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PSYCHOLOGICAL ASSESSMENT / PSYCHO-EDUCATION ASSESSMENT

NAME:
Kaia Atton

SCHOOL:
Eastview Secondary School

DOB:
July 5, 2006

C.A.: 16.10

EMAIL:
erynatton@hotmail.com

GRADE: 11

PARENTS:
Eryn Atton

REFERRED BY:
Parent

TELEPHONE:
705-790-0132

DATE EVALUATED:
May 6, 2023

ADDRESS:
2774 Old Second South
Midhurst, ON
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Canada

EVALUATED BY:
Dr. Ryan Kneer, Ph.D., C. Psych.

REASON FOR REFERRAL

Kaia was referred for an assessment to help determine her learning potential and better understand her learning needs. During the parent interview, Kaia's mother Eryn expressed there are some things coming to light at school that are revealing red flags; mainly dyslexia and auditory processing. Kaia needs to read three or four times in order to grasp the content because she invents ends of sentences and needs to start over. Kaia will miss letters and read words differently than written. Being absent-minded in terms of losing things or "forgetting to remember" is an issue. Kaia expressed that her short-term memory is "not great", and that her attention span is "not great" unless she is very interested. An

assessment is therefore warranted to confirm these issues and to discern what accommodations or modifications, if any, are necessary.

EVALUATION METHODS

Parent Interview

Student Interview

Observations During Testing

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

Wechsler Individual Achievement Test – Third Edition (WIAT-III)

Comprehensive Test of Phonological Processing – Second Edition (CTOPP-II)

Behaviour Assessment Scale for Children – Third Edition (BASC-III)

Behaviour Rating Inventory of Executive Function – Second Edition (BRIEF-II)

Wide Range Assessment of Memory and Learning – Second Edition (WRAML-II)

PARENT INTERVIEW

During the parent interview, Kaia's mother Eryn expressed that Kaia is quite successful in school but there are some things coming to light that are revealing red flags; mainly dyslexia and auditory processing. Eryn would like to be able to support Kaia appropriately in post-secondary education and believes that this assessment is the first step in understanding where Kaia is coming from. Eryn is looking for tools to help Kaia cope and accommodations if required. Kaia enjoys Fitness classes, Social Sciences and Human-based Athletics the most in school. Out of basic academic areas, Kaia finds Mathematics the easiest and Reading the most difficult. Kaia needs to read three or four times in order to grasp the content because she invents ends of sentences and needs to start over. Kaia will miss letters and read words differently than written. Eryn suspects Dyslexia and possible auditory processing issues. Her long-term memory is "hit and miss." Kaia's attention span is such that she can focus very well at times. Being absent-minded in terms of losing things or "forgetting to remember" is an issue. Eryn does not consider Kaia to be impulsive. She does not work better under pressure. Kaia does not get angry often but deals with anger by crying or by having verbal outbursts.

STUDENT INTERVIEW

During the student interview, Kaia expressed that she likes Fitness classes better than any other subject. She likes Mathematics, Science and English; particularly Reading, the least. Out of basic academic skills, Kaia finds Writing the easiest and Mathematics the most difficult. No Reading would make school more ideal and to her liking. There are no concerns with fine motor skills. She has friends at school and sees them after school. Kaia's short-term memory is "not great." She remembers names better than numbers. Kaia's attention span is "not great" unless she is very interested. Being absent-minded in terms

