CHC Scores Analyzer Report

Student: Kayden Student

Birthdate: February 1, 2006

Gender: Male

Age: 12 years, 10 months

School: Central Middle

Grade: Sixth

Evaluation Date: December 6, 2018

Report Date: December 13, 2018

School Psychologist: James Mullins

A Normative Deficit Percentile of 10 percentile or less was selected.

BACKGROUND INFORMATION

A comprehensive evaluation of Kayden's abilities was requested by the SAT at Central Middle School, to help determine the most appropriate placement for him. Information noted in his SAT file indicated academic concerns. It was also noted that Kayden's difficulties may be related to behavioral or emotional issues he is experiencing. Historically, he is said to be argumentative with teachers and other students. Kayden apparently also can become defensive, when attempts are made to redirect him.

Kayden is reported to have a past diagnosis of ADHD. As a result, a 504 plan was developed for him, and is being followed by the school. It was noted from his file that he is prescribed glasses for school, but apparently does not wear them consistently.

The information obtained with this referral also confirms Kayden is struggling, academically. His grades at the time of the referral were RLA F, Math F, Social Studies C, and Science B. Kayden's teachers indicated they felt he could easily earn at least "C" grades. At the time of the SAT referral it was reported that he doesn't do his work, and is oppositional towards teachers, refusing to complete easy tasks which could earn him credits.

Kayden has a record of conduct violations recorded on WVEIS. This includes many types of physically and verbally aggressive actions towards others students. He also presents a long history of disruptions to the learning environment. Multiple out-of-school suspensions have been recorded, as well as conferences with his parent. In-school counseling has apparently been provided in the past.

CHC Scores Analyzer Report

CHC Factors for SLD Categories Percentile Table

SLD Category	Gc	Gf	Gv	Gsm	Gsm (WM)	Glr	Gs	Ga
Basic Reading	18			18	23	9	13	
Reading Comprehension	18	16	14	18	23	9		
Reading Fluency	18					9	13	
Math Calculation	18	16	14	18	23		13	
Math Problem-Solving	18	16		18	23	9	13	
Written Expression	18	16		18	23		13	
Oral Expression	18			18				
Listening Comprehension	18	16		18	23	9		

Note: Percentile scores in red denote normative deficits.

