

Pour être valide, ce passeport doit être signé ci-dessus par le titulaire, sauf si le titulaire est un enfant âgé de moins de 16 ans.

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PASSPORT
PASSEPORT

CANADA

Passport No./N° de passeport
P313074QS

Type/Type
PP

Issuing
CAN

Surname/Nom
SONAWAL

Given names/Prénoms

KIAN IRFAN ALI

Nationality/Nationalité

Nationality/Nationalité
CANADIAN/CANADIENNE

Date of birth/Date de naissance

01 JAN/JAN 2006

Place of birth/Lieu de naissance

Place of Birth/Lieu de naissance
NEW WESTMINSTER

Date of issue/Date de délivrance

23 OCT/OCT 2023

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Authority/Autorité

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PSYCHO-EDUCATIONAL ASSESSMENT

Revised June 2018

CONFIDENTIAL

Name:	Kian SONAWALA
Date of Birth:	01 January 2001
Date of Assessment:	17 April 2018
Chronological Age:	12 years, 03 months

This confidential report summarizes test results and impressions of Kian at the time of the assessment. These tests do not measure all influences on a student's academic success, such as effort and motivation. These assessment results are an indicator of Kian's current level of functioning, and they may not accurately represent him in the future.

REASON FOR REFERRAL

Kian was referred by his parents for a psycho-educational assessment, due to long-standing concerns about anxiety, processing speed, as well as concerns about a possible learning disability.

Information was gathered from the following sources: an interview with Kian's mother; an assessment of Kian's intelligence and academic achievement abilities, and his social, emotional, behavioural, and executive functioning skills; forms completed by Kian's parents, by Kian himself, and by his teacher; as well as a review of his educational history.

BACKGROUND INFORMATION

Kian lives with his parents, Irfan and Zahra Sonawala, in Coquitlam. He is a grade six student at Montgomery Middle School in Coquitlam. His parents are particularly concerned about Kian's slow processing speed; they report that he often needs extra time to think before he gives an answer. His slow working pace is also apparent in his schoolwork. Kian can sometimes speed up his working pace when he is motivated or when there is a clear consequence, although this is not consistent.

Health History: Kian is described as a healthy child, with no history of serious illness, head injury, loss of consciousness, or seizures. In early childhood he was followed by a GI specialist due to frequent gastro-intestinal symptoms. He continues to experience these symptoms, which his parents attribute to Irritable Bowel Syndrome. Kian has a femoral anteversion, which causes leg pains; he uses orthotics to address this. He does not take any medications. Kian's hearing was assessed at age eight; there were no concerns. His vision was also assessed at age eight; he was identified with red/green colour blindness. There were no concerns about his visual acuity. There is a family history of anxiety-related symptoms as well as attention-related difficulties, although no formal diagnoses.

Academics: Kian's parents describe him as being very smart and logical in his thinking. However, Kian struggles in school and he needs extra support in order to complete his work and stay on-task. Sometimes Kian avoids tasks because he does not understand what he is supposed to do. Kian has difficulty getting started and staying focused on tasks. Time management and organizational skills are also areas of difficulty for him. His parents note that low motivation may also be a factor in Kian not getting his work done. His teacher indicates that Kian often daydreams and appears unaware of what is going on around him. He shows low motivation in school and has difficulty with transitions between classes and activities.

Kian saw a psychologist for an assessment when he was eight years old. His parents did not receive any written results, but were told that Kian showed signs of a delay in his processing. The psychologist recommended further assessment for his vision and hearing; Kian was later identified as having red/green colour blindness.

Attention & Behaviour: There are few concerns about disruptive behaviours; however, his parents are concerned that Kian tends to hold in his feelings, and that this has a negative impact on his health. At times Kian appears inattentive, usually when he is not confident about his schoolwork. He is more likely to daydream, appear distracted, and have difficulty staying focused on his work when he is not confident. He requires a high level of structure and additional support in order to do his schoolwork; when he encounters difficulty his first response is often "I don't know." He has difficulty with time management skills as well.

