

**First County Schools
200 East Ely Street
Charleston, WV 25311**

Confidential Psychological Evaluation

STUDENT:	Kayden Student	WVEIS:	390000000
SCHOOL:	Central Middle	GRADE:	7
PARENT:	Kimberly Mother	TEST DATE:	12-6-18
ADDRESS:	509 East Street	BIRTHDATE:	2-1-06
	Charleston, WV	AGE:	12-10

REASON FOR REFERRAL

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.

TESTS/TECHNIQUES USED

Wechsler Intelligence Scale for Children: Fifth Edition (WISC-V)

Kaufman Assessment Battery for Children-Second Edition (KABC-II)

Mental Status Exam

Conners Comprehensive Behavior Rating Scale (CBRS)

Review of Records

EVALUATION OBSERVATIONS

Kayden is a student of normal height and weight. Grooming and hygiene were appropriate. Kayden was dressed in a casual, clean manner.

Cooperation and motivation were found to be appropriate for the testing situation. It is felt that positive rapport was established. Overall, Kayden was a pleasant student to interact with, and smiled and laughed frequently during conversation.

It appeared Kayden was oriented to time, place, and circumstance. Mood and affect were appropriate for the situation.

There were no indications of hearing or vision problems. Kayden was not wearing glasses when he arrived at the test setting. Since this examiner knew he was supposed to wear them, he was asked if he had them at school. He indicated that he did, and was allowed to retrieve them from his locker for the evaluation.

Speech was found to be clear, and free from major articulation errors. Language skills appeared adequate.

Response times were within normal limits. Normal psychomotor levels were noted.

Kayden's memory for near and distant events appeared intact. He was able to recall and repeat sequences of numbers given at the initiation of testing, in the correct order up to four numbers. There were no indications of attentional deficits. No obvious impairments to concentration were noted.

TESTS RESULTS AND INTERPRETATIONS

Cognitive Factors

The Wechsler Intelligence Scale for Children: Fifth Edition (WISC-V) was administered. The WISC-V is an individually administered intelligence test. It is comprised of a Verbal Comprehension Scale, a Visual Spatial Scale, a Fluid Reasoning Scale, a Working Memory Scale, and a Processing Speed Scale. These scales together yield a Full Scale Intelligence Quotient (Average is 100). On this WISC-V administration, the following functional levels were indicated:

		Standard	
<u>Subscale</u>		<u>Score</u>	<u>Percentile</u>
Verbal Comprehension		86	18
Visual Spatial		84	14
Fluid Reasoning		85	16
Working Memory		91	27
Processing Speed		83	13
Full Scale Score		79	8

<u>Verbal Comprehension</u>		<u>Fluid Reasoning</u>		<u>Processing Speed</u>	
Similarities	9	Matrix Reasoning	8	Coding	5
Vocabulary	6	Figure Weights	7	Symbol Search	9
Information	9				

<u>Visual Spatial</u>		<u>Working Memory</u>	
Block Design	7	Digit Span	8
Visual Puzzles	7	Picture Span	9
		Letter-Number Seq.	8

With a chronological age of twelve years, ten months, Kayden earned a Full Scale Score on the WISC-V of 79 (8th percentile). His Composite Scores were as follows: Verbal Comprehension – 86, Visual Spatial – 84, Fluid Reasoning – 85, Working Memory – 91, and Processing Speed – 83. Based solely on his participation in the evaluation process, the results obtained appear to offer a reliable estimate of his true potential.

There were no statistically significant differences between Kayden's scores in the composite areas. Therefore, it did not appear he experienced significant weaknesses, or presented significant strengths, based on his overall performance. It should be noted that his Scaled Score of 5 on the Coding subtest suggests he may struggle with quickly and accurately reproducing visual materials, via paper-pencil applications. School personnel may need to be aware of this possibility, especially when he is required to complete written work quickly and accurately.

It was noted that Kayden's lowest subtest score came on the Coding subtest. This subtest requires a student to quickly and accurately transfer codes for numbers from an array at the top of the page to lines of boxes below. Attention and concentration issues may have an impact on a student's ability to complete these types of tasks. It should be noted that Kayden does have an ADHD diagnosis.

Parts of the Kaufman Assessment Battery for Children-2nd Edition (KABC-II) were also administered. The KABC-II is an individually administered intelligence test. It is comprised of Sequential, Simultaneous, Planning, Learning, and Knowledge scales. These scales together yield either a Mental Processing Index or Fluid Crystallized Index (Average is 100). On this KABC-II administration, only the Sequential and Learning subtests were administered, to assess Gsm and Glr. The following scores were obtained:

<u>Sequential (Gsm)</u>		<u>Learning (Glr)</u>	
Number Recall	8	Atlantis	5
Word Order	7	Rebus	8
Composite: 85		Composite: 81	

Kayden earned a composite score of 85 on the Sequential Scale on the KABC-II. This scale measures short-term memory, and his scores suggests performance at the 15th percentile. Kayden's performance on the Learning Scale was found to fall at the 10th percentile, with a standard score of 81. Both of these scores are suggestive of abilities in the low average range for his age. There was some indication on the Atlantis subtest that Kayden may sometimes struggle with retrieving information he is required to store in his mind for more than a few seconds.

