

Confidential Psychological Report

Student:
Parent/Guard.:
Address:

DOE:
DOB:
CA:

Phone:

Grade:

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

Reason for Evaluation

XXX was referred for Child Study Team evaluation in order to update her cognitive profile and determine continuing eligibility for special education and related services. The purpose of this evaluation is to gather information about XXX's educational and psychological needs, generate appropriate modifications & accommodations, and assist in eligibility determination.

Background Information

A review of records indicates that XXX has been eligible for Special Education and Related Services since first grade. Presently, she is eligible under the category **Other Health Impaired**.

A review of available records indicates that XXX transitioned from XXX Middle School into XXX High School as a freshman in September 2008. Her final grades for her freshman year are as follows: [redacted for portfolio publication].

XXX's sophomore year schedule currently consists of [redacted for portfolio publication].

XXX's most recent IEP review was conducted on XXX. Modifications and accommodations include the following: extended time for testing, provide study guides & outlines, review vocabulary concepts, reword/clarify directions as needed, and student may request non-Scantron testing format.

Information from the Student

XXX indicated that her favorite classes have included Spanish, Child Care, History, Chemistry, and English. She has enjoyed speaking Spanish since first learning it in school in fifth grade, and her Child Care course tapped into her love of working with children. XXX shared that she often babysits and plays games with the young children in her neighborhood, and she also recently started a part-time job at [redacted for portfolio publication]. At present, XXX plans to build upon her love of working with children

by majoring in education in college and training for a career in that field. XXX's least favorite class used to be Social Studies, but she credits her high school Social Studies teachers with sparking her interest in the subject by encouraging deep, meaningful inquiry into the subject matter. XXX cited her interpersonal skills (including working with children) as a strength of hers, and indicated that reading is an area of difficulty for her. She also indicated that she tends to comprehend material better when she reads aloud or is read to, as opposed to reading silently to herself.

Outside of school, XXX plays softball on a traveling team, and has played in tournaments in several different states. She also takes a weekly dance class; her favorite genre is hip-hop.

Previous Test Results

Wechsler Intelligence Scale for Children – Third Edition (WISC-III): K. Wilk (3/2004)

WISC-III

Verbal IQ: 91

Performance IQ: 83

Full Scale IQ (FSIQ): 86

Observations and General Impressions

XXX presented with appropriate affect during both the interview and assessment periods. She was friendly and articulate about her perceived strengths, weaknesses, and plans for the future. During cognitive testing, she appeared to take each task seriously and worked hard to complete them to the best of her ability. These test results should be considered an accurate representation of XXX's current cognitive functioning.

Evaluation Procedures

Review of School Records

Structured Student Interview

Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV)

Summary of Findings/Interpretation of Assessment Results

WISC-IV

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

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

Cognitive testing results indicate that XXX is functioning within the Low Average range of intellectual ability. On the WISC-IV, XXX's Full Scale IQ is 89, placing her at the 23rd percentile.

The **Verbal Comprehension Index (VCI)** measures verbal comprehension, reasoning, and knowledge acquired from one's environment. XXX's VCI score falls in the Low Average range (VCI=85; 16th percentile), and is equal to or better than 16 percent of her age-level peers. Her score on the Similarities subtest (ss=9; 37th percentile) fell in the Average range, while her scores on the Comprehension (ss=7; 16th

percentile) and Vocabulary (ss=6; 9th percentile) subtests fell in the Low Average and Borderline ranges, respectively. These scores suggest that XXX's ability to grasp and articulate "big picture" concepts and similarities is average in comparison to that of her peers, but her font of vocabulary and acquired knowledge is more limited than those of her peers. No statistically significant strengths or weaknesses were noted in the Verbal Comprehension Index.

The **Perceptual Reasoning Index (PRI)** measures non-verbal problem-solving ability and visual-motor integration. XXX's PRI score falls in the Average range (PRI=100; 50th percentile), and is equal to or better than 50 percent of her age-level peers. XXX's scores on the PRI subtests varied widely. Her score on the Picture Concepts subtest (ss=16; 98th percentile) fell in the Very Superior range, and was noted as a statistically significant strength. Her Matrix Reasoning score (ss=8; 25th percentile) fell in the Average range, and her Block Design score (ss=6; 9th percentile) fell in the Borderline range, and was noted as a statistically significant weakness. These discrepancies suggest that while XXX's overall non-verbal reasoning skills are average in comparison with her age-level peers, her categorical reasoning ability (i.e., her ability to identify common themes or concepts) is significantly more developed than her visual-spatial skills. The Picture Concepts subtest is often considered to be the non-verbal counterpart to the Similarities subtest, which was also XXX's strongest VCI area.

