

DIAGNOSTIC IMPRESSIONS

Diagnoses, eligibility, and impact go here.

RECOMMENDATIONS

Start Here

- List the 3-5 most important recommendations here

Recommendations for Academic Support

-

Recommendations for Executive Functioning and Study Skills

-

Recommendations for Emotional Support

-

Recommendations for Home Support

-

Additional Websites, Books, and Podcasts

-

BACKGROUND INFORMATION

REASON FOR REFERRAL

RELEVANT BACKGROUND INFORMATION

- Strengths and Interests* Strengths and interests go here.
- Early Development* Early development information and milestones go here.
- Medical History* Medical information goes here.
- Family Background* Family background goes here.
- Social-Emotional
Development* Social, emotional and behavioral information goes here.
- Educational History* Educational history goes here.
- Employment History* Employment history for adults goes here.

PRIOR EVALUATIONS & TREATMENT

- Prior 1* Summary
- Prior 2* Summary

TEACHER & PROVIDER INTERVIEWS

- Teacher* Teacher comments
- Provider* Provider comments

OBSERVATIONS

CLASSROOM OBSERVATIONS

TESTING OBSERVATIONS

ASSESSMENT RESULTS & INTERPRETATION

COGNITIVE ABILITIES

Cognitive abilities include problem-solving skills, identifying patterns and relationships, and general knowledge of the world.

SENSORIMOTOR SKILLS

Sensorimotor skills involve the coordination of sensory input and fine motor actions, such as using fingers and hands for tasks like writing or drawing. Challenges in these skills can affect activities like reading, note-taking, and responding to sensory information, making it harder to complete tasks efficiently.

Fine Motor Skills

Visual Scanning

Visual-Motor Integration

SENSORY PROCESSING

Sensory processing includes how we make sense of what we see, hear, feel, and smell. People who struggle with sensory processing have to put in extra effort to sort through all the information they receive, they might react to things in the environment that others don't notice, and they may have difficulty with schoolwork because they do not process sensory information efficiently or accurately.

AUDITORY AND LANGUAGE PROCESSING SKILLS

Auditory and language processing skills are how the brain interprets and responds to sounds and speech. Struggles with these skills can make it difficult to learn to read or write, follow conversations, understand instructions, or focus in environments with a lot of background noise.

Phonological Processing

Oral Language Comprehension and Expression

VISUAL PROCESSING SKILLS

Visual-spatial processing is the ability to make meaning from what is seen, notice details, mentally manipulate shapes, and understand where objects are in relation to each other.

Orthographic Processing

Visual-Spatial Processing

LEARNING AND MEMORY

Memory is the ability to store information in an organized and efficient way for immediate or long-term use. Different types of memory are important for academic, social, and emotional development, including learning new concepts and building on previous knowledge.

Auditory Memory

Visual Memory

Immediate versus Delayed Memory

Visual-Verbal Associative Learning

Working Memory

EXECUTIVE FUNCTIONING

Executive functioning is our ability to regulate, organize, and control our ideas, behavior, and emotions.

Cognitive Flexibility

Organization

Planning

Response Inhibition

ATTENTION REGULATION

This area assesses the ability to direct attention where and when it is needed, keep attention in one place over time, and switch attention efficiently from one thing to another.

COGNITIVE FLUENCY AND PROCESSING SPEED

Cognitive fluency and processing speed measure how quickly and easily one can retrieve information from long-term memory, or take in new information. Quick and accurate processing is important for keeping up with instruction, note-taking, developing fluency in reading and math, and for comprehension.

Naming Fluency

Retrieval Fluency

Performance Fluency

ACADEMIC SKILLS

The processing skills described above enable a person to learn new information for academic achievement. Strengths and challenges in academic skills can be directly connected to processing strengths and weaknesses outlined above.

Reading Skills

Writing Skills

Mathematics Skills

EMOTIONAL & SOCIAL FUNCTIONING

Emotional functioning is our ability to recognize, manage, and express our emotions effectively. Social perception and awareness include the ability to recognize and understand another person's emotional experience or point of view, interpret nonverbal cues, and express one's own emotional experience effectively. These skills work together to help us navigate the social world.

Emotional Functioning

Social Perception

Adaptive Behavior

It was a joy to work with CLIENT, and I appreciated their hard work and engagement during the assessment. I wish them the best in all future endeavors!

Liz Angoff, Ph.D.

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Appendix

Tests Administered & Scores

ASSESSMENT MEASURES

TESTS AND PROCEDURES

Cognitive Measures:

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

Processing Measures:

- Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI) – 6th Edition
- Delis-Kaplan Executive Function System (D-KEFS)
- Wide Range Assessment of Memory and Learning – Third Edition (WRAML-3)

Academic Measures:

- Wechsler Individual Achievement Test – Fourth Edition (WIAT-4)

Social-Emotional and Behavioral Measures:

- Autism Diagnostic Observation Schedule – Second Edition (ADOS-2)
- Behavior Assessment Scale for Children, Third Edition (BASC3)
- Fantasy Animal Drawing

Additional Assessment Procedures:

- Interviews
- Observations
- Record Review

TEST SCORE INTERPRETATION

The results of standardized testing instruments are based on normative scores, which compare the individual’s performance to others across the country of his or her same age. The scores may be interpreted as described below.

Standard Score	Scaled Score	T-Score	Percentile	Description
>130	17-19	>70	>98 th	Very superior
121-130	15-16	63-69	92-98 th	Well above expected
111-120	13-14	57-62	76-91 st	Slightly above expected
90-110	8-12	43-56	25-75th	At the expected level for their age
80-89	6-7	37-42	9-24 th	Slightly below expected
70-79	4-5	30-36	2-8 th	Below expected
<70	1-3	<30	<2	Well below expected

VALIDITY STATEMENT

The tests used in this assessment have been validated for the purpose for which they have been used, and the results are regarded as a valid measure of the individual’s current level of functioning, unless otherwise noted below.

TESTING RESULTS

COGNITIVE SKILLS

	<u>Standard Score/ Scaled Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V)</i>			
Verbal Comprehension Index			
Verbal Expanded Crystallized Index			
Similarities			
Describing how two words that represent common objects or concepts are similar.			
Vocabulary			
Ability to name pictured objects or define word meanings.			
Comprehension			
Answering questions based on understanding of general principles and social situations.			
Information			
Answering questions about a wide range of general knowledge topics.			
Visual-Spatial Reasoning Index			
Visual Puzzles			
Identify two or more pieces that go together to form a complete target shape.			
Block Design			
Re-creation of a constructed model or a picture of a block design within a specified time limit.			
Fluid Reasoning Index			
Expanded Fluid Index			
Matrix Reasoning			
Completing a missing portion of a picture matrix.			
Figure Weights			
Ability to determine what weight is needed to balance a scale.			
Picture Concepts			
Choosing one picture from among two or three rows of pictures to form a group with a common theme.			
Arithmetic			
Mentally solving orally presented arithmetic problems within time limits.			
Working Memory Index			
Digit Span Overall Score			
<ul style="list-style-type: none"> Digit Span Forward 			
Repeating auditorily-presented digits of increasing length.			
<ul style="list-style-type: none"> Digit Span Backward 			
Repeat number strings in reverse order that were spoken by the examiner.			
<ul style="list-style-type: none"> Digit Span Sequencing 			
Repeat number strings in order from smallest to largest.			
Letter-Number Sequencing			
Recalling numbers in ascending order and letters in alphabetical order after listening to a sequence of numbers and letters spoken by the examiner.			
Picture Span			
Ability to recall the order of visual stimuli.			
Processing Speed Index			

Coding Copying symbols paired with geometric shapes or numbers within a time limit.			
Symbol Search Scanning a search group and marking the presence or absence of a target symbol or symbols within a time limit.			
Cancellation Marking target pictures within a visual set of pictures in a specified time period.			
Full Scale Intelligence Quotient**			
<i>Additional Indices</i>			
General Ability Index This score does not include working memory and processing speed tests. It is often a better indication of overall cognitive ability for students with learning challenges.			
Nonverbal Index This score includes nonverbal subtests, and is often a better measure of intelligence for students with language-based weaknesses.			
Cognitive Proficiency Index This score summarizes working memory and processing speed tests reported below, and is used as a comparison to overall intellect to highlight processing challenges.			
<i>Wechsler Intelligence Scale for Children Integrated – Fifth Edition (WISC-V Integrated)</i>			
Multiple Choice Verbal Comprehension Index			
Similarities Multiple Choice Choosing the correct description of how two words are similar.			
Vocabulary Multiple Choice Choosing the correct definition of a word.			
Picture Vocabulary Multiple Choice Choosing the best picture to show the meaning of a word.			
Information Multiple Choice Choosing the correct answer to a question about a wide range of knowledge topics.			
Comprehension Multiple Choice Choosing the best response to a situation using good judgment, past experience, and practical knowledge.			
Visual-Spatial No index score is given for this area.			
Block Design Multiple Choice Student selects the picture of blocks that would make the correct design if assembled.			
Fluid Reasoning No index score is given for this area.			
Figure Weights Process Approach Unsuccessfully completed items on Figure Weights above are presented again, this time without a time limit.			
Arithmetic Process Approach – Part A Items on which the student scored 0 are presented again visually and read aloud.			
Arithmetic Process Approach – Part B Student is allowed to use pencil and paper to complete any additional items where they scored 0.			
Written Arithmetic Math problems are presented as equations instead of as word problems.			

*Mean Standard Score 100, Standard Deviation +/-15; Mean Scaled Score 10, Standard Deviation +/-3

	<u>Standard Score/</u>	<u>Percentile</u>	<u>Description</u>
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	<u>Scaled Score*</u>		
<i>Wechsler Adult Intelligence Scales – Fifth Edition (WAIS-5)</i>			
Verbal Comprehension Index			
Similarities Describing how two words that represent common objects or concepts are similar.			
Vocabulary Ability to name pictured objects or define word meanings.			
Information Answering questions about a wide range of general knowledge topics.			
Comprehension Answering questions based on understanding of general principles and social situations.			
Visual Spatial Index			
Block Design Re-creation of a constructed model or a picture of a block design within a specified time limit.			
Visual Puzzles Identify two or more pieces that go together to form a complete target shape.			
Fluid Reasoning Index			
Matrix Reasoning Completing a missing portion of a picture matrix.			
Figure Weights Ability to determine what weight is needed to balance a scale.			
Arithmetic Solving mental math problems.			
Set Relations A measure of deductive reasoning and logical thinking.			
Working Memory Index			
Digits Forward Repeating auditorily-presented digits of increasing length.			
Digits Sequencing Repeat number strings in order from smallest to largest.			
Running Digits Repeating a set number of digits from a longer string.			
Digits Backward Repeat number strings in reverse order that were spoken by the examiner.			
Letter-Number Sequence Recalling numbers in ascending order and letters in alphabetical order after listening to a sequence of numbers and letters spoken by the examiner.			
Symbol Span Remembering a progressively longer string of designs.			
Spatial Addition Replicating the location of colored dots based on a set of rules.			
Processing Speed Index			
Coding Copying symbols paired with geometric shapes or numbers within a time limit.			
Symbol Search Scanning a search group and marking the presence or absence of a target symbol or symbols within a time limit.			
Naming Speed Quantity Quickly saying the number of boxes within a square.			