ANALYSIS OF PATTERN OF STRENGTHS AND WEAKNESSES

CHC Factors for SLD Categories Percentile Table

SLD Category	Crystallized Intelligence (Gc)	Fluid Reasoning (Gf)	Visual Processing (Gv)	Short-Term Memory (Gsm)	Working Memory Capacity (Gmw)	Long-Term Storage and Retrieval (Glr)	Processing Speed (Gs)	Auditory Processing (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.

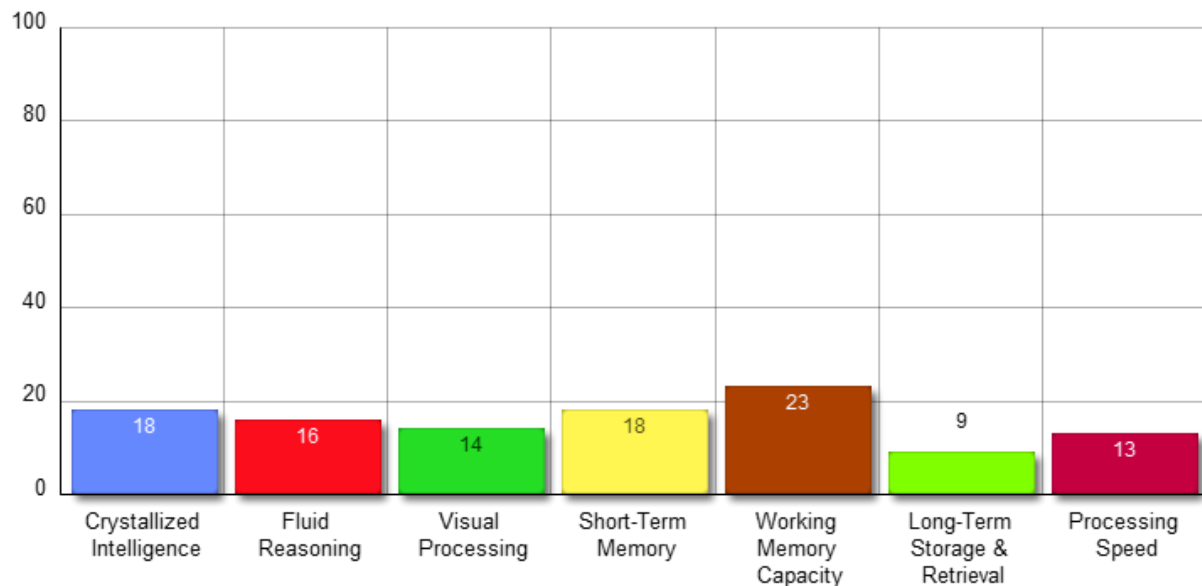
Normative Deficits (8 percentile or less)

Average Potential or higher (16 percentile or higher)

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

CHC Scores

Percentile Scores



Kayden achieved moderate scores in visual processing, long-term storage and retrieval memory 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 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 Crystallized Intelligence refers to the breadth and depth of a student's general fund of knowledge. These stores of knowledge are primarily language based and include both declarative and procedural knowledge.					
Description of Assessment Results The WISC-V assesses the Broad CHC Factor of Crystallized Intelligence (Gc) through tasks requiring K'dan to draw on his skills in the Narrow CHC Factors of Lexical Knowledge (VL) and General Verbal Information (KO). To demonstrate these skills, K'dan was asked to either name an object presented visually, or to define words presented orally. Another task required K'dan 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, K'dan'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, K'dan 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, K'dan was asked to view scales with missing weights and select a response option that keeps the scales balanced. It was observed that K'dan did not experience difficulty on these tasks, indicating age-appropriate skills.					

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

CHC Factor	Assessment Instrument	Composite/Subtests	CHC Narrow	Percentile Score	Normative Deficit
Working Memory Capacity (Gmw)	WISC-V	Digit Span Sequencing, Letter-Number Sequencing	Memory Span, Working Memory	34	No
Description of CHC Factor Working Memory Capacity 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 K'dan was found to be successful when reordering a sequence of numbers from the smallest number to highest given orally. K'dan'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
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. It is also 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 K'dan 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, K'dan was found to present skills indicating relative weaknesses. K'dan 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. K'dan'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
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 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	No
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 short-term memory. It is the process of storing and retrieving information fluently.					
Description of Assessment Results Kayden was able to learn 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). Kayden was also asked to learn 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 moderate age-level weaknesses.					