Social & Emotional Skills: Kian experiences significant anxiety, including perfectionist tendencies, a preoccupation with germs and cleanliness, and an elevated level of general anxiety. He frequently seeks permission, approval, and reassurance before performing everyday tasks, even when he already knows the answer. He is particular about his food, to the extent that he inspects each bite before eating it, refuses to eat food that "doesn't look good," and asks his parents for confirmation that the food is "ok" before eating each bite. If he has doubts about what he is eating, he will spit it out; his parents report that this happens frequently with each meal. In addition, Kian sets high standards for his schoolwork, which has a significant impact on his ability to finish it (e.g., he will erase a number ten or more times, until it "looks perfect;" he will stay up until midnight because it takes him an excessive amount of time to do his homework.) His family refers to Kian's symptoms as Obsessive Compulsive Disorder, although this has not been formally diagnosed. Kian started showing signs of disliking dirt, being very careful and particular about his surroundings, and signs of anxiety very early in childhood.

Kian was described as a shy, quiet child who was slow to warm up to new people and new situations. His parents are concerned that Kian holds his feelings inside and does not readily share them. He experienced teasing and bullying in his early elementary school years and appeared "closed off" and withdrawn as a result. Kian was very close with his grandfather, who died when Kian was six-years-old; his parents are concerned that Kian did not show any signs of grief and he has not talked about his loss. At times Kian can behave in a mean-spirited manner, which his parents attribute to withheld feelings of anger.

Communication Skills: Kian was slow to talk; he used single words together with pointing up until age three years, when he started using sentences. He continued to have word-finding difficulties, for which he received speech/language therapy. Kian currently has mild articulation difficulties and he has difficulty communicating enough information so that his parents understand what he means. They often have to probe for additional details. Kian is starting to realize that he needs to share more information. In addition, he often needs extra time to think before responding.

Motor Coordination & Sensory Processing: Kian is highly sensitive to a number of sounds, including running water and toilets flushing. He is fearful of these sounds and often asks for adult support (e.g., he needs his parents to be in the room when he runs water to brush his teeth, runs water for a bath, or flushes the toilet.) In terms of his motor coordination skills, Kian likes individual sports, such as skiing and golf. In terms of his fine motor skills, Kian enjoys playing music (he takes piano and plays with the school band). He prints at a slow pace.

TEST RESULTS

Kian's test results are reported descriptively and as percentiles (see table below). A percentile indicates the position of his scores in relation to the scores of others in his age group. For example, a percentile score of 55 indicates that he performed as well as or better than 55 percent of others his age. The table below matches percentile ranges with commonly used descriptive terms.

Descriptive Term	Percentile Range
Very Superior	$\geq 98^{\text{th}}$
Very High	$91^{\text{st}} - 98^{\text{th}}$
High Average	$76^{\text{th}} - 90^{\text{th}}$
Average	$25^{\text{th}} - 75^{\text{th}}$
Low Average	$9^{\text{th}} - 24^{\text{th}}$
Very Low	$2^{\text{nd}} - 8^{\text{th}}$
Extremely Low	$\leq 2^{\text{nd}}$

Tests Administered:

1. Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th Edition (VMI-6)
2. Behavior Assessment System for Children, 3rd Edition (BASC-3): Parent & Teacher form
3. Behavior Rating Inventory of Executive Function, 2nd Edition (BRIEF-2): Parent & Teacher form
4. Child and Adolescent Memory Profile (ChAMP)
5. Multi-dimensional Anxiety Scale for Children, 2nd Edition (MASC-2): Parent and Self-Report forms
6. Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)
7. Wechsler Individual Achievement Test, Third Edition (WIAT-III)

A. Cognitive Functioning:

Intellectual Functioning: The Wechsler Intelligence Scale for Children, 5th Edition (WISC-V) is a standardized measure of general intellectual ability for children ages 6 to 16 years. It includes five sets of subtests that measure a range of cognitive abilities including: verbal comprehension, visual spatial reasoning, fluid reasoning, working memory, and processing speed.