Full Scale IQ Score Comprehensive measure of cognitive abilities.			
General Ability Cognitive ability measure that does not include working memory and processing speed.			

*Mean Standard Score 100, Standard Deviation +/-15; Mean Scaled Score 10, Standard Deviation +/-3

	<u>Standard Score/ Scaled Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Cognitive Assessment System – Second Edition (CAS-2)</i>			
Planning Index			
Matching Numbers Rapidly matching two numbers on a row.			
Planned Codes Quickly filling in the correct codes in empty boxes beneath each letter from a corresponding legend.			
Planned Connections Quickly connecting number and letter sequences.			
Simultaneous Index			
Nonverbal Matrices Comprehend the relationships among the parts of a visual matrix and choose the best of six options.			
Verbal-Spatial Relations Matching a spatial configuration of objects to a verbal description.			
Figure Memory Tracing a geometric figure embedded within a more complex pattern after initial exposure to the geometric figure.			
Attention Index			
Expressive Attention Rapidly naming animals or color words with varying degrees of stimulus distraction.			
Number Detection Quickly finding as many target numbers within a visual array.			
Receptive Attention Quickly finding as many target letters within a visual array.			
Successive Index			
Word Series Recall of words from a verbally-presented list.			
Sentence Repetition Repeating nonsense sentences.			
Sentence Questions			

Repeating a three-word series of high imagery, single- or double-syllable words in order, 10 times in a row.			
Visual Digit Span Recalling numbers orally in the same sequence as shown in a visual sequence of numbers.			
Full Scale Score			

*Mean Standard Score 100, Standard Deviation +/-15 / Mean Scaled Score 10, Standard Deviation +/-3

	<u>Standard Score/ Scaled Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Woodcock Johnson Tests of Cognitive Abilities – Fourth Edition (WJ-IV-Cog)</i>			
Comprehension Knowledge			
Oral Vocabulary Providing the synonym or antonym of a word as a measure of semantic memory.			
General Information Answering “where” and “what” questions to determine depth of verbal knowledge.			
<i>Picture Vocabulary (from Oral Language Battery)</i> Recognize and name pictured objects.			
Fluid Reasoning			
Number Series Ability to determine a numerical pattern and provide the missing number in a series.			
Concept Formation Solving visual problems using categorical reasoning and inductive logic.			
Analysis-Synthesis Solving visual problems of sequential reasoning.			
General Intellectual Ability (GIA)**			

*Mean Standard Score 100, Standard Deviation +/-15 / Mean Scaled Score 10, Standard Deviation +/-3

**General intellectual ability also includes performance on additional processing tests recorded below: Verbal Attention, Letter-Pattern Matching, Phonological Processing, Story Recall, and Visualization

	<u>Standard Score/ Scaled Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Wechsler Preschool and Primary – Fourth Edition (WPPSI-IV)</i>			
Verbal Comprehension Index			
Similarities Describing how two words that represent common objects or concepts are similar.			
Information Answering questions about a wide range of general knowledge topics.			
Visual-Spatial Reasoning Index			
Object Assembly Assembling puzzle pieces to form an object.			
Block Design Re-creation of a constructed model or a picture of a block design within a specified time limit.			
Fluid Reasoning Index			
Matrix Reasoning			

Completing a missing portion of a picture matrix.			
Picture Concepts Choosing one picture from among two or three rows of pictures to form a group with a common theme.			
Full Scale Score**			

*Mean Standard Score 100, Standard Deviation +/-15; Mean Scaled Score 10, Standard Deviation +/-3

**Please note that the Full Scale Score also includes Digit Span and Coding tasks reported below.

SENSORIMOTOR SKILLS

	<u>Standard Score/ Scaled Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Beery-Buktenica Developmental Test of Visual-Motor Integration – Sixth Edition</i>			
Motor Coordination Ability to trace within the lines to create increasingly complex shapes.			
<i>Developmental Neuropsychological Assessment – Second Edition (NEPSY-II)</i>			
Finger Tapping			
Finger Tapping Dominant Combined Dominant hand completion time for two fine motor tasks.			
<ul style="list-style-type: none"> ● Dominant Hand Repetitions Completion Time Completion time completing a repetitive task with fingers. ● Dominant Hand Sequences Completion Time Completion time completing a sequential task with fingers. 			
Finger Tapping Non-Dominant Combined Non-dominant hand completion time for two fine motor tasks.			
<ul style="list-style-type: none"> ● Non-dominant Hand Repetitions Completion Time Completion time completing a repetitive task with fingers. ● Non-dominant Hand Sequences Completion Time Completion time completing a sequential task with fingers. 			
Finger Tapping Repetitions Combined Summary score for both hands.			
Finger Tapping Sequences Combined Summary score for both hands.			
Imitating Hand Positions			
Imitating Hand Positions Combined Imitating hand positions shown by the examiner.			
<ul style="list-style-type: none"> ● With dominant hand ● With non-dominant hand 			
Visual Precision			
Visual Precision Combined Tracing a path from a start to finish quickly and while trying to stay within the lines.			
<ul style="list-style-type: none"> ● Visual Precision Total Completion Time How quickly the student was able to trace the path. 			

<ul style="list-style-type: none"> ● Total Errors How many times the student went outside the lines. 			
<ul style="list-style-type: none"> ● Total Pencil Lifts How many times the student lifted the pencil, not following the rules of the task. 			
Manual Motor Sequences Total Sequencing motor acts with dominant hand.			
<i>Feifer Assessment of Writing (FAW)</i>			
Graphomotor Index Measures overall difficulties with fine-motor dexterity and the physical execution of writing.			
Alphabet Tracing Fluency Student completes partial stencils of letters or words.			
Motor Sequencing Student completes a code by writing in a series of 3 letters for each symbol.			
Copying Speed Student copies as much of a passage as possible within 60 seconds.			
Motor Planning Student copies phrases of varying lengths into a designated space, requiring them to plan out their letters ahead of time.			

*Mean Standard Score 100, Standard Deviation +/-15; Mean Scaled Score 10, Standard Deviation +/-3

	<u>Standard Score/ Scaled Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Delis-Kaplan Executive Function System</i>			
Trail Making Test			
Visual Scanning All of the number 3's on a page are marked as quickly as possible.			
<ul style="list-style-type: none"> ● Omission Errors Number of 3's missed. 			
<ul style="list-style-type: none"> ● Commission Errors Number of incorrect numbers marked. 			

*Mean Standard Score 100, Standard Deviation +/-15; Mean Scaled Score 10, Standard Deviation +/-3

^This score reported as a percentile rank.

	<u>Standard Score/ Scaled Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Beery-Buktenica Developmental Test of Visual-Motor Integration – Sixth Edition</i>			
Visual Motor Integration Ability to copy increasingly complex designs.			
<i>Developmental Neuropsychological Assessment – Second Edition (NEPSY-II)</i>			
Design Copy			
Design Copy General Score Copying simple to complex designs on paper.			
Design Copy Process Total The fine motor contribution to the overall visual-motor task.			
<ul style="list-style-type: none"> ● Design Copy Process Motor 			

This score represents the motor output portion of the overall score.			
<ul style="list-style-type: none"> Design Copy Process Global Ability to recognize the overall configuration of the design. 			
<ul style="list-style-type: none"> Design Copy Process Local Ability to recognize details of the design. 			
<i>Rey Complex Figure Test and Recognition Trial</i>			
Copy Trial Copying a complex, abstract figure from a stimulus card.			

*Mean Standard Score 100, Standard Deviation +/-15; Mean Scaled Score 10, Standard Deviation +/-3

^This score reported as a percentile rank.

<i>Sensory Processing Measure</i>	<u>Father T-Score*</u>	<u>Description</u>	<u>Mother T-Score*</u>	<u>Description</u>
Social Participation The child's ability to engage with others.				
Vision Sensitivity to visual stimuli.				
Hearing Sensitivity to auditory stimuli.				
Touch Sensitivity to tactile stimuli.				
Body Awareness Proprioceptive awareness and coordination.				
Balance and Motion Balance and sensitivity to movement.				
Planning and Ideas Sequencing and planning multiple steps or activities.				
Total Sensory Systems				

*Mean T- Score 50, Standard Deviation +/-10

AUDITORY AND LANGUAGE PROCESSING SKILLS

	<u>Standard Score/ Scaled Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Developmental Neuropsychological Assessment – Second Edition (NEPSY-II)</i>			
Phonological Processing Part 1: Word segment recognition Part 2: Phonological segmentation			
Repetition of Nonsense Words Repeating words that are not real.			
<i>Comprehensive Test of Phonological Processing – Second Edition (CTOPP-2)</i>			
Phonological Awareness			
Elision Omitting a phoneme from a word to create a new word.			
Blending Words			

Listening to words in small parts and blending the parts together to make a whole word.			
Phoneme Isolation Identifying a specific sound at different locations within the words.			
Sound Matching Matching beginning, middle, and ending sounds using pictures.			
Phonological Memory			
Memory for Digits Repeating an increasingly long string of digits.			
Nonword Repetition Accurately repeating non-real words.			
Alternate Phonological Awareness			
Blending Non-words Blending sounds to create pseudowords.			
Segmenting Non-words Listening to non-words, repeating each non-word, then saying it one sound at a time.			
<i>Woodcock Johnson – Fourth Edition – Oral Language Battery (WJ-IV-OL)</i>			
Segmentation Ability to break apart speech sounds in words.			
Sound Blending Blending sounds to form a whole word.			
Sound Awareness Rhyming, deletion, substitution, and reversal of phonemes.			
<i>Feifer Assessment of Reading (FAR)</i>			
Phonemic Awareness A series of four tasks (Rhyming, Blending, Segmenting, & Manipulation) measuring phonemic awareness and processing skills.			
Positioning Sounds Ability to determine the missing sound(s) in an incomplete word.			
<i>Woodcock Johnson Tests of Cognitive Abilities – Fourth Edition (WJ-IV-Cog)</i>			
Auditory Processing			
Phonological Processing Ability to manipulate phonemes in words.			
Non-word Repetition Ability to repeat nonsense words.			
<i>Test of Auditory Processing Skills – Fourth Edition (TAPS-4)</i>			
Phonological Processing Index Hearing and manipulating sounds.			
Word Discrimination The ability to determine whether two words are the same or different.			
Phonological Deletion The ability to separate words into sounds.			
Phonological Blending The ability to blend sounds together into words.			