of losing things or "forgetting to remember" is an issue. She is more distracted by her own thoughts than by noise in the room. She admits that she is often moving as if driven by a motor. Kaia does not feel restless in her chair. She sometimes fidgets with her hands and always shakes her leg. Kaia does not consider herself to be impulsive. She does not like caffeinated drinks. Kaia has not been diagnosed with ADHD and does not take medication for it. Anger is not a factor to interfere with learning. Kaia deals with anger by "not getting angry often." A low mood does interfere with her concentration or cause her to lack energy to start an assignment. Kaia does not feel hopelessness and sometimes feels sadness. Kaia has not been diagnosed with a mood disorder and does not take medication for it. She does not get anxiety for tests and does not lose sleep before tests. People sometimes make Kaia nervous. She does not have social anxiety. Kaia does not feel she has OCD. She admits to having panic attacks. Her last one was at the age of ten in 2016. Kaia use to get ten to twelve panic attacks daily after a near death anaphylactic attack at age ten. She says she does not worry too much. Kaia has not been diagnosed with anxiety disorder and is not taking medication for it. She has not been diagnosed with any other disorder. Kaia has "no idea" what she wants to do when she is grown up.

OBSERVATIONS DURING TESTING

While testing Kaia, the test environment was excellent. Kaia's mood was very good. Her demeanor was very good; she was cooperative, friendly and calm. The rapport with Kaia was very good. She appeared to be in good health. Kaia's interpersonal skills were very good. She did not display anxiety. Her alertness as well as focus and distractibility were very good. Kaia showed no signs of impulsivity. Her effort and motivation were very good. Kaia was not fidgety during the assessment. Her speech was unremarkable. Kaia requested minimal repetition. Her comprehension of instructions was very good as was her conversational proficiency. Kaia did not display self-talk. Her frustration tolerance was very good. She did not engage in editing and self-correcting. Kaia's verbosity was appropriate. This is therefore considered an accurate estimate of her ability level.

TEST RESULTS

Scores Summary

WISC-V Scale	Standard Score	WIAT-III Subtest	Standard Score
Verbal Comprehension	98 (Average)	Reading Comprehension	95 (Average)
Visual Spatial	104 (Average)	Math Problem Solving	108 (Average)
Fluid Reasoning	100 (Average)	Sentence Composition	111 (High Average)
Working Memory	100 (Average)	Word Reading	99 (Average)

Processing Speed	98 (Average)	Essay Composition	116 (High Average)
Full Scale IQ	96 (Average)	Pseudoword Decoding	90 (Average)
		Numerical Operations	90 (Average)
		Spelling	88 (Low Average)
		Basic Reading Composite	94 (Average)
		Written Expression Composite	106 (Average)
		Mathematics Composite	99 (Average)

Date: 05-06-2023   **Wechsler Intelligence Scale for Children – 5th Edition (WISC-V)**

The WISC-V is an individually administered test that results in a general intelligence quotient or learning rate. It also is a specific diagnostic tool for identifying learning styles. The student performs a variety of tasks (subtests) that are normed by age. The test is divided into Verbal, Visual Spatial, Fluid Reasoning, Working Memory and Processing Speed tasks.

Verbal subtests measure abilities in verbal comprehension that are usually associated with a student's potential for success in "academic", language-oriented tasks in class. Verbal comprehension includes verbal reasoning, the breadth and depth of a person's acquired knowledge, the ability to communicate one's knowledge (especially verbally), and the ability to reason using previously learned experiences or procedures.

Verbal Comprehension Subtest	Scaled Score	Description	Skills Measured
Similarities	11 (Average)	The child is presented two words that represent common objects or concepts and describes how they are familiar.	Verbal reasoning, concept formation, auditory comprehension, and memory
Vocabulary	9 (Average)	The child gives definitions for words that the examiner reads aloud.	Word knowledge, verbal concept formation, long-term memory, and verbal expression

Visual/spatial abilities involve working with designs, reversals, and visual details, and are related to proficiency in mechanical, technical, or artistic abilities.

Visual Spatial Subtest	Scaled Score	Description	Skills Measured
Block Design	10 (Average)	While viewing a constructed model, the child uses red-and-white blocks to re-create the design within a specified time limit.	Analysis and synthesis of visual stimuli, nonverbal concept formation, inductive reasoning, and simultaneous processing.
Visual Puzzles	12 (High Average)	The child views a completed puzzle and selects three response options that together would reconstruct the puzzle.	Solving non-verbal problems that do not require a motor response.