Kian's WISC-V Index Scores:

Index Score	Ability Level	Percentile Rank
Verbal Comprehension	30 th	Average
Visual Spatial	45 th	Average
Fluid Reasoning	42 nd	Average
Working Memory	39 th	Average
Processing Speed	9 th	Low Average
Full-Scale IQ Score*	-	(not reported)
General Ability	32 nd	Average

*Kian's Full Scale score was not reported due to variability between his index scores

Full Scale IQ & General Ability Scores: The Full Scale score indicates a person's overall cognitive ability level; this was not reported for Kian, due to a significant difference between his index scores. Kian's processing speed score was significantly lower than his four other scores, indicating that this was an area of relative weakness for him. A *General Ability* score was calculated instead; it omits the processing speed and working memory subtests. Kian's *general*

ability score was in the Average range (32nd percentile), and is viewed as the best indicator of his overall ability level. Kian's index scores are described below.

Verbal Comprehension: This index measures a student's ability to learn and use word knowledge; it is based on general knowledge, verbal reasoning, and the ability to express ideas orally. Kian's overall score was in the Average range for his age. He scored in the Average range on both of the subtests, which measured his verbal abstract reasoning skills and general knowledge.

Visual Spatial: This index measures an individual's understanding of visual spatial relationships; it is based on visual spatial reasoning, attention to visual detail, and visual motor integration skills. Kian's overall score was in the Average range. He scored in the Average range on the first subtest, which required him to copy patterns using blocks. He also scored in the Average range on the second subtest, which involved finding missing pieces in patterns and visual puzzles. His effort and attention were good.

Fluid Reasoning: This index measures a student's ability to use abstract reasoning skills to identify relationships between visual objects, and to use that information to solve problems. It relies on inductive reasoning, classification skills, and general visual intelligence. Kian's overall score was in the Average range. He scored in the Average range on the first task, for which he had to scan visual puzzles, recognize a complex pattern, and use that information to help him choose an answer. He also scored in the Average range on the second subtest, which required him to use visual patterns and math concepts to solve problems.

Working Memory: This index measures both auditory and visual working memory skills (i.e., the ability to retain and then mentally manipulate information.) Both types of working memory involve attention, concentration, and mental control. Kian scored in the Average range overall, and in the Average range on both the auditory working memory and visual working memory subtests. His effort and attention were both good during these tasks.

Processing Speed: This index measures a student's ability to work quickly and accurately while scanning visual patterns and making decisions. Kian's overall score was viewed as an *estimate* only, due to the sizable difference between his two subtest scores. Both subtests were timed and measured his ability to scan, match, and copy or mark a series of geometric designs. He scored in the Average range on the first task and in the Very Low range on the second task. Due to the difference between his scores, Kian was given a supplementary subtest which measured processing speed and attention to detail. He scored at the low end of the Low Average range. Kian worked at a slow pace on all of the processing speed subtests.

Comparison of Intelligence Index Scores: Kian's verbal and nonverbal reasoning scores were in the Average range and showed even skill development. His overall "general ability" based on these scores was also in the Average range and is the best indicator of his overall intellectual skill level. Kian's working memory score was also in the Average range. He showed a relative weakness in processing speed (i.e., this index score was significantly lower than his reasoning scores.) Processing speed indicates a student's ability to work quickly and accurately.

Academic Functioning: *The Wechsler Individual Achievement Test, 3rd Edition (WIAT-III) is a standardized measure of academic achievement. It evaluates a wide range of school-related skills, including specific reading, writing, and mathematics abilities.*

Kian's WIAT-III Scores:

Academic Area	Ability Level	Percentile Rank
READING		
Word Reading	27 th	Average
Pseudoword Decoding	53 rd	Average
Reading Comprehension	39 th	Average
Oral Reading Fluency	14 th	Low Average
WRITTEN EXPRESSION		
Spelling	50 th	Average
Sentence Composition	50 th	Average
Essay	13 th	Low Average
MATH		
Numerical Operations	73 rd	Average
Math Problem Solving	34 th	Average
Math Fluency – Addition	10 th	Low Average
Math Fluency – Subtraction	45 th	Average
Math Fluency – Multiplication	42 nd	Average
ORAL LANGUAGE		
Receptive Vocabulary	47 th	Average
Expressive Vocabulary	10 th	Low Average
Oral Word Fluency	47 th	Average
Sentence Repetition	25 th	Average