<i>Kauffman Test of Educational Achievement – Third Edition (KTEA-3)</i>			
Phonological Processing Manipulating sounds within words.			
<i>Wechsler Individual Achievement Test – Fourth Edition (WIAT-4)</i>			
Phonemic Proficiency Ability to identify and manipulate specific sounds			
<ul style="list-style-type: none"> ● Elision Separating words into sounds 			
<ul style="list-style-type: none"> ● Substitution Substituting individual sounds in words 			
<ul style="list-style-type: none"> ● Reversal Saying a word backwards 			

*Mean Standard Score 100, Standard Deviation +/-15; Mean Scaled Score 10, Standard Deviation +/-3

	<u>Standard Score/ Scaled Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Developmental Neuropsychological Assessment – Second Edition (NEPSY-II)</i>			
Comprehension of Instructions Respond quickly to verbal instructions of increasing complexity.			
<i>Woodcock Johnson – Fourth Edition – Oral Language Battery (WJ-IV-OL)</i>			
Picture Vocabulary Recognize and name pictured objects.			
Oral Comprehension Listening to passages and then orally providing a one-word response to fill in a missing last word.			
Understanding Directions Pointing to various objects in a picture after listening to a sequence of recorded instructions.			
<i>Wechsler Individual Achievement Test – Fourth Edition (WIAT-4)</i>			
Oral Language			
Listening Comprehension Listening to a word and pointing to a picture that illustrates the word, then listening to passages and answering questions about each one.			
<ul style="list-style-type: none"> ● Receptive Vocabulary Pointing to one of four pictures that corresponded to a spoken word. 			
<ul style="list-style-type: none"> ● Oral Discourse Comprehension Listening to verbal content and then answering questions about that content. 			
Oral Expression Naming the concept shown in a picture or saying words from a given category and repeating sentences.			
<ul style="list-style-type: none"> ● Expressive Vocabulary Ability to name objects, actions, or concepts illustrated in pictures. 			
<i>Test of Auditory Processing Skills – Fourth Edition (TAPS-4)</i>			
Listening Comprehension Index			

Understanding spoken text.			
Processing Oral Directions Listening to a scenario and answering questions.			
Auditory Comprehension Listening to a short passage and responding to questions.			
Auditory Figure Ground Listening to a scenario with background noise and answering questions.			
<i>Kauffman Test of Educational Achievement – Third Edition (KTEA-3)</i>			
Listening Comprehension Listening to a sentence or passage and responding orally to questions about what was heard.			
Oral Expression Responding orally to complete a sentence or create a phrase to describe a photograph.			

*Mean Standard Score 100, Standard Deviation +/-15; Mean Scaled Score 10, Standard Deviation +/-3

VISUAL-SPATIAL PROCESSING SKILLS

	<u>Standard Score/ Scaled Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Developmental Neuropsychological Assessment – Second Edition (NEPSY-II)</i>			
Arrows Two arrows from many are chosen by letter label which are thought to point to the center of the target.			
Block Construction Reproducing three-dimensional constructions from models or two-dimensional drawings under time constraints.			
Geometric Puzzles A picture of a large grid containing several shapes is presented, then the student matches two shapes outside of the grid to two shapes within the grid.			
Picture Puzzles A large picture divided by a grid with four smaller pictures taken from sections of the larger picture is presented. The student identifies the location on the grid of the larger picture from which each of the smaller pictures was taken.			
Route Finding A schematic map with a target house is presented, and the student is asked to find that house in a larger map with other houses and streets.			
<i>Beery-Buktenica Developmental Test of Visual-Motor Integration – Sixth Edition</i>			
Visual Perception Ability to match increasingly complex designs.			
<i>Feifer Assessment of Math (FAM)</i>			
Perceptual Estimation Ability to identify which of two containers has more and to estimate the number of items in each picture without counting them.			

Number Comparison Ability to identify the larger number in as many pairs of numbers presented in an array in 60 seconds.			
<i>Feifer Assessment of Reading (FAR)</i>			
Visual Perception Ability to identify letters printed backwards from an array of letters or from an array of words.			
Orthographical Processing Ability to recall the letter or group of letters that are in a target word after a short presentation.			
<i>Woodcock Johnson Tests of Cognitive Abilities – Fourth Edition (WJ-IV-Cog)</i>			
Visual Processing			
Visualization Identify two or more pieces that go together to form a complete target shape and ability to select the two sets of blocks that are rotated versions of the target pattern.			
Picture Recognition Identifying previously seen pictures embedded in a set of similar pictures.			
<i>Wechsler Individual Achievement Test – Fourth Edition (WIAT-4)</i>			
Orthographic Fluency Ability to quickly identify sight words.			
Orthographic Choice A measure of orthographic knowledge, where the student must choose a correctly spelled word from three choices.			

*Mean Standard Score 100, Standard Deviation +/-15; Mean Scaled Score 10, Standard Deviation +/-3

^This test offers a percentile ranking for the individual's performance

LEARNING AND MEMORY

	<u>Standard Score/ Scaled Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Wide Range Assessment of Memory and Learning – Second Edition (WRAML-3)</i>			
Verbal Memory			
Story Memory Recalling verbally-presented story details.			
<ul style="list-style-type: none"> ● Gist General concepts remembered. ● Verbatim Specific details remembered. 			
Verbal Learning Learning a list of words over repeated trials.			
<ul style="list-style-type: none"> ● Slope An indicator of rate of learning. ● Retention 			

Amount of information retained after a delay.			
<ul style="list-style-type: none"> Intrusion Errors Individual answers that are not on the original list. 			
Sentence Memory Repeating sentences of increased length and complexity.			
Verbal Memory Delayed			
Story Memory Delayed Number of correct story details recalled after delay.			
Verbal Learning Delayed Number of correct words recalled from list after delay.			
Verbal Recognition			
Story Memory Recognition Number of story details recalled with additional multiple-choice cues.			
Verbal Learning Recognition Number of words correctly recognized as being on the original learned list of words selected from a broad list of words.			
<i>Developmental Neuropsychological Assessment – Second Edition (NEPSY-II)</i>			
List Memory			
List Memory and List Memory Delayed Total Correct Remembering a list of unrelated words over the course of five trials, and after a delay.			
<ul style="list-style-type: none"> Learning Effect The number of correctly-recalled words on the last trial minus the number of correctly-recalled words on the first trial. 			
<ul style="list-style-type: none"> Interference Effect Recalling a second list of words after the first list is presented. 			
<ul style="list-style-type: none"> Repetitions The number of repeated words recalled from a list. 			
<ul style="list-style-type: none"> Novel Words The number of words recalled that were not on the list. 			
<ul style="list-style-type: none"> Wrong List Words The number of words recalled from a previous list of words (interference effect). 			
<ul style="list-style-type: none"> Delay Effect The number of correctly-recalled words on Trial 5 minus the number of correctly recalled words on the delayed recall trial. 			
Narrative Memory			
Narrative Memory Free Recall Total Score Details recalled from verbally-presented stories.			
<ul style="list-style-type: none"> Narrative Memory Recognition Details recognized from verbally-presented stories. 			
<ul style="list-style-type: none"> Narrative Memory Free & Cued Recall Details recalled freely and with cues from verbally-presented stories. 			
<ul style="list-style-type: none"> Narrative Memory Free Recall vs. Recognition Contrast Score Difference between Free Recall and Recognition conditions. 			
Sentence Memory			
Sentence Repetition			

Immediate recall of sentences of increasing length and complexity.			
Word Interference			
Word Interference Repetition Repeating an initial string of unrelated words.			
Word Interference Recall Repeating an initial string of unrelated words after a second interference list of unrelated words is presented.			
<i>Woodcock Johnson – Fourth Edition – Oral Language Battery (WJ-IV-OL)</i>			
Sentence Repetition Memory for sentences of increasing length and complexity.			
<i>Feifer Assessment of Math (FAM)</i>			
Numeric Capacity Ability to repeat a series of numbers that increase in digit length.			
<i>Feifer Assessment of Reading (FAR)</i>			
Word Recall Immediate recall of a list of words over two trials.			
<i>Woodcock Johnson Tests of Cognitive Abilities – Fourth Edition (WJ-IV-Cog)</i>			
Story Recall Recalling details of a verbally-presented story.			
Memory for Words Repeating a list of unrelated words in the correct sequence.			
<i>Wechsler Memory Scale – Fourth Edition (WMS-IV)</i>			
Auditory Memory Index			
Logical Memory I Ability to remember a verbally-presented story.			
Logical Memory II Ability to remember a verbally-presented story after a delay.			
Verbal Paired Associates I Ability to remember pairs of words.			
Verbal Paired Associates II Ability to remember pairs of words after a delay.			
Verbal Paired Associates II Word Recall Examinee is asked to remember as many words as possible from the word-pairs list.			
Recognition Subtests			
Logical Memory II Recognition Ability to answer yes/no questions about the stories presented.			
Verbal Paired Associates II Recognition Ability to recognize if a word pair was on the original list presented.			
<i>Test of Auditory Processing Skills – Fourth Edition (TAPS-4)</i>			
Auditory Memory Index			
Remembering what one hears.			
Word Memory			

Remembering an increasingly long list of words.			
Sentence Memory			
Remembering increasingly complex sentences.			

