

Confidential Psychological Report - Addendum

Student: XXX
Parent/Guard.:
Address:

DOE:
DOB:
CA: 14-11

Phone: **Grade:** 9th

Examiner: Damian Bariexca, School Psychology Intern

Reason for Identification

XXX was referred for Child Study Team evaluation by her guidance counselor, Ms. XXX, due to concerns in the areas of attendance, confrontational behavior (with both staff and students), and pervasive failing grades. At the time of initial evaluation, this examiner administered the Wechsler Intelligence Scale for Children – Fourth Edition and attempted to conduct social-emotional testing, but was unable to, due to XXX's frequent absences and avoidant behaviors.

XXX was since found eligible for special education and related services in May 2007, and classified with a "Specific Learning Disability". She was then placed in the district's alternative school due to her behavioral concerns. Thus, the purpose of this psychological addendum is to gather information about XXX's current social-emotional state.

Observations & General Impressions

This examiner visited XXX in her new alternative school placement to administer the social-emotional assessments. XXX was working independently on a project, and was reluctant to leave it to conduct testing. This project was a collage of pictures that XXX felt represented herself; included among the images were the terms "diya" and "model", which seemed to present an overall positive self-image. Once testing began, XXX was attentive and diligent in her completion of the survey questions and incomplete sentences. She asked questions to clarify directions, and seemed interested in completing the tasks to the best of her ability.

Evaluation Procedures

Behavior Assessment System for Children, Second Edition: Self Report, Adolescent (BASC-2: SRP-A)
Rotter Incomplete Sentence Blank (RISB)
Personal Problems Checklist for Adolescents
House-Free-Person Projective Drawings

Summary of Findings/Interpretation of Assessment Results

BASC-2: SRP-A

XXX completed the Behavior Assessment System for Children-Second Edition: Self-Report Adolescent) in order to provide information regarding her own thoughts and feelings. Rater's responses to items on the BASC scales are scored and compared to a normative sample of ratings of other children similar in age. Scores in the Clinically Significant range (T-scores of 70 and above) suggest a high level of maladjustment, and scores in the At-Risk range (T-scores between 60-69) identify either a significant problem that may not be severe enough to warrant a formal diagnosis or a developing problem that needs careful monitoring. T-scores ranging from 41-59 are considered average. It should also be noted that XXX's score on the Consistency Index indicated "Caution", suggesting that XXX gave different responses to items that are usually answered similarly, or she possibly changed her perspective during the completion of the form. Despite this, responses are considered to be an accurate assessment of XXX's current social-emotional state.

XXX's score on the Ego Strength scale (T-score=60) indicates that XXX reports a strong self-identity and a high level of emotional competence, and her scores on the Relations with Parents (T-score=63) and Self-Reliance (T-score=66) scales indicate that XXX perceives herself as having a close relationship with her mother, and as confident in her abilities to make decisions and solve problems.

All other scale scores were comparable to other young adults of XXX's age, with the exception of the Sensation Seeking scale. XXX scored in the At-Risk range on the Sensation Seeking scale (T-score=63), which indicates that she reports a preference for engaging in behaviors that are generally considered risky or possibly hazardous. This may also be indicative of a young person with a high energy level who is bored easily.

RISB

The RISB Sentence Completion test was also given to XXX. Here, she was asked to complete sentence stems in order to express her real feelings. Significant themes centered around interpersonal conflicts (e.g., "*The only trouble... I get into is when I'm bout to fight*"; "*Other kids...dumb*"; "*What annoys me...is when people get on my nerves*") and XXX's positive self-image (e.g., "*I secretly...think I'm a diva*"; "*I...love myself*"; "*I am very... bright, smart, and intelligent*").

XXX's responses on the RISB also indicate her strong connections to maternal figures, which are also causes of concern for her (e.g., "*My greatest worry is...not knowing where my mom is*"; "*What pains me...is when I disrespect my mom*"; "*My greatest fear...is losing my mom and grandma*").

Personal Problems Checklist

On this checklist of 240 common problems, XXX noted two that were most immediate and troublesome to her: having problems with a stepfather and being pregnant/girlfriend being pregnant. Although not noted as a significant or immediate concern, XXX also checked off "not having someone to talk to about dating and sex", which may be significant in light of her pregnancy concern.

Aside from those two significant problems, most issues XXX checked off fell under the categories of School Problems (getting bad grades, not getting along with teachers/students, being in the wrong school, getting in trouble at school) and Socialization/Friendships (being suspicious of others, not getting along with others, feeling lonely, feeling pressured to do the wrong thing).

House-Tree-Person Projective Drawings

The House-Tree-Person Projective Drawings are used to examine personality characteristics as presented subconsciously through artistic renderings of a house, a tree, and a person. One common theme present across XXX's drawings was a strong concrete orientation, which means she deals more effectively with concrete, factual information than with abstract, conceptual information (e.g., preferring a science experiment to a discussion or lecture on scientific theories). Other elements of her drawings indicated a high degree of sociability along with possible feelings of insecurity and low self-assurance. These latter elements seem to conflict with the confident demeanor XXX projects.

Recommendations

Results of this evaluation should be shared with the IEP team and used in conjunction with existing educational and psychological evaluations to determine what further services or accommodations might benefit XXX.

Given XXX's documented concerns with interpersonal conflicts (as well as her related disciplinary record), having someone to talk to about dating or sex, concrete orientation, sensation seeking, and possible latent insecurity, XXX may benefit from individual or small-group counseling dealing with social skills training and positive decision making skills, especially in a "girls' group" setting, or at least with a female counselor. Additionally, these findings suggest that XXX's change in academic placement is appropriate at present.

Summary

Generally, XXX presented as a friendly and cooperative student who worked diligently and took her assessment tasks seriously. She identifies outwardly as highly social, self-confident young woman with strong maternal ties. She expresses concern over antagonistic peer relationships, issues of dating/sex, and paternal conflict. XXX also appears to have a concrete perceptual orientation.

Given XXX's documented concerns with interpersonal conflicts (as well as her related disciplinary record), having someone to talk to about dating or sex, concrete orientation, sensation seeking, and possible latent insecurity, XXX may benefit from individual or small-group counseling dealing with social skills training and positive decision making skills, especially in a "girls' group" setting, or at least with a female counselor. Additionally, these findings suggest that XXX's change in academic placement is appropriate at present.

Damian N. Bariexca, B.A. **Date**
School Psychology Intern