Fluid reasoning involves the process of manipulating abstractions, rules, and logical relationships. It requires inductive and quantitative reasoning, broad visual intelligence, simultaneous processing, and abstract reasoning.

Fluid Reasoning Subtest	Scaled Score	Description	Skills Measured
Matrix Reasoning	8 (Average)	The child looks at an incomplete matrix and selects the missing portion from five response options.	Non-language analogies, pattern completion, classification, social reasoning, and fluid intelligence
Figure Weights	12 (High Average)	View a scale with a missing weight and identify the response option that would keep the scale balanced.	Quantitative reasoning skills.

Working Memory subtests tap the ability to actively maintain information in conscious awareness, perform some operation or manipulation with it, and produce a result. Working Memory is an essential component of fluid reasoning and other higher order cognitive processes, as well as being closely related to achievement and learning.

Working Memory Subtest	Scaled Score	Description	Skills Measured
Digit Span	10 (Average)	The child repeats numbers in the same order as well as in reverse order of that presented by the examiner.	Auditory sequential short-term memory, concentration, and encoding

Picture Span	10 (Average)	The child memorizes one or more pictures on a stimulus page and then identifies the correct pictures from options on a response page.	Nonverbal memory ability for meaningful objects.

Processing Speed is the ability to perform automatic cognitive tasks under pressure to maintain focused attention. The tasks are generally easy and most people would have no difficulty completing them were it not for a time limit. The speed of information processing is related to mental capacity, reading performance, and the efficient use of working memory for higher order tasks.

Processing Speed Subtest	Scaled Score	Description	Skills Measured
Coding	9 (Average)	Within a specified time limit, the child copies symbols that are paired with simple geometric shapes or numbers.	Short-term memory, visual perception, visual-motor coordination, visual scanning, cognitive flexibility, and attention
Symbol Search	10 (Average)	Within a specified time limit, the child scans a search group and indicates whether the target symbol (s) matches any of the symbols in the search group.	Short-term visual memory, visual-motor coordination, cognitive flexibility, visual discrimination, concentration, and auditory comprehension

Verbal Comprehension Index:	98, 45%ile	Working Memory Index:	100, 50%ile
Visual Spatial Index:	104, 61%ile	Processing Speed Index:	98, 45%ile
Fluid Reasoning Index:	100, 50%ile		

Full Scale IQ: 96, 39%ile

Interpretation / Analysis

Relative to other children in Canada, Kaia's Indices are all in the average range showing low variance. There is no statistically significant discrepancy between any of Kaia's Indices. As such it is with confidence one could assume that Kaia's true intellectual potential is within the average range, according to her Full Scale IQ.

Relative Strengths

Kaia's Figure Weights subtest score was high and reached statistical significance as a strength relative to the average of all of her subtests. A high score on this subtest is associated, in part, with high quantitative reasoning ability.

<u>Relative Weaknesses</u>

Kaia's Matrix Reasoning subtest score was her lowest though it did not reach statistical significance as a weakness relative to the average of all her subtests. Matrix Reasoning is a fluid reasoning task. A lower score on this test is associated, in part, with challenges regarding pattern completion and fluid intelligence.

Overall, these results indicate that Kaia can reason at average levels when working with both visual and verbal information. Kaia will likely have no significant challenge in being able to understand and keep up with what is being explained and described in class. She will likely not experience significant challenges in the assimilation of information that is covered, either. Kaia's ability to scan visual symbols quickly is average.

LANGUAGE AND AUDITORY PROCESSING:

Comprehensive Test of Phonological Processing (CTOPP-II)

The CTOPP-II measures three kinds of phonological processing. Students who have phonological processing deficits appear to have difficulty learning to read.