*Mean Standard Score 100, Standard Deviation +/-15; Mean Scaled Score 10, Standard Deviation +/-3

^This score reported as cumulative percentage

	<u>Standard Score/ Scaled Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Developmental Neuropsychological Assessment – Second Edition (NEPSY-II)</i>			
Memory for Designs			
Memory for Designs Total			
Placing elements of an abstract design into a grid after briefly looking at an abstract design.			
<ul style="list-style-type: none"> Memory for Designs Content Correctly identifying design elements. 			
<ul style="list-style-type: none"> Memory for Designs Spatial Correctly identifying spatial location of design elements. 			
Memory for Designs Content vs Spatial Contrast Score			
The significance of the difference between the Content and Spatial scores above.			
Memory for Design Delayed			
Accurately placing correct designs into a grid after a delay.			
<ul style="list-style-type: none"> Delayed Content Correctly identifying design elements after a delay. 			
<ul style="list-style-type: none"> Delayed Spatial Correctly identifying spatial location of design elements after a delay. 			
Memory for Designs Delayed Content vs Spatial Contrast Score			
The significance of the difference between the Content and Spatial scores above.			
Memory for Designs vs Memory for Designs Delayed			
The significance of the difference between the Immediate and Delayed conditions of the Memory for Designs task.			
Memory for Faces			
Memory for Faces			
Picking out faces from many faces that were previously seen.			
Memory for Faces Delayed			
Picking out faces from above, after a delay.			
Memory for Faces vs Memory for Faces Delayed			
The significance of the difference between the Immediate and Delayed conditions of the Memory for Faces task.			
<i>Wide Range Assessment of Memory and Learning – Second Edition (WRAML-3)</i>			
Visual Memory			
Design Learning			
Remembering abstract shapes and their location over multiple trials.			
Picture Memory			
Detecting changes in specific details within four scenes after brief visual exposure to original scenes.			
Visual Memory Delayed			

Design Learning Delayed Remembering abstract shapes and their location after a delay.			
Picture Memory Delayed Remembering the changes in different scenes after a delay.			
Visual Recognition			
Design Recognition Correctly identifying designs that appeared in the original stimuli.			
Picture Recognition Correctly identifying portions of pictures that appeared in the original stimuli.			
<i>Rey Complex Figure Test and Recognition Trial</i>			
Immediate Recall Drawing a complex, abstract figure from memory after 3 minutes.			
Delayed Recall Drawing a complex, abstract figure from memory after 30 minutes.			
Recognition Total Correct Identifying parts of the complex figure among 24 different choices.			
<i>Feifer Assessment of Math (FAM)</i>			
Spatial Memory Ability to identify an abstract shape after a five-second delay.			
<i>Wechsler Memory Scale – Fourth Edition (WMS-IV)</i>			
Visual Memory Index			
Designs I Ability to remember abstract designs and their location on a grid.			
<ul style="list-style-type: none"> ● Content Score Ability to remember the specific designs presented. 			
<ul style="list-style-type: none"> ● Spatial Score Ability to remember the location of the designs presented. 			
Designs II Ability to remember abstract designs and their location on a grid after a delay.			
<ul style="list-style-type: none"> ● Content Score Ability to remember the specific designs presented. 			
<ul style="list-style-type: none"> ● Spatial Score Ability to remember the location of the designs presented. 			
Visual Reproduction I Ability to reproduce designs from memory.			
Visual Reproduction II Ability to reproduce designs from memory after a delay.			
Recognition Subtests			
Designs II Recognition Ability to recognize designs from grid task after a delay.			
Visual Reproduction II Recognition Ability to recognize designs from drawing task after a delay.			

*Mean Standard Score 100, Standard Deviation +/-15; Mean Scaled Score 10, Standard Deviation +/-3

**Mean T-Score of 50, Standard Deviation +/-10

^Reported as a cumulative percentage

	<u>Standard Score</u>	<u>Percentile</u>	<u>Description</u>
<i>Wechsler Memory Scale – Fourth Edition (WMS-IV)</i>			
Immediate Memory Index A composite score combining visual and auditory memory scores reported above.			
Delayed Memory Index A composite score combining delayed visual and auditory memory scores reported above.			

	<u>Standard Score/ Scaled Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Wide Range Assessment of Memory and Learning – Second Edition (WRAML-3)</i>			
Sound Symbol			
Sound Symbol Remembering the unique sound associated with a unique nonsense shape.			
<ul style="list-style-type: none"> Slope The increase in correct sound-symbol associated from the first to the last trial. 			
Sound Symbol Recall Remembering the unique sound associated with a unique nonsense shape after a delay.			
<i>Developmental Neuropsychological Assessment – Second Edition (NEPSY-II)</i>			
Memory for Names			
Memory for Names Total Score Summary score for immediate and delayed recall of the names of children depicted in drawings.			
<ul style="list-style-type: none"> Memory for Names Immediate Recalling names associated with faces over repeated trials. Memory for Names Delayed Recalling names associated with faces after a delay. 			
<i>Woodcock Johnson Tests of Cognitive Abilities – Fourth Edition (WJ-IV-Cog)</i>			
Visual-Auditory Learning Learning visual-verbal associations and then recalling them.			

*Mean Standard Score 100, Standard Deviation +/-15; Mean Scaled Score 10, Standard Deviation +/-3

**Mean T-Score of 50, Standard Deviation +/-10

	<u>Standard Score/ Scaled Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V)</i>			
Working Memory Index			
Digit Span Overall Score			
<ul style="list-style-type: none"> Digit Span Forward Repeating auditorily-presented digits of increasing length. Digit Span Backward 			

Repeat number strings in reverse order that were spoken by the examiner.			
<ul style="list-style-type: none"> Digit Span Sequencing Repeat number strings in order from smallest to largest. 			
Letter-Number Sequencing Recalling numbers in ascending order and letters in alphabetical order after listening to a sequence of numbers and letters spoken by the examiner.			
Picture Span Ability to recall the order of visual stimuli.			
<i>Wechsler Intelligence Scale for Children – Integrated (WISC-V-Integrated)</i>			
Visual Working Memory This index score combines the Spatial Span and Picture Span subtests.			
Spatial Span Repeating a visual pattern forwards and backwards.			
Sentence Recall Answering simple questions and then recalling the last word of each question.			
<i>Wechsler Adult Intelligence Scales – Fifth Edition (WAIS-5)</i>			
Working Memory Index			
Digits Forward Repeating auditorily-presented digits of increasing length.			
Digits Sequencing Repeat number strings in order from smallest to largest.			
Running Digits Repeating a set number of digits from a longer string.			
Digits Backward Repeat number strings in reverse order that were spoken by the examiner.			
Letter-Number Sequence Recalling numbers in ascending order and letters in alphabetical order after listening to a sequence of numbers and letters spoken by the examiner.			
Symbol Span Remembering a progressively longer string of designs.			
Spatial Addition Replicating the location of colored dots based on a set of rules.			
<i>Wide Range Assessment of Memory and Learning – Second Edition (WRAML-3)</i>			
Working Memory			
Verbal Working Memory Three levels of difficulty, which requires reordering of words to some stimulus property (e.g., word order, size of object, etc.).			
Symbolic Working Memory Pointing to number string recalled or number letter strings.			
<i>Woodcock Johnson Tests of Cognitive Abilities – Fourth Edition (WJ-IV-Cog)</i>			
Short-Term Working Memory			
Verbal Attention Listening to a set of animal names and digits, then answering questions about the sequence of the items.			

Numbers Reversed Repeating number strings in reverse order that were spoken by the examiner.			
Object Number Sequencing Listening to a recording of objects and numbers, then repeating them in a specific order.			
<i>Wechsler Preschool and Primary – Fourth Edition (WPPSI-IV)</i>			
Working Memory Index			
Zoo Locations Remembering the location of animals on a page.			
Picture Span Ability to recall a series of objects.			
<i>Wechsler Memory Scale – Fourth Edition (WMS-IV)</i>			
Visual Working Memory Index			
Spatial Addition After viewing two separate grids with different colored circles, examinees are asked to add or subtract the location of circles based on specific rules.			
Symbol Span Ability to remember symbols in a specific order.			

*Mean Standard Score 100, Standard Deviation +/-15; Mean Scaled Score 10, Standard Deviation +/-3

EXECUTIVE FUNCTIONING

	<u>Standard Score/ Scaled Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Developmental Neuropsychological Assessment – Second Edition (NEPSY-II)</i>			
Animal Sorting			
Animal Sorting Combined A combination of the number of correct sorts and the number of errors. Measures initiation, cognitive flexibility, self-monitoring, and conceptual knowledge.			
<ul style="list-style-type: none"> ● Animal Sorting Total Correct A high score suggests good initiation or sustained effort, good conceptual reasoning, or semantic knowledge. 			
<ul style="list-style-type: none"> ● Animal Sorting Total Errors A low number of errors suggests good self-monitoring (more errors = lower % rank). 			
<ul style="list-style-type: none"> ○ Total Novel Sort Errors More errors suggest idiosyncratic or immature reasoning (more errors = lower % rank). 			
<ul style="list-style-type: none"> ○ Total Repeated Sort Errors A high score suggests poor cognitive flexibility and self-monitoring (more errors = lower % rank). 			
Auditory Response Set			
Response Set Combined Added shifting of attention while selectively responding to auditory target words and ignoring auditory non-target words over time.			
Response Set Total Correct			

Responding correctly to target words.			
<ul style="list-style-type: none"> ● Total Commission Errors Responding to non-target words that were to be ignored (more errors = lower % rank). 			
<ul style="list-style-type: none"> ● Total Omission Errors Missing target words (more errors = lower % rank). 			
<ul style="list-style-type: none"> ● Total Inhibitory Errors Ignoring distracter words (more errors = lower % rank). 			
Auditory Attention vs. Response Set Contrast Score			
Clocks Recognizing time on analog clocks and constructing clock faces.			
Design Fluency Drawing as many different designs as possible within a time limit.			
Inhibition Tasks			
Naming Combined Rapidly and accurately naming shapes.			
Naming Total Completion Time How quickly the task was completed (slower time = lower scaled score).			
<ul style="list-style-type: none"> ● Naming Total Errors Total errors made on task. 			
<ul style="list-style-type: none"> ● Naming Uncorrected Errors Errors with no attempt to correct. 			
<ul style="list-style-type: none"> ● Naming Self-Corrected Errors Errors that were noticed and corrected. 			
Inhibition Combined Rapidly and accurately naming the opposite names of shapes (e.g., “circle” for “square”).			
Inhibition Total Completion Time How quickly the task was completed (slower time = lower scaled score).			
<ul style="list-style-type: none"> ● Inhibition Total Errors Total errors made on task. 			
<ul style="list-style-type: none"> ● Inhibition Uncorrected Errors Errors with no attempt to correct. 			
<ul style="list-style-type: none"> ● Inhibition Self-Corrected Errors Errors that were noticed and corrected. 			
Switching Combined Rapidly and accurately name shapes while switching cognitive sets.			
Switching Total Completion Time How quickly the task was completed (slower time = lower scaled score).			
<ul style="list-style-type: none"> ● Switching Total Errors Total errors made on task. 			
<ul style="list-style-type: none"> ● Switching Uncorrected Errors Errors with no attempt to correct. 			
<ul style="list-style-type: none"> ● Switching Self-Corrected Errors Errors that were noticed and corrected. 			
Total Errors Score for errors on all three conditions of the Inhibition task			
Naming vs Inhibition Contrast Score Comparing performance on Conditions 1 and 2.			
Inhibition vs Switching Contrast Score			