The **Working Memory Index (WMI)** measures a child's ability to utilize short-term memory, sustain attention, and process auditory information. XXX's WMI score (WMI=113; 81st percentile) falls in the High Average range, and is equal to or better than 81 percent of her age-level peers. While XXX's Digit Span subtest score (ss=11; 63rd percentile) was in the Average range, her Letter-Number Sequencing subtest score (ss=14; 91st percentile) fell in the Superior range. Her overall ability to use her short-term memory is greater than many of her peers, but she demonstrated relative strength in her ability to store, manipulate, and re-arrange information in her working memory.

The **Processing Speed Index (PSI)** measures the child's speed of mental operation, hand-eye coordination, attention, concentration, and ability to discriminate details. XXX's PSI score (ss=73; 4th percentile) is in the Borderline range, and is equal to or better than 4 percent of her age-level peers. XXX's score on the Coding subtest (ss=4; 2nd percentile) fell in the Extremely Low range, while her score on the Symbol Search subtest (ss=6; 9th percentile) fell in the Borderline range.

There are statistically significant discrepancies noted between each of XXX's Composite Index scores. Her Working Memory Index score (WMI=113; 81st percentile) is significantly higher than each of her other three Index scores, her Perceptual Reasoning Index score (PRI=100; 50th percentile) is significantly higher than her Verbal Comprehension Index (VCI) and Processing Speed Index (PSI) scores, and her VCI score (SS=85; 16th percentile) is significantly higher than her PSI score (SS=73; 4th percentile). These discrepancies across XXX's cognitive profile suggest that her non-verbal problem solving skills are more developed than her verbal abilities. They also suggest that XXX's most significant area of cognitive strength is her ability to retain and manipulate information in her short-term memory, and that her most significant area of cognitive weakness is the speed with which she can attend to tasks. This may mean that XXX requires significantly more time and cognitive effort to process and act upon new information.

Recommendations

Results of this evaluation should be shared with the IEP Team and used in conjunction with the Educational Evaluation to determine XXX's continuing eligibility for special education and related services.

Given the statistically significant discrepancies across her cognitive profile, XXX will likely continue to benefit from receiving her current classroom accommodations as specified in her IEP. Extra time to complete assignments, both in and out of class, will likely benefit XXX most significantly as she continues her high school and post-secondary career. The IEP team may also wish to consider the provision of recordings of written text, on CD or other audio media, in order to allow XXX to utilize her strengths in auditory processing.

Summary

XXX is a 15-year-old 10th grader who is being evaluated as part of the triennial re-evaluation process. Cognitive testing results indicate that XXX is functioning within the Low Average range of intellectual ability. On the Wechsler Intelligence Scale for Children – Fourth Edition, XXX’s Full Scale IQ is 89 (23rd percentile).

XXX’s cognitive profile suggests significant disparity between her ability to perform tasks, both verbal and non-verbal, and the speed with which she can perform them. Her non-verbal problem-solving skills appear to be better developed than her verbal problem solving skills. XXX’s cognitive strengths seem to lie in tasks requiring auditory processing and short-term memory.

Given the statistically significant discrepancies across her cognitive profile, XXX will likely continue to benefit from receiving her current classroom accommodations as specified in her IEP. Extra time to complete assignments, both in and out of class, will likely benefit XXX most significantly as she continues her high school and post-secondary career. The IEP team may also wish to consider the provision of recordings of written text, on CD or other audio media, in order to allow XXX to utilize her strengths in auditory processing.

Certification Statement

I certify this report is in accordance with the conclusion of eligibility of the student. The student’s eligibility determination for classification of “Eligible for Special Education and Related Services” occurs collaboratively via the IEP team consistent with requirements of NJAC 6A:14.

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

Date

Portfolio Work Sample
www.DamianBariexca.net

Psychological Testing Scores – WISC-IV

Student: XXX

Date:

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

WISC-IV

<u>Index/Subtest</u>	<u>Standard Score/ Scaled Score</u>	<u>Percentile</u>	<u>95% Confidence Interval</u>	<u>Classification</u>
Full Scale IQ	89	23	84-94	Low Average
Verbal Comprehension	85	16	79-93	Low Average
Perceptual Reasoning	100	50	92-108	Average
Working Memory	113	81	104-120	High Average
Processing Speed	73	4	67-85	Borderline
Verbal Subtests				
• Similarities	9	37		Average
• Vocabulary	6	9		Borderline
• Comprehension	7	16		Low Average
Perceptual Subtests				
• Block Design (W)	6	9		Borderline
• Picture Concepts (S)	16	98		Very Superior
• Matrix Reasoning	8	25		Average
Working Memory Subtests				
• Digit Span	11	63		Average
• Letter-Number Seq.	14	91		Superior
Processing Speed Subtests				
• Coding	4	2		Extremely Low
• Symbol Search	6	9		Borderline

(S) = Statistically significant strength

(W) = Statistically significant weakness

Portfolio Work Sample

www.DamianBariexca.net

Test Descriptions

WISC-IV

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

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

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

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

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

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

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

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

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

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

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

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