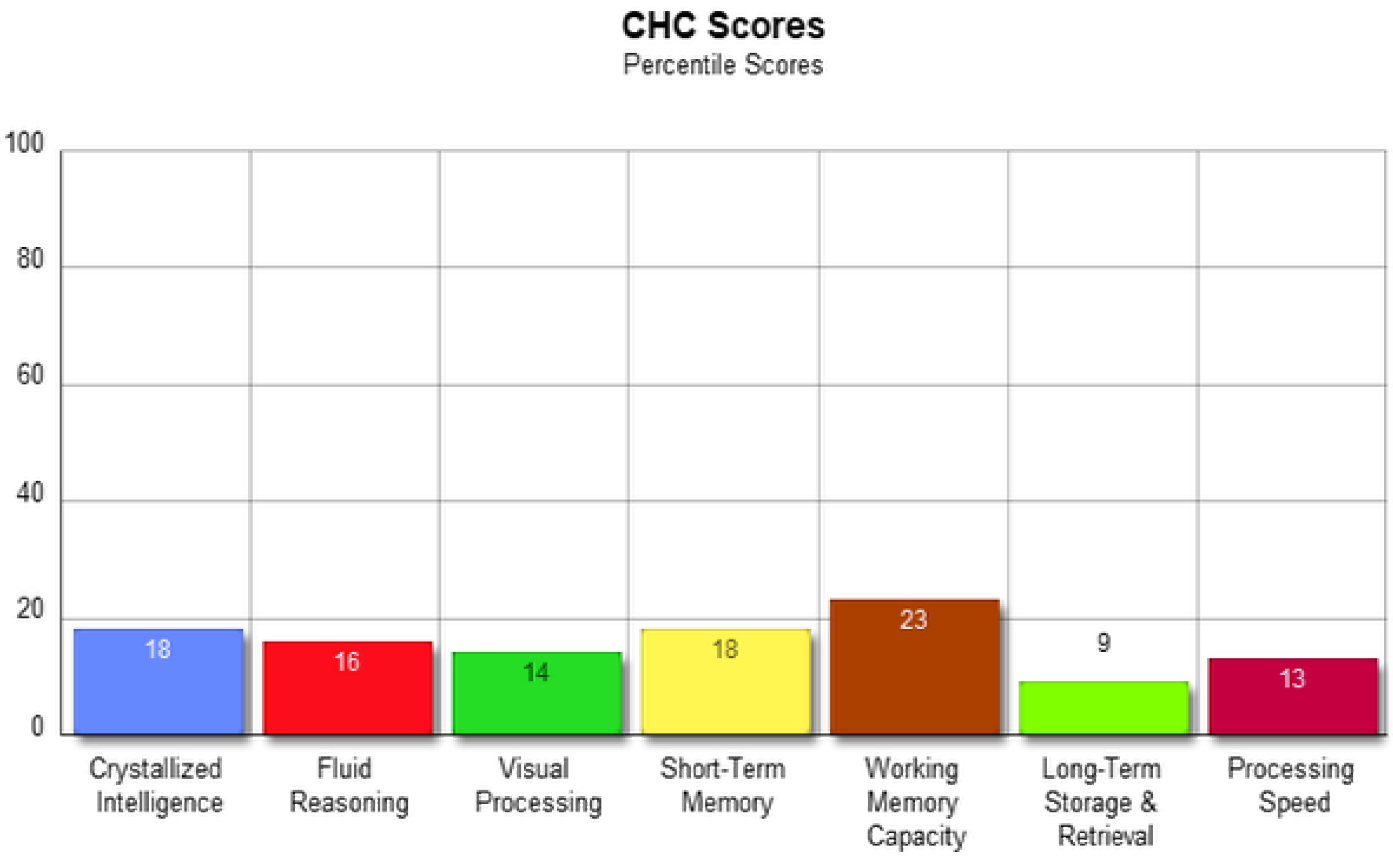
Normative Deficits (10 percentile or less)

Long-Term Storage and Retrieval

Average Potential or higher (16 percentile or higher)

Crystallized Intelligence, Fluid Reasoning, Short-Term Memory, Working Memory Capacity

CHC Scores Analyzer Report



Based on the selected Normative Deficit of 10 percentile or less, Kayden's CHC score reflects significant difficulty in long-term storage and retrieval memory. This suggests that Kayden would benefit from instructional strategies and classroom accommodations for long-term storage and retrieval memory. Kayden achieved moderate scores in visual processing and processing speed. This suggests that he may benefit from instructional strategies and classroom accommodations for these areas. Kayden's CHC profile reflects average crystallized intelligence, fluid reasoning, short-term memory and working memory capacity.

CHC Scores Analyzer Report

CHC Factors

CHC Factor	Assessment Instrument	Composite /Subtests	CHC Narrow	Percentile Score	Normative Deficit
Crystallized Intelligence (Gc)	WISC-V	Vocabulary, Information	Lexical Knowledge, General Verbal Information	18	**No**

Description of CHC Factor
Crystalized Intelligence refers to the breadth and depth of a student's general fund of knowledge. These stores of knowledge are primarily language based and includes both declarative and procedural knowledge.

Description of Assessment Results
The WISC-V assesses the Broad CHC Factor of Crystallized Intelligence (Gc) through tasks requiring Kayden to draw on his skills in the Narrow CHC Factors of Lexical Knowledge (VL) and General Verbal Information (KO). To demonstrate these skills, Kayden was asked to either name an object presented visually, or to define words presented orally. Another task required Kayden to answer questions addressing a wide range of general knowledge areas and topics, measuring the CHC Narrow Factor of General Verbal Information. On these types of tasks, Kayden's responses were not indicative of significant weaknesses.

CHC Factor	Assessment Instrument	Composite /Subtests	CHC Narrow	Percentile Score	Normative Deficit
Fluid Reasoning (Gf)	WISC-V	Fluid Reasoning Index	Induction, Quantitative Reasoning	16	**No**

Description of CHC Factor
Fluid Reasoning refers to mental operations that a person uses when presented with a relatively novel task that cannot be performed automatically. It includes concept formation, drawing inferences, and reorganizing or transforming information.