Comparing performance on Conditions 2 and 3.			
Statue			
Statue Total			
Maintaining a body position during distractions.			
<ul style="list-style-type: none"> ● Body Movement Inhibitory Error Number of times moved during the task. 			
<ul style="list-style-type: none"> ● Eye Opening Inhibitory Error Number of times opened eyes during the task. 			
<ul style="list-style-type: none"> ● Vocalization Inhibitory Error Number of times talked during the task. 			
<i>Comprehensive Trail-Making Test (CTMT)</i>			
Composite Index			
Trail 1 Connecting numbers in order.			
Trail 2 Connecting numbers in order with increasing additional distractions on the page.			
Trail 3 Connecting numbers in order with increasing additional distractions on the page.			
Trail 4 Connecting number symbols and number words in chronological order.			
Trail 5 Switching back and forth between connecting letters and numbers in order (A-1-B-2...).			
<i>Delis Kaplan Executive Functioning System (DKEFS)</i>			
Trail Making Test			
Number Sequencing Quickly connecting lines between consecutive numbers.			
<ul style="list-style-type: none"> ● Sequencing Errors Connecting numbers out of order. 			
<ul style="list-style-type: none"> ● Set Loss Errors Losing track of instructions for completing the task. 			
<ul style="list-style-type: none"> ● Time Discontinue Errors Failure to complete the task within the expected time. 			
Letter Sequencing Quickly connecting lines between sequential letters.			
<ul style="list-style-type: none"> ● Sequencing Errors Connecting numbers out of order. 			
<ul style="list-style-type: none"> ● Set Loss Errors Losing track of instructions for completing the task. 			
<ul style="list-style-type: none"> ● Time Discontinue Errors Failure to complete the task within the expected time. 			
Number-Letter Switching A psychomotor task that requires switching between number and letter sequences (e.g., 1-A-2-B...).			
<ul style="list-style-type: none"> ● Sequencing Errors Connecting numbers and letters out of order. 			
<ul style="list-style-type: none"> ● Set Loss Errors Losing track of instructions for completing the task. 			
<ul style="list-style-type: none"> ● Time Discontinue Errors Failure to complete the task within the expected time. 			

Motor Speed Tracing a dotted line as quickly as possible.			
Switching vs. Visual Scanning Contrast Score^^			
Switching vs. Number Sequencing Contrast Score^^			
Switching vs. Letter Sequencing Contrast Score^^			
Switching vs. Motor Speed Contrast Score^^			
Verbal Fluency Test			
Letter Fluency Naming as many words within a time limit that start with a specific letter.			
Category Fluency Naming as many words within a time limit that all fall in the same category (e.g., fruits).			
Category Switching: Total Correct Total number of correct responses when switching between verbalizing fruits and pieces of furniture.			
<ul style="list-style-type: none"> Category Switching: Total Switching Accuracy The correct number of switches between verbal categories. 			
Letter Fluency vs. Category Fluency Contrast Score^^			
Category Switching vs. Category Fluency Contrast Score^^			
First Interval: Total Correct Number of words said within the first 15-second period			
Second Interval: Total Correct Number of words said within the second 15-second period			
Third Interval: Total Correct Number of words said within the third 15-second period			
Fourth Interval: Total Correct Number of words said within the fourth 15-second period			
Set Loss Errors Number of errors due to forgetting the rules for completing the task.			
Repetition Errors Number of errors due to repeating words.			
Design Fluency Test			
Design Fluency Total Correct The total number correct across all conditions.			
<ul style="list-style-type: none"> Filled Dots Connects filled dots to create as many different designs as possible in 60 seconds. 			
<ul style="list-style-type: none"> Empty Dots Connects empty dots to create as many different designs as possible in 60 seconds. 			
<ul style="list-style-type: none"> Switching Switching between connecting solid dots and empty dots. 			
Switching vs. Combined Filled + Empty Dots Contrast Score^^			
Total Set-Loss Designs Number of errors due to forgetting the rules for completing the task.			
Total Repeated Designs Number of errors due to repeating designs.			
Total Attempted Designs Total number of designs drawn.			
Percent Design Accuracy Percentage of correctly drawn designs.			
Color Word Interference Test			

Color Naming Time to name the color of colored squares rapidly.			
<ul style="list-style-type: none"> ● Total Errors Total uncorrected and corrected errors. 			
Word Reading Time to name color words (e.g., “red”) rapidly.			
<ul style="list-style-type: none"> ● Total Errors Total uncorrected and corrected errors. 			
<ul style="list-style-type: none"> ● Combined Naming + Reading Total time needed to name both the name of the colors and the color words combined. 			
Inhibition Time to rapidly name the color of the ink a color word (“red”) is printed in. An inhibitory task.			
<ul style="list-style-type: none"> ● Total Errors Total uncorrected and corrected errors. 			
Inhibition/Switching Completion time as the individual rapidly switches back and forth between naming the dissonant ink colors and reading the words.			
<ul style="list-style-type: none"> ● Total Errors Total uncorrected and corrected errors. 			
Inhibition vs. Color Naming Contrast Score			
Inhibition/Switching vs. Combined Naming + Reading Contrast Score			
Inhibition/Switching vs. Inhibition Contrast Score			
Sorting Test			
Confirmed Correct Sorts The number of confirmed correct sorts made on the two card sets.			
Free Sorting Description Score Ability to describe sorting concepts or rules used in sorting the cards.			
<ul style="list-style-type: none"> ● Confirmed Correct Sorts: Card Set 1 Ability to describe sorting concepts or rules used in sorting the cards. 			
<ul style="list-style-type: none"> ● Confirmed Correct Sorts: Card Set 2 Ability to describe sorting concepts or rules used in sorting the cards. 			
<ul style="list-style-type: none"> ● Confirmed Correct Verbal Sorts The tendency to rely on verbal descriptions for explaining the card sorts. 			
<ul style="list-style-type: none"> ● Confirmed Correct Perceptual Sorts The tendency to rely on visual-spatial details for explaining the card sorts. 			
<ul style="list-style-type: none"> ● Confirmed/Unconfirmed Target Sorts The ability to correctly verify the reasons for the card sorts. 			
<ul style="list-style-type: none"> ● Repeated Sorts Number of sorts repeated. 			
<ul style="list-style-type: none"> ● Set Loss Sorts Number of sorts that did not follow sorting rules. 			
<ul style="list-style-type: none"> ● Non-target Sorts Number of sorts that were novel, or did not conform to traditional sorts. 			
<ul style="list-style-type: none"> ● Attempted Sorts Total number of correct and incorrect sorts. 			
<ul style="list-style-type: none"> ● Free Sorting Description Score: Card Set 1 Ability to describe sorting concepts or rules used in sorting the cards in set 1. 			
<ul style="list-style-type: none"> ● Free Sorting Description Score: Card Set 2 Ability to describe sorting concepts or rules used in sorting the cards in set 2. 			

<ul style="list-style-type: none"> ● Free Sorting Incorrect Descriptions 			
<ul style="list-style-type: none"> ● Free Sorting Repeated Descriptions 			
<ul style="list-style-type: none"> ● Percent Description Accuracy 			
Sort Recognition Description Score Total score for the ability to recognize or name the sort created by the examiner.			
<ul style="list-style-type: none"> ● Sort Recognition Description Score: Card Set 1 Ability to describe sorting concepts or rules used by the examiner to sort the cards. 			
<ul style="list-style-type: none"> ● Sort Recognition Description Score: Card Set 2 Ability to describe sorting concepts or rules used by the examiner to sort the cards. 			
<ul style="list-style-type: none"> ● Sort Recognition Incorrect Description Reflects inaccurate descriptions of the card sorts completed by the examiner. 			
<ul style="list-style-type: none"> ● Sort Recognition Repeated Description Reflects the tendency to repeat more than once the descriptions of the examiner's card sorts. 			
Combined Description Score Ability to describe sorting concepts or rules used in sorting the cards and in describing the sorts done by the examiner.			
<ul style="list-style-type: none"> ● Combined Description Score: Verbal Rules This score reflects a tendency to emphasize the verbal attributes of the card sort descriptions. 			
<ul style="list-style-type: none"> ● Combined Description Score: Perceptual Rules This score reflects a tendency to emphasize the perceptual attributes of the card sort descriptions. 			
<ul style="list-style-type: none"> ● Combined No/Don't Know Responses 			
<ul style="list-style-type: none"> ● Combined Non-credit Descriptions 			
<ul style="list-style-type: none"> ● Combined Overly Abstract Descriptions 			
<ul style="list-style-type: none"> ● Combined Incorrect Descriptions 			
<ul style="list-style-type: none"> ● Combined Repeated Descriptions 			
Sort Recognition vs. Free Sorting Contrast Score ^{^^}			
Time-per-Sort Ratio			
Twenty Questions Test			
Total Questions Asked The fewer the questions asked the better.			
Total Weighted Achievement Score How quickly the individual finds the answer.			
Initial Abstraction Score Level of abstract reasoning in the first questions asked.			
Spatial Questions Number of questions asked about spatial location of object.			
Repeated Questions Number of questions repeated.			
Set-Loss Questions Number of questions that do not follow the rules of the task.			
Word Context Test			
Total Consecutive Correct Verbal abstract deductive reasoning.			
Consistently Correct Ratio Low score indicates increased distractibility and stimulus-bound tendencies.			
Repeated Incorrect Responses A low score indicates many repeated incorrect responses, which reflects impairment in flexibility of thinking.			