Composite	Description	Standard Score	Percentile	Category
Phonological Awareness	Awareness of and access to the sound structure of spoken words.	114	82	High Average
Phonological Memory	Conversion of information into a phonological code for temporary storage in working or short-term memory.	95	37	Average
Rapid Naming	Efficient retrieval of phonological information from long-term memory, speed of processing of visual information, the efficient execution of a sequence of operations.	98	45	Average

Kaia was administered the CTOPP-II on May 6, 2023. Her Phonological Awareness and Phonological Memory scores above fall in the high average and average ranges, respectively. Both of these scores are consistent with Kaia's average range Full Scale intelligence level on the WISC-5. Her Rapid Naming

score is also consistent with her intelligence level, as it fell within the average range. This is seen as consistent with her background history.

Date: 05-06-2023   **ACHIEVEMENT TESTING**

Kaia was given the WIAT-III as a measure of her current achievement. She obtained the following Canadian Standard Scores, Age Percentiles, and Age Equivalent Scores:

Subtest	Standard Score	Percentile	Grade/Age Equivalent
Reading Comprehension	95 (Average)	37	8.0 / 12:4
Math Problem Solving	108 (Average)	70	>12.9 / >19:11
Sentence Composition	111 (High Average)	77	>12.9 / >19:11
Word Reading	99 (Average)	47	10.7 / 16:0
Essay Composition	116 (High Average)	86	>12.9 / >19:11
Pseudoword Decoding	90 (Average)	25	7.6 / 12:0
Numerical Operations	90 (Average)	25	8.0 / 12:8
Spelling	88 (Low Average)	21	8.0 / 12:8
Basic Reading Composite	94 (Average)	34	N/A
Written Expression Composite	106 (Average)	66	N/A
Mathematics Composite	99 (Average)	47	N/A

Interpretation/ Analysis

Relative to same age children in Canada, Kaia obtained a moderate degree of variance in her achievement scores, as scores varied between low average and high average ranges. Essay Composition, Sentence Composition, and Math Problem Solving were her greatest strengths, while Spelling, Pseudoword Decoding, and Numerical Operations were her weakest skills.

Both Kaia's ability to read as quickly as possible from a list of words and her ability to use this phonetic knowledge to sound out nonsense or unfamiliar words are in the average range.

Her ability to solve a word or stated problem requiring single or multiple steps related to time, money, measurement, geometry, and reading and interpreting graphs, is in the average range. Likewise, Kaia's ability to solve written math problems requiring addition, subtraction, multiplication, and division is also in the average range.

Kaia's ability to spell a target word based on its meaning as it is used in a sentence, is in the low average range, as her ability to organize and write an essay fell within the high average range. Likewise, her sentence composition skills, that is her ability to write words and sentences taking into consideration the vocabulary and mechanics, such as spelling and punctuation, is also in the high average range.

Overall, there is no significant discrepancy between Kaia's average intelligence level as found on the WISC-V and her achievement scores on the WIAT-III.

Date: 05-06-2023   **MEMORY TESTING**

Kaia was given the **WRAML-II** as a measure of her current immediate and delayed memory functioning. She obtained the following Scaled Scores, Standard Scores, and Age Percentiles:

Subtest	Scaled Score	Percentile	Range
VERBAL SCALES Story Memory	8	25	Average
Verbal Learning	12	75	High Average
VISUAL SCALES Design Memory	11	63	Average
Picture Memory	10	50	Average
ATTENTION/CONCENTRATION Finger Windows	11	63	Average
Number Letter	12	75	High Average
WRAML-II INDEX SCORES			
Verbal Memory Index: Visual Memory Index: Attention/Concentration:	100 103 109	50 58 73	Average Average Average
General Memory	**105**	**63**	**Average**

Interpretation/Analysis

As can be seen from the above WRAML-II Indices, Kaia shows low variability in her performance. There was no significant discrepancy Kaia's Verbal and Visual functioning, as they both fell within the average range. Her Attention/Concentration Index fell within the average range as well.

Kaia's Story Memory score fell within the average range. She will likely no significant issues remembering classroom instructions as well as new words he has just heard or attempted to decode. Her Verbal Learning score also fell within the high average range. Verbal Learning measures a person's ability to remember large amounts of unrelated (rote, paired associate) auditory material at once.