Description of Assessment Results
On the WISC-V, Broad Fluid Reasoning (Gf) is measured by assessing the Narrow CHC Factors of Induction and Quantitative Reasoning. To demonstrate the skill of Induction, Kayden was asked to look at an incomplete matrix, and choose a response from several options that would correctly complete the matrix. On a task measuring Quantitative Reasoning, Kayden was asked to view scales with missing weights and select a response option that keeps the scales balanced. It was observed that Kayden did not experience difficulty on these tasks, indicating age-appropriate skills.

CHC Scores Analyzer Report

CHC Factors

CHC Factor	Assessment Instrument	Composite /Subtests	CHC Narrow	Percentile Score	Normative Deficit
Visual Processing (Gv)	WISC-V	Visual Spatial Index	Visualization	14	**No**

Description of CHC Factor
Visual Processing refers to a student's ability to think about visual patterns and visual stimuli. It involves the ability to generate, perceive, analyze, and manipulate, and transform visual patterns and stimuli.

Description of Assessment Results
In measuring the Narrow CHC Factor of Visualization (Vz), under Broad Visual Processing (Gv), Kayden was asked to assemble colored blocks into a pattern duplicating a model demonstrated by the examiner, or that is shown in a stimulus book. Kayden appeared to have mild to moderate difficulties completing these types of tasks. Kayden was also asked to view completed puzzles and select three response options that could be combined to reconstruct the puzzle (within time limits). Kayden appeared to have some difficulty on these tasks, indicating moderate age-related weaknesses.

CHC Factor	Assessment Instrument	Composite /Subtests	CHC Narrow	Percentile Score	Normative Deficit
Short-Term Memory (Gsm)	KABC-II NU Ages 7-18	Short-Term Memory Index	Memory Span	18	**No**

Description of CHC Factor
This factor represents the ability to hold information in one's mind and then use it within a few seconds.

Description of Assessment Results
Kayden was found to be successful when repeating a series of numbers (ranging from two to nine numbers) when given orally. When asked to touch a series of silhouettes of common objects, in the same order as the examiner presented them orally, Kayden presented age-appropriate abilities. This latter activity may have also included presentation of an interference activity requiring Kayden to name a series of colors, between the presentation of the stimulus and the response. These results suggest no age-related weaknesses in the Narrow CHC Factor of Memory Span (MS), relative to age.

CHC Scores Analyzer Report

CHC Factors

CHC Factor	Assessment Instrument	Composite /Subtests	CHC Narrow	Percentile Score	Normative Deficit
Working Memory (Gmw)	WISC-V	Digit Span Sequencing, Letter-Number Sequencing	Memory Span, Working Memory	23	**No**

Description of CHC Factor
Working Memory refers to a student's ability to attend to verbally or visually presented information, commit it to memory, and then to formulate a response.

Description of Assessment Results
Kayden was successful reordering a sequence of numbers from the smallest number to highest given orally. Kayden's ability to hold a brief series of numbers and letters in short-term working memory, and rearrange them into numerically or alphabetically increasing sequences, and then present them verbally was age appropriate. These results suggest no weaknesses in the Narrow CHC Factors of Memory Span (MS) and Working Memory (MW), relative to age.

CHC Factor	Assessment Instrument	Composite /Subtests	CHC Narrow	Percentile Score	Normative Deficit
Long-Term Storage and Retrieval (Glr)	KABC-II NU Ages 7-18	Long-Term Storage and Retrieval Index	Associative Memory	9	**Yes**

Description of CHC Factor
This factor refers to the ability to store a variety of new information in one's mind, and then later fluently retrieve that information. This process does not reflect what is stored in long-term memory. It is the process of storing and retrieving information fluently.