No/Don't Know Response Number of times the individual answers "no" or "I don't know."			
Total Correct-to-Incorrect Errors Number of times individual changes from a correct answer to an incorrect answer.			
Tower Test			
Total Achievement Score Overall quality of tower building within time limits.			
Total Rule Violations Number of times pieces were moved incorrectly.			
Mean First Time Move Average amount of time taken to begin each task.			
Time-per-Move Ratio Average amount of time taken for each move made.			
Move Accuracy Ratio Accuracy of each move made in constructing the towers.			
Rule Violations-Per-Item Ratio Number of times the individual breaks the rules of the task per each item.			
Proverb Test			
Total Achievement Score: Free Knowledge of verbal proverbs.			
<ul style="list-style-type: none"> ● Common Proverb Achievement Score: Free Inquiry Ability to explain common proverbs. 			
<ul style="list-style-type: none"> ● Uncommon Proverb Achievement Score: Free Inquiry Ability to explain uncommon proverbs. 			
<ul style="list-style-type: none"> ● Accuracy Only Score Ability to provide accurate interpretations. 			
<ul style="list-style-type: none"> ● Abstraction Only Score Ability to provide accurate abstractions. 			
<ul style="list-style-type: none"> ● No/Don't Know Responses Number of times the individual answered "no" or "I don't know." 			
<ul style="list-style-type: none"> ● Repeated Responses Number of repeated answers. 			
Total Achievement Score: Multiple Choice Recognition of verbal proverbs.			
<ul style="list-style-type: none"> ● Common Proverb Achievement Score: Multiple Choice Ability to recognize the meaning of common proverbs. 			
<ul style="list-style-type: none"> ● Uncommon Proverb Achievement Score: Multiple Choice Ability to recognize the meaning of uncommon proverbs. 			
<ul style="list-style-type: none"> ● Total Correct Abstract Choices Ability to correctly identify abstract statements that describe a proverb. 			
<ul style="list-style-type: none"> ● Total Correct Concrete Choices Correctly identify statements that describe a proverb but at a concrete level. 			
<ul style="list-style-type: none"> ● Total Incorrect Phonemic Choices Incorrectly identify statements that describe a proverb based on a statement that sounds the same. 			
<ul style="list-style-type: none"> ● Total Incorrect Unrelated Choices Incorrectly identify statements that describe a proverb based on a statement that is unrelated in any way. 			
<ul style="list-style-type: none"> ● Total Incorrect Phonemic + Unrelated Choices Total of all incorrect choices. 			

*Mean Standard Score 100, Standard Deviation +/-15; Mean Scaled Score 10, Standard Deviation +/-3

**Mean T-Score of 50, Standard Deviation +/-10

^Reported as a percentile ranking

^^ A contrast measure shows how common the difference is between scores on two different measures.

Both very high and very low scores indicate a significant difference.

Behavior Rating Inventory of Executive Function (BRIEF-2)

The Behavior Rating Inventory of Executive Function (BRIEF) Scale is a questionnaire for parents and teachers to assess executive function behaviors in the home and school environments.

Behavior Rating Inventory of Executive Functioning – Second Edition - Adult

The Behavior Rating Inventory of Executive Function (BRIEF) Scale is a questionnaire administered to observers and individuals to assess their ability to use executive functioning skills in daily life.

Behavior Assessment System for Children-3rd Edition (BASC-3) - Executive Functioning Index

	<u>Parent</u>	<u>Teacher</u>
Overall Executive Functioning Overall ability to self-regulate behavior and emotion.		
Problem Solving The ability to solve problems in everyday life.		
Attentional Control The ability to sustain attention and focus on the current task.		
Behavioral Control The ability to maintain self-control and refrain from distracting others.		
Emotional Control The ability to maintain control over emotions in challenging situations.		

Conners Rating Scale – 3rd Edition

	Parent T-Score	Teacher T-Score	Self T-Score
Inattention High scores may indicate difficulties with attention, concentration, making careless mistakes, being easily distracted, being easily bored, and avoidance of schoolwork.			
Hyperactivity/Impulsivity High scores may indicate high activity levels, restlessness, or impulsivity. Individuals may be easily excited, interrupt others, or have difficulty being quiet.			
Learning Problems High scores may indicate challenges retaining concepts, a need for additional explanations, or specific difficulties in reading, writing, or math.			
Executive Functioning High scores may indicate challenges starting or finishing projects, poor planning, or poor organizational skills.			
Defiance/Aggression High scores may indicate challenges controlling anger, verbal or physical aggression, or bullying behaviors.			
Peer Relations High scores may indicate challenges with social relationships or maintaining a peer group.			
Parent Relations High scores may indicate feelings of not being noticed or “seen” at home, or feelings of being unjustly criticized or punished at home.			

Symptom Index			
ADHD Inattentive High scores in this area indicate an individual may have difficulties sustaining attention, staying organized, and completing tasks.			
ADHD Hyperactive-Impulsive High scores in this area indicate an individual may have difficulty sitting still for extended periods of time, as well as exhibiting restless and impulsive behaviors.			
ADHD Probability The percentage of time individuals with ADHD obtained the same scores as this individual.			
Conduct Disorder High scores indicate significant challenges with conduct and following rules, as well as vindictive behaviors and understanding the impact of behavior on others.			
Oppositional Defiant Disorder High scores indicate high levels of opposition to adults' rules and expectations.			

**T-Scores <60 = Average Range, 60-65 = High Average, 65-70 = Elevated, >70 = Very Elevated

ATTENTION REGULATION

	<u>Standard Score/ Scaled Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Developmental Neuropsychological Assessment – Second Edition (NEPSY-II)</i>			
Auditory Attention			
Auditory Attention Combined Selectively responding to auditory target words while ignoring auditory non-target words over time.			
Auditory Attention Total Correct Responding correctly to target words (more correct = higher scaled score).			
<ul style="list-style-type: none"> ● Total Commission Errors Responding to non-target words that were to be ignored (more errors = lower % rank). ● Total Omission Errors Missing target words (more errors = lower % rank). ● Total Inhibitory Errors Ignoring distracter words (more errors = lower % rank). 			
<i>Wide Range Assessment of Memory and Learning – Second Edition (WRAML-3)</i>			
Attention/Concentration			
Finger Windows Using a finger to repeat a visual pattern of increasing length.			
Number Letter Repeating auditorily-presented number/letter strings of increasing length.			
<i>Conners Continuous Performance Test – 3rd edition (CCPT-III)</i>			

Omissions Number of items missed.			
Commissions Number of items mistakenly clicked.			
Perseverations Number of random or anticipatory responses.			
Hit Reaction Time Average speed of correct responses.			
Hit Reaction Standard Deviation Measure of response speed consistency.			
Hit Reaction Variability of Standard Error Consistency of response speed in comparison to the individual themselves.			
Hit Reaction Time Change Block Change Measure of sustained attention.			
Hit Reaction Time Interval Change Measure of vigilance over time.			
Overall Confidence Index Assessment			

Mean Standard Score 100, Standard Deviation +/-15; Mean Scaled Score 10, Standard Deviation +/-3

**Mean T-Score of 50, Standard Deviation +/-10

COGNITIVE FLUENCY AND PROCESSING SPEED

	<u>Standard Score/ Scaled Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Developmental Neuropsychological Assessment – Second Edition (NEPSY-II)</i>			
Speeded Naming Completion Time Quickly naming letters and numbers.			
Speeded Naming Combined Combined score including both speed and number of errors.			
<i>Comprehensive Test of Phonological Processing – Second Edition (CTOPP-2)</i>			
Rapid Symbol Naming			
Rapid Digit Naming How quickly the student can name numbers.			
Rapid Letter Naming How quickly the student can name letters.			
Rapid Non-Symbolic Naming			
Rapid Color Naming How quickly the student can name colors.			
Rapid Object Naming How quickly the student can name objects.			
<i>Delis-Kaplan Executive Function System (DKEFS)</i>			
Color Word Interference Test			
Color Naming How quickly the individual can name colored squares.			
Word Reading			

How quickly the individual can read color words.			
<i>Woodcock Johnson – Fourth Edition – Oral Language Battery (WJ-IV-OL)</i>			
Rapid Picture Naming Naming pictures of common objects quickly.			
<i>Feifer Assessment of Math (FAM)</i>			
Rapid Number Naming Naming numbers quickly.			
<i>Feifer Assessment of Reading (FAR)</i>			
Rapid Automatic Naming Naming objects, letters, and stenciled letters quickly.			
<i>Kauffman Test of Educational Achievement – Third Edition (KTEA-3)</i>			
Object Naming Facility Naming pictures as quickly as possible.			
Letter Naming Facility Naming letters as quickly as possible.			
<i>Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V)</i>			
Naming Speed Literacy Naming letters and numbers as quickly as possible.			
Naming Speed Quantity Quickly saying the number of blocks within a square.			

Mean Standard Score 100, Standard Deviation +/-15; Mean Scaled Score 10, Standard Deviation +/-3

	<u>Standard Score/ Scaled Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Developmental Neuropsychological Assessment – Second Edition (NEPSY-II)</i>			
Word Generation Semantic Quickly listing words that fit into a category.			
Word Generation Initial Letter Quickly listing words that start with a particular letter.			
<i>Delis-Kaplan Executive Function System (DKEFS)</i>			
Verbal Fluency Test			
Letter Fluency How quickly the individual can name words beginning with a specific letter.			
Category Fluency How quickly the individual can name words within a specific category.			
<i>Feifer Assessment of Reading (FAR)</i>			
Verbal Fluency Naming words as quickly as possible that start with a particular letter or fit in the same category (e.g., animals).			
<i>Kauffman Test of Educational Achievement – Third Edition (KTEA-3)</i>			

Associational Fluency

Naming words within a category as quickly as possible.