Kaia's Finger Windows and Number Letter scores fell within the average and high average ranges, respectively. Finger Windows is an immediate, sequential, but visual task that taps attention. Number Letter is also an immediate, sequential task which taps attention, yet is auditory.

Both Kaia's Design Memory and Picture Memory scores fell within the average range. Design Memory and Picture Memory are measures of visual memory. Related academic tasks can include the recall of information from the chalkboard, some aspects of math problems (e.g., graphs, spatial problems), and processing/recalling less verbal or nonverbal aspects of science/technology like a circuit diagram.

Overall, Kaia's General Memory ability found on the WRAML-II is consistent with her average range intelligence level found on the WISC-V.

EXECUTIVE FUNCTIONING

Behaviour Rating Inventory of Executive Function- 2nd edition (BRIEF-II)

The BRIEF-II assesses executive functioning through rating scales. It is a questionnaire that enables professionals to assess executive function behaviors. The Behavioral Regulation Index (*BRI*) captures the rated student's ability to shift cognitive set and modulate emotions and behavior via appropriate inhibitory control. It is comprised of the Inhibit, the Shift, and the Emotional Control scales. Intact behavioral regulation is likely to be a precursor to appropriate metacognitive problem solving. Behavioral regulation enables the metacognitive processes to successfully guide active systematic problem solving; and more generally, behavioral regulation supports appropriate self-regulation. The Cognitive Regulation Index (CRI) reflects the rated student's ability to initiate, plan, organize, self-monitor, and sustain working memory. It can be interpreted as the student's ability to cognitively self-manage tasks and to monitor her performance. The *CRI* relates directly to a student's ability to actively problem solve in a variety of contexts. It is composed of the Initiate, Working Memory, Plan/Organize, Organization of Materials, and Monitor scales.

Behavior Rating of Individual Executive Functioning Rating Scales (BRIEF-II) (Parent Form)					
Observer Version	**Average range Score**	**Somewhat Atypical Score**	**Moderately Atypical Score**	**Markedly Atypical Score**	
Index/Scale	T 40-54	T 55-59	T = 60-69	70+ T	
Inhibit	44				
Self-Monitor	40				
Behavioral Regulation Index (BRI)	**42**				
Shift – moves freely from one task to another and problem-solving flexibility.	47				
Emotional Control – modulate emotional responses appropriately.	41				
Emotional Regulation Index (ERI)	**43**				
Initiate – begin activities and generate ideas.	40				
Working Memory – hold information in mind for purposes of completing a task.		59			
Plan/Organize – anticipate future events, set goals, develop steps, grasp main ideas.	43				

Task-Monitor	44			
Organization of Materials – Organization of one's personal space and belongings.	50			
Cognitive Regulation Index (CRI)	**48**			
Global Executive Composite (GEC)	**45**			

Interpretation / Analysis of BRIEF

Kaia's scores on the BRIEF-II indicate minimal issues regarding executive functioning. She was rated as having somewhat atypical range issues regarding working memory, as all other scales fell within the average range. This is seen as consistent with her background history.

PERSONALITY, INTERESTS, SELF-IMAGE, AND SELF-ESTEEM

Date: 05-06-2023 BEHAVIOR ASSESSMENT SYSTEM FOR CHILDREN – 3rd Edition (BASC-III)

The Behavior Assessment System for Children (BASC) provides a comprehensive set of rating scales. These scales measure in a norm-referenced fashion areas important to both adaptive and maladaptive behaviour.

PARENT RATING SCALES (PRS-C)
The Parent Rating Scales of the BASC-III measure adaptive and problem behaviors in the community and home setting. Parents or caregivers can complete forms using a four-choice response format ranging from "Never" to "Almost Always." Validity and response set indexes are also used to help judge the quality of completed forms.