Description of Assessment Results
Kayden had difficulty learning the nonsense names for illustrations of fish, plants, and shells, and then point to the appropriate illustration, when the name was given by the examiner. This activity is designed to assess the Narrow CHC Factor of Associative Memory (under the Broad CHC Factor of Long-Term Storage and Retrieval). On another task measuring the narrow ability, Kayden also had problems learning a word or concept associated with a particular rebus (or drawing), and then read a series of them combined to make a sentence. Kayden's performance was found to be indicative of significant age-level weaknesses.

CHC Scores Analyzer Report

CHC Factors

CHC Factor	Assessment Instrument	Composite/ Subtests	CHC Narrow	Percentile Score	Normative Deficit
Processing Speed (Gs)	WISC-V	Processing Speed Index, (Coding, Symbol Search)	Rate of Test Taking	13	**No**

Description of CHC Factor

Processing Speed refers to a student's ability to fluently and automatically perform cognitive tasks, especially when under pressure to maintain focused attention and concentration. It includes the ability to search for and compare visual symbols rapidly. Also is demonstrated by the ability to perform relatively easy tasks rapidly, and the ability to manipulate numbers rapidly and accurately.

Description of Assessment Results

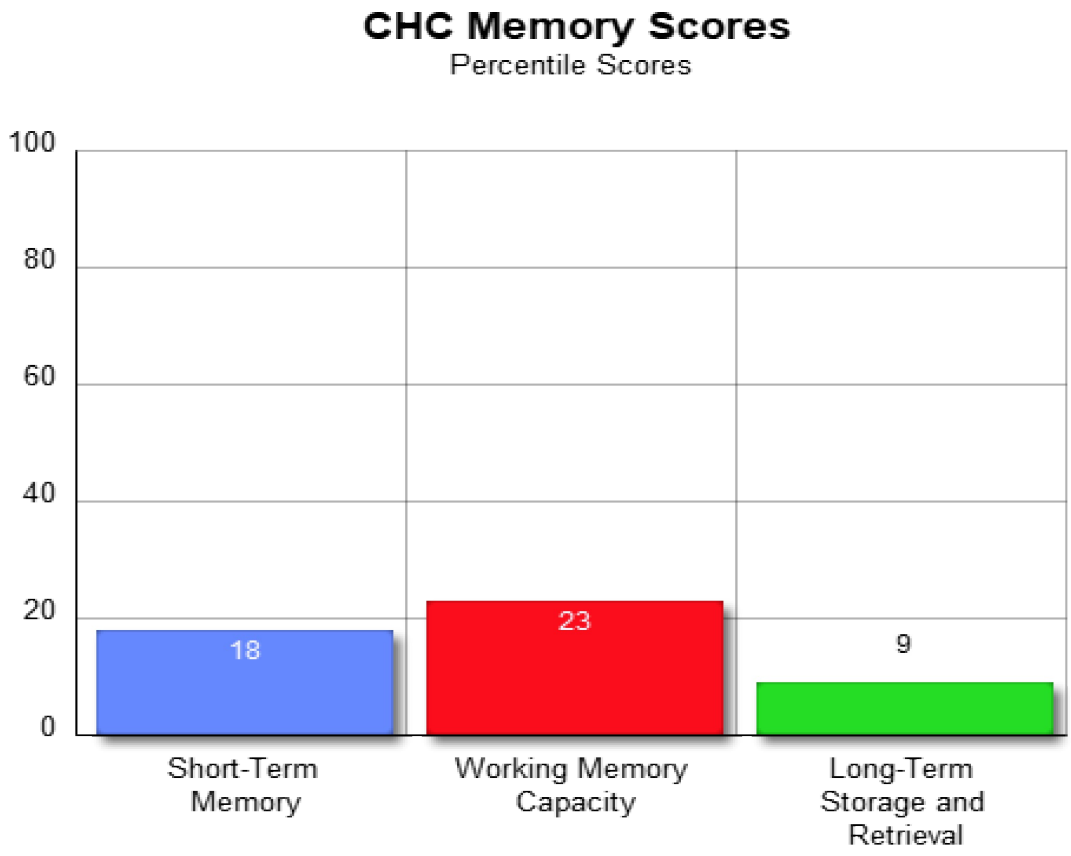
In assessing the Broad CHC Processing Speed Factor (Gs), the WISC-V requires Kayden to refer to a group of five shapes with a specific symbol in each shape (ages 6-7), or nine boxes with numbers in the top, and corresponding symbols in the bottom (ages 8-16), and then transfer the appropriate symbol to the correct shape or numbered box. On a measure of the Narrow CHC Factor of Rate of Test Taking, Kayden was found to present skills indicating relative weaknesses. Kayden was marginally successful, when asked to transfer the appropriate symbols to the shapes or boxes at a rate or speed of response expected for age. Kayden's response may also indicate relative weaknesses in maintaining focus and attention, when under the pressure of time constraints.