Mean Standard Score 100, Standard Deviation +/-15; Mean Scaled Score 10, Standard Deviation +/-3

	<u>Standard Score/ Scaled Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V)</i>			
Processing Speed Index			
Coding Copying symbols paired with geometric shapes or numbers within a time limit.			
Symbol Search Scanning a search group and marking the presence or absence of a target symbol or symbols within a time limit.			
Cancellation Marking target pictures within a visual set of pictures in a specified time period.			
<i>Wechsler Intelligence Scale for Children – Integrated Fifth Edition (WISC-V-Integrated)</i>			
Processing Speed No index score is given for this area.			
Coding Recall Using three different formats, the students is asked to recall the symbol-number pairs from the Coding task.			
Coding Copy Copying the symbols from the Coding task within a time limit.			
Cancellation Abstract Scanning a page and selecting specific shapes within a time limit.			
<i>Wechsler Preschool and Primary – Fourth Edition (WPPSI-IV)</i>			
Processing Speed Index			
Bug Search Scanning a search group and marking the presence or absence of a target “bug” within a time limit.			
Cancellation Marking target pictures within a visual set of pictures in a specified time period.			
<i>Wechsler Adult Intelligence Scales – Fifth Edition (WAIS-5)</i>			
Processing Speed Index			
Coding Copying symbols paired with geometric shapes or numbers within a time limit.			
Symbol Search Scanning a search group and marking the presence or absence of a target symbol or symbols within a time limit.			
Naming Speed Quantity Quickly saying the number of boxes within a square.			

<i>Delis-Kaplan Executive Function System (DKEFS)</i>			
Design Fluency Test			
Design Fluency Total Correct The total number correct across Conditions 1 & 2.			
<ul style="list-style-type: none"> Filled Dots Connects filled dots to create as many different designs as possible in 60 seconds. 			
<ul style="list-style-type: none"> Empty Dots Connects empty dots to create as many different designs as possible in 60 seconds. 			
<i>Woodcock Johnson Tests of Cognitive Abilities – Fourth Edition (WJ-IV-Cog)</i>			
Cognitive Processing Speed			
Pair Cancellation Matching target stimuli from a large visual array under time constraints.			
Perceptual Speed			
Letter-Pattern Matching Rapidly matching two letters on a row.			
Number-Pattern Matching Rapidly matching two numbers on a row.			

*Mean Standard Score 100, Standard Deviation +/-15; Mean Scaled Score 10, Standard Deviation +/-3

ACADEMIC SKILLS

	<u>Standard Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Wechsler Individual Achievement Test – Fourth Edition (WIAT-4)</i>			
Dyslexia Index Summary score of indicators of dyslexia			
Reading Comprehension Reading passages aloud or silently under untimed conditions, then answering open-ended questions about each one.			
<ul style="list-style-type: none"> Literal Questions Answered Correctly Inferential Questions Answered Correctly Narrative Questions Answered Correctly Expository Questions Answered Correctly 			
Word Reading Reading words in isolation.			
Orthographic Fluency Recognizing sight words quickly.			
Pseudoword Decoding Ability to phonologically decode pseudowords.			
Decoding Fluency Reading pseudowords as quickly as possible.			
Oral Reading Fluency Reading passages aloud and then orally responding to comprehension questions.			
<ul style="list-style-type: none"> Accuracy 			

Number of correctly read words.			
<ul style="list-style-type: none"> Rate How quickly passages were read.			
<i>Feifer Assessment of Reading (FAR)</i>			
Phonological Index			
Significantly low scores are consistent with dysphonetic dyslexia.			
Nonsense Word Decoding			
Ability to decode a series of individual nonsense words.			
Isolated Word Reading			
Reading isolated words quickly.			
Oral Reading Fluency			
Reading passages for rate and accuracy.			
Fluency Index			
Significantly low scores are consistent with surface dyslexia.			
Irregular Word Reading			
Ability to read a list of phonologically-irregular words.			
Comprehension Index			
Significantly low scores are consistent with reading comprehension deficits.			
Semantic Concepts			
Ability to select a word that is similar or opposite in meaning to a target word.			
Print Knowledge			
Ability to answer pre-literacy questions about a storybook.			
Morphological Processing			
Ability to choose the morpheme that best completes an incomplete target word.			
Silent Reading Fluency: Comprehension			
Ability to read a passage and answer questions.			
Silent Reading Fluency: Rate			
Ability to read a passage quickly on one's own.			
<i>Woodcock-Johnson Tests of Achievement – Fourth Edition (WJ-IV)</i>			
Basic Reading Skills			
Letter-Word Identification			
Reading words in isolation.			
Word Attack			
Reading phonetically-regular nonsense words orally.			
Reading Fluency			
Oral Reading			
Reading sentence for accuracy and fluency of expression of increasing lengths and difficulty.			
Sentence Reading Fluency			
Rapidly reading short, simple sentences and circling yes or no if they make sense over a three-minute interval.			
Word Reading Fluency			
Rapidly reading isolated words.			
Reading Comprehension			
Passage Comprehension			
Reading a passage silently and providing the missing word.			
Reading Recall			
Ability to read a story silently and retell as much of the story as possible.			
Reading Vocabulary			

Orally producing synonyms, antonyms, or verbal analogies.			
<i>Kauffman Test of Educational Achievement – Third Edition (KTEA-3)</i>			
Letter and Word Recognition Identifying letters and pronouncing words.			
Nonsense Word Decoding Reading phonetically regular nonsense words.			
Reading Comprehension Reading short passages and answering comprehension questions.			
Reading Vocabulary Selecting a word that has a similar meaning to the target word in a sentence.			
Word Recognition Fluency Reading a list of words aloud as quickly as possible.			
Decoding Fluency Reading nonsense words aloud as quickly as possible.			
Silent Reading Fluency Reading simple sentences and marking them as “true” or “false,” as quickly as possible within a 2-minute time frame.			

*Mean Standard Score 100, Standard Deviation +/-15

	<u>Standard Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Wechsler Individual Achievement Test – Fourth Edition (WIAT-4)</i>			
Sentence Composition Combining information from two or three sentences into single sentences that mean the same thing, then writing meaningful sentences that use specific words.			
<ul style="list-style-type: none"> ● Sentence Combining Combining two sentences into a single sentence. ● Sentence Building Building a sentence that incorporates a certain word. 			
Spelling Writing single words that are dictated within the context of a sentence.			
Alphabet Writing Fluency Ability to write the letters of the alphabet quickly.			
Essay Composition Writing an essay within a 10-minute time limit.			
<ul style="list-style-type: none"> ● Theme Development and Text Organization The quality of the essay. ● Word Count The number of words produced in the essay. ● Grammar and Mechanics The correct word sequences minus the incorrect word sequences. 			
<i>Woodcock-Johnson Tests of Achievement – Fourth Edition (WJ-IV)</i>			
Written Expression			
Writing Samples Producing meaningful written sentences.			
Sentence Writing Fluency			

Producing, in writing, simple sentences that are legible.			
Spelling Ability to spell words from dictation.			
Spelling of Sounds Ability to spell nonsense words that conform to conventional phonetics.			
Editing Ability to use proper punctuation and capitalization and identify writing mistakes.			
<i>Kauffman Test of Educational Achievement – Third Edition (KTEA-3)</i>			
Written Expression Depending on grade-level, students are asked to write letters, words, copy sentences, take dictation, edit passages for capitalization and punctuation, combine ideas into sentences, and/or write an essay.			
Spelling Writing words from dictation.			
Writing Fluency Writing a single sentence about each picture as quickly as possible within a 5-minute period.			
<i>Feifer Assessment of Writing (FAW)</i>			
Graphomotor Index Measures overall difficulties with fine-motor dexterity and the physical execution of writing.			
Alphabet Tracing Fluency Student completes partial stencils of letters or words.			
Motor Sequencing Student completes a code by writing in a series of 3 letters for each symbol.			
Copying Speed Student copies as much of a passage as possible within 60 seconds.			
Motor Planning Student copies phrases of varying lengths into a designated space, requiring them to plan out their letters ahead of time.			
Dyslexic Index Identifies the effects of phonological and orthographic difficulties on spelling.			
Homophone Spelling Student selects the correct spelling choice based on a picture.			
Isolated Spelling Student writes a series of letters or words dictated by the examiner.			
Executive Index Measures the planning, retrieving, organizing, and sequencing skills required for writing. Low scores suggest Executive Dysgraphia.			
Executive Working Memory Ability to keep specific words in mind while formulating and then writing a sentence.			
Sentence Scaffolding Ability to sequence ideas in a story by placing story cards in the correct order.			
Retrieval Fluency Ability to name words within a stated category or related to a presented list of words.			
Expository Writing Ability to write a detailed paragraph about a given topic within five minutes.			
Compositional Writing Index			

Ability to write different types of compositions. Also includes Expository Writing reported above.			
Copy Editing Ability to find errors in capitalization, spelling, punctuation, and grammar.			
Story Mapping Ability to write a story given specific story elements (setting, characters, main events and conclusion).			

*Mean Standard Score 100, Standard Deviation +/-15

	<u>Standard Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Wechsler Individual Achievement Test – Fourth Edition (WIAT-4)</i>			
Math Problem-Solving Skills Analyzing and solving practical math problems.			
Numerical Operations Performing a variety of math calculations.			
Math Fluency – Addition Solving simple addition problems quickly.			
Math Fluency – Subtraction Solving simple subtraction problems quickly.			
Math Fluency – Multiplication Solving simple multiplication problems quickly.			
<i>Feifer Assessment of Math (FAM)</i>			
Procedural Index Significantly low scores are consistent with procedural dyscalculia.			
Forward Number Count Ability to orally identify the number that comes after a given number and to then count backward by various increments.			
Backward Number Count Ability to orally identify the number that comes before a given number and to then count forward by various increments.			
Sequences Ability to identify the picture or number missing from a pattern or sequence.			
Object Number Counting Ability to count various objects using picture cues as well as match numerals to their corresponding amounts.			
Verbal Index Significantly low scores are consistent with verbal dyscalculia.			
Addition Fluency Quickly answering simple addition problems out loud.			
Subtraction Fluency Quickly answering simple subtraction problems out loud.			
Multiplication Fluency Quickly answering simple multiplication problems out loud.			
Division Fluency Quickly answering simple division problems out loud.			
Linguistic Math Concepts Ability to select the correct definition of various math terms embedded within sentences.			
Semantic Index Significantly low scores are consistent with semantic dyscalculia.			
Equation Building Ability to select the correct equation to answer math word problems.			