Adaptive Subscales	T Score	%ile Rank	Performance Descriptor
Adaptability	56	69	Average
Social Skills	64	95	Average
Leadership	55	67	Average
Functional Communication	45	28	Average
Activities of Daily Living	55	65	Average
Adaptive Skills Composite:	56	67	Average

Kaia's mother completed this inventory on Kaia's behalf and Kaia showed average range adaptive behavior. This is seen as consistent with her background history.

BASC-III Parent Scoring Summary of Clinical Profile (based on American age-based norms):

Scale	T Score	Percentile	Performance Descriptor
Hyperactivity	49	58	Average
Aggression	49	65	Average
Conduct Problems	46	45	Average
Externalizing Problems Composite	**48**	**55**	**Average**
Anxiety	53	66	Average
Depression	45	35	Average
Somatization	41	13	Average
Internalizing Problems Composite	**46**	**42**	**Average**
Attention Problems	62	88	At risk
Atypicality	50	65	Average
Withdrawal	43	26	Average
Behavioural Symptoms Index	**50**	**62**	**Average**
Adaptability	56	69	Average
Social Skills	64	95	Average
Leadership	55	67	Average
Functional Communication	45	28	Average
Activities of Daily Living	55	65	Average
Adaptive Skills	**56**	**67**	**Average**

Interpretation / Analysis of BASC-III Parent Rating Scales (PRS-A)

Based on her mother's ratings of Kaia's clinical scales found on the BASC-III, attention problems fell within the at-risk range, as all other scales fell within the average range. This is seen as fairly consistent with her background history.

BASC-III Self-Report of Personality - Summary of Clinical Profile (based on American age-based norms):

Scale	T Score	Percentile	Performance Descriptor
Attitude to School	45	38	Average
Attitude to Teachers	41	20	Average
Sensation Seeking	43	25	Average
School Problems	**41**	**18**	**Average**
Atypicality	48	53	Average
Locus of Control	56	77	Average
Social Stress	43	26	Average
Anxiety	61	84	At risk
Depression	46	47	Average
Sense of inadequacy	57	78	Average
Somatization	42	15	Average
Internalizing Problems	**51**	**62**	**Average**
Attention Problems	74	99	Clinical
Hyperactivity	60	83	At risk
Inattention/Hyperactivity	**69**	**95**	**At risk**
Emotional Symptoms Index	**51**	**62**	**Average**
Relations with Parents	49	40	Average
Interpersonal Relations	51	43	Average
Self-Esteem	48	35	Average
Self-Reliance	55	65	Average
Personal Adjustment	**51**	**47**	**Average**

Interpretation / Analysis of BASC-III Self-Rating Scales (SRP-A)

Kaia rated herself as having at-risk range issues with anxiety and clinical range issues with attention problems. This is fairly consistent with her mother's ratings as well as her background history.

SUMMARY

Kaia is a sixteen-year-old Grade Eleven student who was assessed with the WISC-V, CTOPP-II, WIAT-III, WRAML-II, BRIEF-II, and BASC-III in order to help determine her learning potential and better

understand her learning needs. During the parent interview, Kaia's mother Eryn expressed there are some things coming to light at school that are revealing red flags; mainly dyslexia and auditory processing. Kaia needs to read three or four times in order to grasp the content because she invents ends of sentences and needs to start over. Kaia will miss letters and read words differently than written. Being absent-minded in terms of losing things or "forgetting to remember" is an issue. Kaia expressed that her short-term memory is "not great", and that her attention span is "not great" unless she is very interested. An assessment was therefore warranted to confirm these issues and to discern what accommodations or modifications, if any, were necessary.

Her intelligence level, as measured by the WISC-V, showed little variability across Indices. There was no significant discrepancy between any of her indices. As a result of this consistency across Indices, Kaia's average range Full Scale IQ was considered the best estimate of her true intellectual potential.

Kaia was administered the CTOPP-II. Her Phonological Awareness and Phonological Memory scores fell within the high average and average ranges, respectively. Both of these scores are consistent with Kaia's average range Full Scale intelligence level on the WISC-5. Her Rapid Naming score is also consistent with her intelligence level, as it fell within the average range. This was seen as consistent with her background history.