Mental Status Exam

Kayden was of average height and average weight. Grooming and hygiene were appropriate. Kayden was dressed in a clean and casual manner.

Response times were within normal limits. Normal psychomotor levels were noted. Kayden did not exhibit any unusual motor movements or vocalizations.

Cooperation was found to be positive. Rapport was easily established. General attitude was found to be attentive.

Kayden's level of consciousness was alert and responsive. He was oriented to time, place and circumstance.

Speech was found to be clear and free from major dysfluencies or articulation errors. Kayden spoke at a normal volume, at a normal rate. Language skills appeared adequate.

Mood was euthymic, indicating no areas of concern. Affect was positive and appropriate. Kayden's flow of thought processes was sequential and logical. Thought form and content were congruent with mood and circumstances.

Kayden did not report any preoccupations with delusions, guilt, obsessions, paranoia, phobias, and somatic complaints. Kayden denied suicidal or homicidal thoughts.

Insight and judgement were good. There were no indications of hearing or vision problems. Kayden was wearing glasses during the evaluation.

Memory for near and distant facts and events appeared intact. Kayden's attention skills were weak. No obvious impairments to concentration were noted.

Conners Comprehensive Behavior Rating Scale (CBRS)

Ms. Jane Smith, one of Kayden's teachers agreed to complete the CBRS, Teacher Version. Based on her responses to the questions on the checklist, the following results were noted:

Content Scales:

Emotional Distress	74 **
Upsetting Thoughts/Physical Symptoms	55
Separation Fears	46
Social Anxiety	90 **
Defiant/Aggressive Behaviors	59
Academic Difficulties	51
Language	49
Math	45
Hyperactivity	63
Social Problems	43
Perfectionistic and Compulsive Behaviors	75 **
Violence Potential Indicator	50
Physical Symptoms	47

The results of scoring analysis indicated very elevated scores on Emotional Distress, Social Anxiety, and Perfectionistic and Compulsive Behaviors. These high scores suggest it is very likely that the areas listed present Kayden barriers, and may interfere with his potential for success in the school setting, without intervention.

DSM-5 Symptom Scales:

ADHD Predominantly Inattentive	56
ADHD Predominantly Hyperactive-Impulsive	59
Conduct Disorder	62
Oppositional Defiant Disorder	59
Major Depressive Episode	44
Manic Episode	76 **
Generalized Anxiety Disorder	50
Separation Anxiety Disorder	47
Social Anxiety Disorder (Social Phobia)	90 **
Obsessive-Compulsive Disorder	90 **
Autism Spectrum Disorder	56

The DSM-5 Symptom Scales suggest that diagnostic criteria were likely met for Social Anxiety Disorder. Although the T-score for Obsessive-Compulsive Disorder was found to be very elevated, the diagnostic criteria were likely not met. This is because there were not sufficient symptoms endorsed by the responses to the teacher scale.

The Symptom Count for Manic Episode could not be determined, due to omitted or unassessed

items. However, due to the T-score being very elevated, further follow-up consideration of behaviors of a manic type is recommended.

Kayden's teacher responded that his problems frequently appear to seriously affect his ability to function successfully in the academic setting. This is particularly true of academic performance, where barriers are often encountered. Ms. Smith's responses also indicate that there is also the potential Kayden may engage in bullying perpetration, and should be examined by appropriate school personnel.

No problem areas with academics were noted on this CBRS evaluation, based on his teacher's responses. There were also no concerns noted with inattention, hyperactivity, or impulsivity. Ms. Smith did have non-specific concerns with aggression and rule-breaking behaviors.

In the area of mood, it was noted that Kayden does appear to experience mood swings. Fear or anxiety about social situations, or avoidance of specific social situations were noted. It was also indicated Kayden appears to sometimes worry about negative evaluation by others. Specific issues relating to anxiety included worrying, sadness, negative mood, low energy, physical complaints, and appearing to get "stuck" on certain ideas.

There were no indications of socially awkward or shy behavior, difficulty with friendships, or problems with social interaction. Making conversation, communication skills, using appropriate facial expressions or gestures, and social interaction were said to be normal. No problems with repetitive behaviors, over-focus on certain topics, or odd/awkward/unusual behaviors were noted.

As part of completing the CBRS questions, opportunity is given for the rater to include statements regarding the student's most recent performance. Ms. Smith noted "In my class I have seen great improvement in Kayden. He has remained in his seat, been focused, and has been completing his work. There was one day, however, that he had a hard time focusing and told me that it was hard for him to focus because he did not take his anxiety medication and could not find his fidget cube."