CHC Factor	Assessment Instrument	Composite /Subtests	CHC Narrow	Percentile Score	Normative Deficit
Auditory Processing (Ga)					

Description of CHC Factor

Refers to a student's ability to notice, compare, discriminate, and distinguish distinct and separate sounds. It also includes the ability to process sounds, as in identifying, isolating, and analyzing sounds. Auditory processing is reflected by good skills in detecting differences in speech sounds under conditions of distraction or distortion.

CHC Scores Analyzer Report



Based on the selected Normative Deficit of 10 percentile or less, Kayden's CHC memory score reflects significant difficulty in long-term storage and retrieval memory. This suggests that Kayden would benefit from instructional strategies and classroom accommodations for long-term storage and retrieval memory. Kayden's CHC memory profile reflects average short-term memory and working memory capacity.

CHC Scores Analyzer Report

CHC Interventions and Accommodations

CHC INSTRUCTIONAL INTERVENTIONS FOR LONG-TERM STORAGE AND RETRIEVAL

1. When teaching rote information, use interventions providing Kayden multiple opportunities to respond, to attain high rates of success on those responses, provide immediate feedback, and correct errors in a positive manner.

2. When Kayden is rehearsing rote information, use multiple modalities (speaking, writing, listening, etc.)

3. Provide frequent opportunity for review of rote information. When practicing and rehearsing responses, use peer tutors and employ structured processes.

4. Rehearse or review information immediately after it has been given through normal instruction, and provide frequent opportunities for review.

5. Provide opportunities to review information at the beginning of an instructional session in an effort to refresh his memory of information previously learned.

6. Encourage note taking to facilitate recall and to produce a product which can be reviewed later.

7. Encourage and help Kayden to group the information in categories of meaning information. Also encourage Kayden to actively participate in this activity to better facilitate retention.

8. Employ chunking or breaking information into smaller, more meaningful clusters. Encourage mastery of one group of information before moving on to other concepts.

9. Teach and encourage the use of mnemonic devices to help retention:

(a) Acrostic: Apply an easily memorized word using the first letter of the words to be remembered. Example: "HOMES" to recall the names of the Great Lakes.

(b) Repetition: Rehearse information by repeating it several times orally or be writing it several times. Give Kayden opportunities for repetition immediately following initial instruction.

(c) Acronym: Encourage Kayden to form a memorable phrase or sentence by using the first letters of the words or terms to be retained (example: Go To The Kitchen With Oscar for Georgia, Texas, Tennessee, Kentucky, West Virginia, Ohio).

(d) Visualization: Encourage Kayden to form a mental image associated with the material to be recalled (example: mental image of a Native American squatting in a field of corn to recall the name Squanto).

(e) Method of Loci: Ask Kayden to imagine walking through a room in their house, or walking to school. Ask Kayden to picture placing the term, word or information to be recalled in a particular place along the

CHC Interventions and Accommodations

route as an example of storing in memory. Teach Kayden to mentally recall the journey along the route and the places the information is stored. By so doing, Kayden will be better able to recall the information by recalling the place where it is stored.

CHC CLASSROOM ACCOMMODATIONS FOR LONG-TERM STORAGE AND RETRIEVAL

1. Provide a Daily Planner for Kayden to write down assignments and homework requirements, especially long-term assignments. Check the planner for accuracy in what Kayden has written in.

2. Allow Kayden to access a study buddy to facilitate retention of information and processes.

3. Emphasize concepts and understanding when assigning grades rather than rote information.

4. Allow Kayden to use a calculator in math to compensate for his lack of retention and recall of math facts.