Relative to same age children in Canada, Kaia obtained a moderate degree of variance in her achievement scores on the WIAT-III, as scores varied between low average and high average ranges. Essay Composition, Sentence Composition, and Math Problem Solving were her greatest strengths, while Spelling, Pseudoword Decoding, and Numerical Operations were her weakest skills. Overall, there was no significant discrepancy between Kaia's average intelligence level as found on the WISC-V and her achievement scores on the WIAT-III.

On the WRAML-II, Kaia showed low variability in her performance. There was no significant discrepancy Kaia's Verbal and Visual functioning, as they both fell within the average range. Her Attention/ Concentration Index fell within the average range as well. Overall, Kaia's General Memory ability found on the WRAML-II was consistent with her average range intelligence level found on the WISC-V.

Kaia's scores on the BRIEF-II indicated minimal issues regarding executive functioning. She was rated as having somewhat atypical range issues regarding working memory, as all other scales fell within the average range. This was seen as consistent with her background history.

Kaia's mother completed the BASC-III PRS-C inventory on Kaia's behalf and Kaia showed average range adaptive behavior. This was seen as consistent with her background history.

Based on her mother's ratings of Kaia's clinical scales found on the BASC-III, attention problems fell within the at-risk range, as all other scales fell within the average range. This was seen as fairly consistent with her background history.

On the BASC-III self-rating scales, Kaia rated herself as having at-risk range issues with anxiety and clinical range issues with attention problems. This was fairly consistent with her mother's ratings as well as her background history.

DIAGNOSTIC SUMMARY

Considering background information, interviews, test results, as well as survey results above, Kaia's profile meets the DSM-V criteria of **Attention Deficit Hyperactivity Disorder**, **Predominantly Inattentive Type**, **Mild Severity**.

Relative Strengths:
Visual Spatial Ability
Written Expression
Mathematical Problem Solving
Fluid Reasoning

Relative Needs:
Attention / Concentration
Executive Functioning
Spelling

RECOMMENDATIONS:
This report is based upon the student's performance on standard psychometric measures, which compare individual scores to population norms. These recommendations are based on interventions that have been shown to help many individuals with similar performances. However, not all people will benefit from a standard set of recommendations.

For the Disability Office:

1. Kaia should have extra time to complete tests and exams in a more relaxed and quieter atmosphere.

2. Kaia should receive extra time to submit assignments.

3. Kaia may also benefit from the help of a peer note-taker (or having notes provided by the instructor) in order to minimize the stress of having to listen and write at the same time. This would help maximize her focus.

4. Kaia should have access to distraction free writing programs. (iAWriter or Focus Writer are examples of distraction-free writing programs. In a simple courier-style font, on a basic background, iA-Writer supports students when trying to concentrate. iAWriter has a "focus mode" where it blurs the rest of the student's content, highlighting the very sentence they're working on. iAWriter includes a number of subtle features (word count, character count, and reading time, at the bottom of the screen.)

5. Kaia is the type of student for whom it is essential to have access to software programs to assist with the organization of ideas in written output (e.g., Inspiration, Smart Ideas).

6. Kaia may benefit from having access to a recording device such as a Livescribe pen to record her lectures and increase the accuracy of the information encoded. This is where she would later in the evening or on weekends integrate and summarize with note-taking. It is important that she avoid dividing her attention between listening and writing.

7. Kaia may also benefit from the option of getting up and temporarily leaving class or an examination in order to walk around and relieve tension or bodily stress.