Ms. Smith also commented "Kayden is a very likable young man. He has become much more respectful and focused over the past few weeks. I feel that Kayden and I have a good relationship and I thoroughly enjoy having him in class. He shows great potential and determination."

SUMMARY

On the cognitive assessment, Kayden's Working Memory was found to be average. Low average potential was indicated in Verbal Comprehension, Visual Spatial reasoning, Fluid Reasoning, Short Term Memory, Long-Term Storage and Retrieval, and Processing Speed.

Kayden's Mental Status Exam proved to be unremarkable. He seemed well-engaged in the evaluation process, was polite to the examiner, engaged in spontaneous conversation, and generally presented normal affect and presence. His effort throughout the evaluation process

was found to be very positive.

The results of the CBRS did suggest concerns on the Content Scale over Emotional Distress, Social Anxiety, and Perfectionistic/Compulsive Behavior. The DSM-5 Symptom Scales were found to be significant and indicative that diagnostic criteria were met for Social Anxiety Disorder (Social Phobia). Although very elevated scores were noted for Manic Episode and Obsessive-Compulsive Disorder, there were insufficient reported symptoms on this CBRS to confirm that diagnostic criteria had been met.

Ms. Smith, Kayden's teacher, did comment that he has shown improvement recently in all areas, and appears to be trying to become more engaged in the classroom and present appropriate behaviors.

DIAGNOSTIC IMPRESSIONS

None

RECOMMENDATIONS

A. Kayden's overall score on cognitive assessment indicates functioning in the very low range (FSIQ=79). However, his scores in the composite domains were all low average or higher. Due to the nature of the subtests included in the FSIQ, it is felt that his true potential may be somewhat greater than that score indicates. It is suggested his performance be compared to contemporaneous achievement test data, grades, and other standardized assessments, to attempt to establish an acceptable estimate of his potential, so that appropriate interventions may be developed.

B. It was noted that Kayden did experience relative age-related weaknesses in Visual Spatial reasoning and Processing Speed. Based on those deficits, the following specific recommendations are offered:

CHC INSTRUCTIONAL INTERVENTIONS FOR VISUAL PROCESSING

1. When completing visual tasks, break them into component parts. Provide Kayden verbal instructions paired with each component part.
2. Use hands-on, concrete experiences and examples when possible. Employ manipulatives with Kayden when teaching visual or spatial concepts when possible.
3. Pair visual models with accompanying oral explanations.
4. When working with visual models, allow Kayden extra time and practice. Repeat demonstrations as necessary to insure mastery.

CHC CLASSROOM ACCOMMODATIONS FOR VISUAL PROCESSING

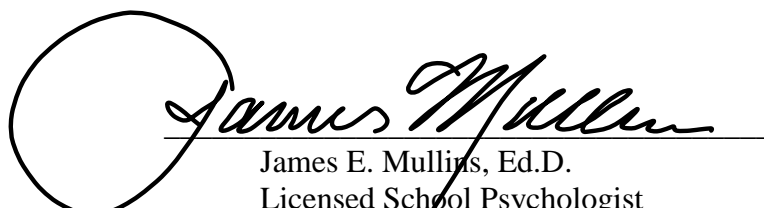
1. Reduce extraneous visual content in materials when possible.
2. Use highlighting to emphasize essential or critical visual content.
3. Encourage Kayden to maintain an uncluttered work space, especially when working on visual tasks.
4. Take more time to explain specific visual materials. For example, if tables, graphs or charts are difficult or confusing for Kayden, take more time to explain their connection to other information, and their use in interpretation.
5. When the visual task is sequential in nature, use guides or markers to keep track of progress and steps.
6. Encourage Kayden to employ various organizational strategies for materials when working on visual or spatially oriented material.

CHC CLASSROOM ACCOMMODATIONS FOR PROCESSING SPEED

1. Adjust the length of homework assignments when possible.
2. Allow sufficient time for Kayden to respond during oral discussions.

C. Analysis of the responses to the CBRS appear to indicate Kayden may experience barriers to success in the social or emotional domains. It is suggested he would benefit from counseling and other assistance in these areas, to help him develop better strategies for success. It does appear that he has recently become much more adept at managing his responses to social situations which would have been difficult for him in the past, and would likely continue to benefit from efforts to help him be aware of his behavior and the impact it has on others in his environment. It is essential that Kayden continue to take ownership of his actions, and be encouraged to evaluate the impact they have on his relationships with peers and adults.

D. The Eligibility Committee should review the results of the present evaluation, and all current educational data, when making a recommendation regarding possible placement.



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