad and/or computer to fully access the curriculum. Various software options are discussed in the sections that follow. However, he should consult with an adaptive technologist to help determine what will be useful for him and he should receive specific training to understand how to apply these tools properly.
4. Consultation with an occupational/physiotherapist would be beneficial.

Personal Development

Personal Strategies

1. Frankie would benefit from some private counselling. In particular, cognitive behaviour therapy (CBT) and/or mindfulness training may assist him in coping with his anxiety better.

Attention/Retention

Personal Strategies

1. This report should be shared with Frankie's physician.
2. Wherever possible, schedule undesired before desired activities so that Frankie can complete his work “while he has the momentum”. However, all activities should have “measurable outcomes” (e.g. “when you complete 5 questions properly in math, then you can watch TV”).
3. To assist with retention, Frankie is encouraged to continue to take an active role in memorizing new material. While mnemonic strategies can be used (e.g. HOMES for Great Lakes), he can also use various flashcard apps such as www.quizlet.com.

School-based Strategies/Accommodations

4. Permit Frankie to work in a quieter space or consider using a study/office carrel.

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5. Engage Frankie in some regular purposeful activity in the classroom to help him “clear his head” and use up some energy (e.g. he could be asked to wipe the chalkboard or to run errands).

Executive Skills

Personal Strategies

1. Being on top of his work would help Frankie cope better with stress and with anxiety.

School-based Strategies/Accommodations

2. Teachers and parents should maintain regular and ongoing communication (i.e. in agenda book, emails, phone, etc.) to ensure Frankie is up-to-date.
3. Provide models of what is required for finished products.
4. Keep a workbook/glossary of problem solving strategies and provide checklists for what is expected in tasks.
5. Frankie likely would respond well to smaller chunks of information where the expectations are made clear to him and are presented in a “step by step” or “cookbook” and sequential manner.

Reading

School-based Strategies/Accommodations

1. Videos on related topics may help prepare “frame” the material better (e.g. youtube) and “warm up” Frankie’s brain to learning new units/concepts.
2. Audio books are very useful for reading, especially if Frankie gets tired when reading longer books. These can be downloaded from the internet on to a tablet, smart phone and/or computer. Several sites offer this such as iBooks; www.audible.com; www.amazon.com; www.kobo.com; www.bookshare.com; www.tales2go.com and www.overdrive.com. Moreover, audio books are read dramatically which may improve Frankie’s comprehension.

Writing/Fine-Motor

Personal Strategies

1. Use materials to assist with fine-motor control (e.g. pipe cleaners, baking, tracing books, mazes). Also, consider the program “Handwriting without Tears”.

School-based Strategies/Accommodations

2. Limit Frankie to printing or writing responses on forms or with short-answer responses only.
3. Wherever possible, all first drafts (essays, projects) should be generated on the computer where they can be edited via a Track Changes tool (Mac or PC Word) so that he doesn’t have to rewrite the revised copy.

Smith, Frankie (Continued)

4. Until he can suitably use adaptive technology, accommodate Frankie's written language (including stories, essays tests) by interviewing him to say aloud what he wants to write on paper; then, record, scribe or take turns taking notes so that "more" of what he wants to say can be more readily committed to paper.
5. Frankie will need access to a note-taker or others' notes and/or he should be permitted to take pictures of flipcharts/the blackboard or of others' notes and record specific lessons for later review, especially as he gets older (e.g. Notability, etc.).
6. Assignments that require Frankie to reproduce questions before he answers them would be time consuming and difficult. This is because he is prone to making copying errors and because the effort that is required to copy the question may prematurely tire him out before he is able to follow through with the actual "thinking" portion of the task. Instead, allow him to work directly in his textbook or have him complete what is assigned from photocopied or scanned sheets (e.g., PDF Expert or Notability).
7. Frankie will need to rely on others for editing support.

Math

Personal Strategies

1. To assist with numeracy and fluency, consider a private course such as Kumon Math.
2. There are various apps for fluency/numeracy. Frankie and his family are encouraged to look up the reviews on the Internet and to ask his teacher for topic areas that should be covered.
3. An excellent website with over 3600 lessons on math and science is www.khanacademy.com.
4. Use math in everyday life such as cooking, money management and shopping (e.g. fractions, doubling, percentage on sales, counting change, budgeting etc.) to reinforce concepts and make math more meaningful.

School-based Strategies/Accommodations

5. Use graph paper to assist with lining up columns and numbers.
6. Due to challenges with numeracy, permit Frankie to use a calculator and/or number grid when involved with multiple-stepped procedures.
7. Make a booklet or binder of all math handouts and assignments, which Frankie can use as a reference book (include in this charts, formulae, common measurements, number grids etc.).

Smith, Frankie (Continued)

8. Since it is very hard and time-consuming for Frankie to copy and transcribe work, permit him to work directly in a math book or on a copied/scanned sheet (e.g., PDF Expert/Notability).
9. Since Frankie relates better to verbal than to visual material, use language-based explanations and metaphors.
10. Reduce the amount of work Frankie has to do to "show his work" or to provide written explanations of his solutions. Alternately, permit him to explain his answers orally.

Test Taking

School-based Strategies/Accommodations

1. To get used to test-taking, Frankie is encouraged to acquire and be permitted to use previous tests that he can practice with. In this way, he can become acclimatized to the amount of information, pace and "test style" he needs to prepare for.
2. Teaching staff should monitor Frankie during testing to ensure that he understood what the questions asked him.
3. Grant the use of a calculator or number grid to alleviate the stress of multi-tasking when Frankie is involved with multiple-step math procedures.
4. Frankie needs extended time limits (50 – 100% more time) for all tests/exams.
5. A computer and/or iPad that is outfitted with the adaptive software that Frankie uses in his daily work should be allowed for all tests/exams. However, at this point, he should be queried to elaborate upon his responses where needed and provided with a scribe.
6. Frankie may require breaks during tests that should not be counted against his extended time limits.

If you have any further questions or concerns, please feel free to contact me. I can be reached at the telephone number listed on the letterhead or by email at www.clearwater.com.

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