Number Comparison Ability to identify the larger number in as many pairs of numbers presented in an array in 60 seconds.			
Addition Knowledge Ability to identify the missing number in as many addition problems as possible in 60 seconds.			
Subtraction Knowledge Ability to identify the missing number in as many subtraction problems as possible in 60 seconds.			
Multiplication Knowledge Ability to identify the missing number in as many multiplication problems as possible in 60 seconds.			
Division Knowledge Ability to identify the missing number in as many division problems as possible in 60 seconds.			
<i>Woodcock-Johnson Tests of Achievement – Fourth Edition (WJ-IV)</i>			
Math Calculation Skills			
Calculation Performing a variety of math calculations.			
Math Fact Fluency Solving simple math problems quickly.			
Math Problem Solving			
Applied Problems Analyzing and solving practical math problems.			
Number Matrices Ability to analyze the relationship among numbers and identify the missing number.			
<i>Kauffman Test of Educational Achievement – Third Edition (KTEA-3)</i>			
Math Concepts and Applications Responding orally to items that require real-life application of mathematical concepts.			
Math Computation Completing math calculation problems with no time limit.			
Math Fluency Completing simple addition, subtraction, and multiplication problems within 60 seconds.			

*Mean Standard Score 100, Standard Deviation +/-15

EMOTIONAL AND SOCIAL FUNCTIONING

Behavior Assessment System for Children – Third Edition

The BASC-3 is a questionnaire for parents, caregivers, and teachers to evaluate both positive, adaptive behaviors as well as challenging, maladaptive behaviors based on each respondent’s observations. The items on this survey, especially when viewed from multiple perspectives, can help better understand the behavioral and emotional challenges getting in the way of a child’s success.

The BASC-3 Scales may be defined as follows:

Activities of Daily Living	The skills associated with performing basic, everyday tasks in an acceptable and safe manner.
Adaptability	The ability to adapt readily to changes in the environment.
Aggression	The tendency to act in a hostile manner (either verbal or physical) that is threatening to others.
Anxiety	The tendency to be nervous, fearful, or worried about real or imagined problems.
Attention Problems	The tendency to be easily distracted and unable to concentrate more than momentarily.
Attitude To School	The student’s overall attitude towards school
Attitude To Teachers	The student’s overall attitude towards teachers
Atypicality	The tendency to behave in ways that are considered “odd” or may be associated with mental health symptoms.
Conduct Problems	The tendency to engage in antisocial and rule-breaking behavior, including destroying property.
Depression	Feelings of unhappiness, sadness, and stress that may result in an inability to carry out everyday activities or may bring on thoughts of suicide.
Functional Communication	The ability to express ideas and communicate in a way others can easily understand.
Hyperactivity	The tendency to be overly active, rush through work or activities, and act without thinking.
Interpersonal Relations	The student’s ability to pursue and maintain interpersonal relationships
Leadership	The skills associated with accomplishing academic, social, or community goals, including the ability to work with others.
Learning Problems	The presence of academic difficulties, particularly understanding or completing homework.
Locus of Control	The student’s perception of their own versus others’ control over the events in their life
Relationship with Parents	The overall quality of relationship with parents
Self Esteem	The view a student has of themselves and their abilities
Self Reliance	The degree to which the student feels capable of taking care of things on their own
Sensation Seeking	The degree to which a student seeks exciting, risky or dangerous endeavors
Sense of Inadequacy	The degree to which a student feels incapable or inadequate
Social Skills	The skills necessary for interacting successfully with peers and adults in home, school, and community settings.
Social Stress	The amount of stress due to social pressures or situations
Somatization	The tendency to be overly sensitive to and complain about relatively minor physical problems and discomforts.
Study Skills	The skills most conducive to strong academic performance, including organizational skills and good study habits.

Multidimensional Anxiety Scale for Children – Second Edition (MASC-2)

	<u>Parent T-Score*</u>	<u>Description</u>
MASC-2 Total Score		
Separation Anxiety/Phobias Anxiety related to being away from family or loved ones or being fearful of certain places or things		
Generalized Anxiety Index Symptoms including elevated worry about future events and associated physical symptoms		
Social Anxiety Index symptoms related to humiliation, embarrassment, performance fears, and anticipation about being “on stage”		
• Humiliation/Rejection		
• Performance Fears		
Obsessions and Compulsions Experiences of obsessive thoughts and/or engaging in compulsive behaviors		
Physical Symptoms		

Experiences of physical symptoms including panic in being tense or restless		
<ul style="list-style-type: none"> ● Panic 		
<ul style="list-style-type: none"> ● Tense/Restless 		
Harm Avoidance		
Engaging in behaviors to avoid harm or negative outcomes		

*T-Score average = 50, standard deviation +/- 10

	<u>Scaled Score*</u>	<u>Percentile</u>	<u>Description</u>
<i>Developmental Neuropsychological Assessment – Second Edition (NEPSY-II)</i>			
Affect Recognition			
The ability to recognize and match similar expressions of feeling.			
<ul style="list-style-type: none"> ● Happy Errors Number of incorrectly identified happy faces. 			
<ul style="list-style-type: none"> ● Sad Errors Number of incorrectly identified sad faces. 			
<ul style="list-style-type: none"> ● Neutral Errors Number of incorrectly identified neutral faces. 			
<ul style="list-style-type: none"> ● Fear Errors Number of incorrectly identified fearful faces. 			
<ul style="list-style-type: none"> ● Angry Errors Number of incorrectly identified angry faces. 			
<ul style="list-style-type: none"> ● Disgust Errors Number of incorrectly identified disgusted faces. 			
Theory of Mind			
The student’s ability to understand another person’s point of view.			
<ul style="list-style-type: none"> ● Theory of Mind Verbal Score The student’s ability to understand another person’s point of view using verbal prompts. 			

*Mean Scaled Score 10, Standard Deviation +/-3

^This score reported as a percentile rank.

<i>Social Language Development Test-Adolescent/Child</i>	Scaled Score*	Percentile	Description
Social Language Development Index			
Making Inferences			
Ability to take the perspective of a character and imagine what they are thinking based on visual cues.			
Interpreting Social Language			
Ability to demonstrate actions, tell an expected use for an action, think and talk about language, and interpret figurative language.			
Problem Solving			
Ability to propose an expected solution to a social problem. .			
Social Interaction			
Ability to take the perspective of another, consider another’s perspective, and take an expected and supportive action.			
Interpreting Ironic Statements			
Ability to understand idioms, as well as irony and sarcasm.			

*Mean Scaled Score 10, Standard Deviation +/-3

<i>Advanced Clinical Solutions (ACS) – Social Cognition Index</i>	Scaled Score*	Percentile	Description
Social Perception			

Affect Naming Ability to identify the emotions expressed in various photographs of faces.			
Prosody Ability to interpret the emotion and meaning by listening to a person's voice.			
Social Perception Pairs Ability to interpret the emotion and meaning of a phrase by listening to a person's voice.			

*Mean Scaled Score 10, Standard Deviation +/-3

<i>Social Responsiveness Scale (SRS-2)</i>	Parent T-Score	Description	Teacher T-Score	Description
Social Communication Index				
Social Awareness Ability to pick up on social cues.				
Social Cognition Ability to interpret social cues once they are picked up.				
Social Communication Expressive social communication.				
Social Motivation Extent to which individual is motivated to engage in social behavior, experiences social anxiety, is able to control actions, and has empathy for others.				
Restricted Interests and Repetitive Behaviors Stereotypical behaviors and restricted interests characteristic of Autism				
Total Score				

<i>Autism Spectrum Rating Scale (ASRS) - Parent Rating Scores</i>	Mother Score	Description	Father Score	Description
ARSR Scales				
Social Communication Measures difficulties in social interactions, understanding social cues, and effective communication.				
Unusual Behaviors Assesses repetitive, restrictive, or atypical behaviors and interests.				
Self-Regulation Evaluates the ability to manage emotions, maintain focus, and adapt to changes in routine or expectations.				
Treatment Scales				
Peer Socialization Evaluates challenges in forming and maintaining age-appropriate relationships with peers.				
Adult Socialization Measures ability to engage with adults in socially appropriate ways.				
Social/Emotional Reciprocity Assesses difficulties with back-and-forth social interactions, such as initiating and maintaining conversations.				
Atypical Language Degree to which spoken language may be repetitive or unconventional.				
Stereotypy Evaluates the presence of repetitive motor movements or speech.				

Behavioral Rigidity Assesses adaptability to changes in routine, transitions, or unexpected situations.				
Sensory Sensitivity Assesses over- or under-reactivity to sensory input or unusual sensory responses.				
Attention Measures difficulties with maintaining focus and attention.				
Total Score				

<i>Adaptive Behavior Assessment System – 3rd Edition</i>	Parent Standard Score/ Scaled Score	Description	Teacher Standard Score/ Scaled Score	Description
Conceptual Index				
Communication Speech, language and listening skills.				
Functional Academics Academic skills needed for daily functioning.				
Self-Direction Skills needed for self-control and decision-making.				
Social Index				
Leisure Engaging in and planning leisure activities.				
Social Interacting socially and getting along with others.				
Practical Index				
Community Use Interest in getting out and ability to access the community.				
Home Living Skills needed for basic care of a home.				
Health and Safety Protecting health and responding to illness or injury.				
Self-Care Skills needed for personal care.				
Global Adaptive Composite Overall functioning.				

*Mean Standard Score 100, Standard Deviation +/-15

**Mean Scaled Score 10, Standard Deviation +/-3

<i>Vineland Adaptive Behavior Scales – Third Edition</i>	Parent Standard Score/ V-scale	Description	Teacher Standard Score/ V-scale	Description
Communication				
Receptive Attending, understanding, and responding to information from others.				
Expressive Use of words and sentences to express oneself verbally.				

Written Use of reading and writing skills.				
Daily Living Skills				
Personal Self-sufficiency in eating, dressing, washing, hygiene, and healthcare.				
Domestic Performing household tasks such as cleaning, chores, and food preparation.			N/A	N/A
Numeric Using numbers in practical ways, including time, money, and dates.	N/A^	N/A		
Community Functioning outside the home, including safety, money, travel, and rights and responsibilities.				
Socialization				
Interpersonal Relationships Responding and relating to others.				
Play and Leisure Engaging in play and fun activities with others.				
Coping Skills Demonstrating behavioral and emotional control in different situations involving others.				
Motor Skills				
Gross Motor Ability to use large motor skills.				
Fine Motor Ability to use fine motor skills.				

*Mean Standard Score 100, Standard Deviation +/-15

**Mean V-scale 15, Standard Deviation +/-3

^Some scores are only calculated for parents, or only calculated for teachers