For the Student:
 A)General Strategies:

a) You have good intelligence and many academic skills that need to be acknowledged as well as utilized.

b) If you begin to encounter difficulties in your post-secondary program, seek out support from a mentor or a Learning Centre provider quickly, so that difficulties can be resolved as soon as possible.

c) You would benefit from having a learning strategies tutor to help you adjust or apply some of these learning strategies to the specific classroom or situation you may find yourself in.

d) If you have difficulty keeping pace with the workload in post-secondary, you may find it advantageous to take fewer courses over a longer period. Consider taking one course during the summer term to reduce the course load during the winter or do some advance preparation during the summer for your winter and spring courses. Keep in mind that the implications of a reduced course load should be reviewed with post-secondary advisors prior to withdrawal from any courses.

B) For Reducing Stress:

For completing written assignments and to study for tests, strategies for planning extra time and reducing stress include:

a) creating timelines for long term projects with built-in extra time.

b) structured study periods

c) pre-reading of class materials

d) pre-formulating questions for class

e) **Read carefully:** Read the directions thoroughly and read all answers before making a choice or starting the essay. There is nothing worse than putting time into a question and realizing you are not solving for x, or the essay is off target. Slowing down can help you stay focused.

f) Strategize time (in terms of tests): Realizing that time is almost up and there are lots of test questions left can make it hard to do anything useful in those final minutes. Scope out the whole test before getting started. Mentally allocate how much time to spend on each section. Try and build in time to recheck and finalize sections.

g) Fill space: blank pages can maximize anxiety. After you've read the directions, try and dive right in by making an outline for an essay answer or find some questions that you can ace to build up your confidence and momentum. You can always go back and change things later if needed, but a few quick answers can get the ball rolling.

h) Get a work buddy. Someone you can spend time with quietly while you both work on something side by side but not necessarily interacting.

i) Accountability buddy. Find a friend who wants to accomplish something and trade off holding each other accountable. Theirs might be exercising 3 times a week. You check in with them each day: "Did you exercise today? Are you going today?"

j) Use alarms to set up reasonable boundaries of writing and breaks. Start with 20 (or more) minutes working, 10 minutes break time. Don't pick up your phone, open your browser, get food, take a bathroom break during the time allocated for writing, just write with the knowledge that break time is coming up. Once you're comfortable with that, increase the work time.

k) Set a reward system up. Determine your goal and then break it into rewards. Is your goal

           1000 words? Give yourself a treat at 500 and another at 1000.

l) **Focus on calm breathing and positive thoughts:** Deep breathing can slow down a beating heart or a racing mind, so practice these techniques at home. The very act of concentrating on breathing and thinking can biometrically alter those troublesome feelings when you are trying to complete work.

C) For Distractibility-Related Difficulties:

1. Preferential seating may be a factor in helping to improve your concentration.

2. Continue to learn about strategies that are effective in helping adults with issues in executive functioning perform better at home and school. Such strategies generally include the design and maintenance of external structure to help focus and organize activities.

3. It is recommended that along with your family doctor, you explore the possibility of treating your distractibility through biological means.

4. People who struggle with EF tend to benefit from having lots of external structure to guide their behaviour and approach to tasks. Create and provide yourself with as much consistent external structure in your everyday life as possible. Follow familiar, well-learned routines. For instance, it may help to establish set times to make meals and eat that are not encompassed by homework and school time. Select regular schoolwork time that capitalizes upon the time of day when you are most alert and able to focus and sustain your attention.

5. You may benefit from learning or expanding on cognitive self-monitoring strategies. These strategies may include teaching yourself to asks questions of yourself, such as "what is my job right now?", or "what do I have to do next?". Encourage yourself to develop plans for tackling assignments such as a simple three-step process (for example, Plan, Solve, and Check). These types of questions and engagements may help to heighten your awareness of your progress on tasks and help you realize when you are losing focus and when you may need to take a short break.

6. People with ADHD often find themselves overwhelmed when faced with a large task that contains many parts. Work around this difficulty by breaking tasks down into smaller units. Divide these units into segments that can be completed in less than an hour.

7. Due to some challenges with organization you will benefit from making to-do lists and having your own agenda to keep track of the dates of tests and various assignments.

I wish Kaia the best in the future,

Ryan Taylor Kneer, Ph.D.
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