Reading: Kian was administered the four WIAT-III reading subtests. His word reading and word decoding scores were in the Average range. Kian read through both lists of words at a slow, steady pace. He often appeared to study the words before saying them aloud. He also scored in the Average range on the *reading comprehension* task; he was able to answer most of the fact-based questions by re-reading the text. He was able to answer some of the abstract reasoning questions, but it appeared that he did not always understand the “bigger picture” of what he read. It is noteworthy that Kian read at a slow pace and needed more time than expected to finish this task. (A slower than expected reading pace was consistent with his below average processing speed score.) The *oral reading fluency* score measures a student’s accuracy and speed when reading aloud. Kian’s reading speed was in the Low Average range (he was aware that this was a timed task and tried to read quickly.) His reading accuracy was also in the Low Average range; he made a number of errors in word pronunciation, as well as by changing the endings of words and misreading some words. Students who read at a slow pace often benefit from extra time when reading; this can improve both accuracy and comprehension scores.

Writing: Kian’s ability to express himself in writing was at or close to average for his age. His spelling score was in the Average range; he worked through a list of increasingly difficult spelling words. His scores on the written expression tasks (sentence composition and essay) were in the Low Average to Average range. His grammar and sentence composition scores were average, while his word fluency (the number of words written within the time limit) and his ability to organize and develop his ideas on paper were both in the Low Average range.

Mathematics: The *Numerical Operations* subtest measures basic math calculation skills. Kian’s score was in the Average range. He was able to add and subtract multi-digit numbers that required regrouping. He was also able to simplify fractions and perform long division. He stated that he did not know how to do algebra, add or subtract integers, or perform multi-digit division and multiplication. Kian also scored in the Average range on the *Math Problem Solving* subtest, which measures the ability to solve word problems using visual cues. He was able to answer

questions involving ordering fractions, introductory geometry, and time concepts. He stated that he did not know how to solve number patterns using multiplication, finding the perimeter, or solve multi-step word problems. The *math fluency* subtests measure how quickly and accurately a student can answer simple addition, subtraction, and multiplication equations. Kian scored in the Low Average range on the addition task, and in the Average range on both the subtraction and multiplication tasks. He did not make any errors, and he appeared to put considerable effort into working quickly.

Oral Language: Kian scored in the Average range on the *receptive vocabulary* subtest (i.e., his understanding of single words) and in the Low Average range on the *expressive vocabulary* subtests (i.e., his ability to use single words.) His oral language speed was in the Average range, as was his ability to repeat increasing complex sentences.

Comparison of Intelligence and Academic Achievement Scores: Kian's academic test scores (WIAT-III) were compared to his intelligence test scores (WISC-V) to identify areas of strength or weakness.

Reading – Kian's word reading, word decoding, reading comprehension, and oral reading fluency scores were at the level expected for him, when compared to his verbal intelligence score. He was working to the best of his abilities on the reading tasks. It is important to note that Kian reads at a slower pace than many of his peers and he will benefit from extra time for all reading tasks.

Writing – Kian's spelling and written expression scores were at the level expected for him. It is important to note that his word fluency and his ability to organize his ideas on paper were somewhat below average when compared to those of his peers; this means that he will benefit from extra support as he learns to present his ideas in writing, and that he will need extra time.

Mathematics – Kian's math computation and math fluency scores were at the level expected for him. For the most part Kian's math fluency (ability to solve simple equations quickly) were at the level expected for him. Again, speed appeared to be an area of relative weakness for Kian. He appeared to put considerable effort into working quickly, and he will benefit from extra time on any tasks that require written output.

Oral Language: Kian's oral language scores were within the range expected for him when compared to his verbal comprehension score.

Visual Motor Skills: The Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI) is a pencil-and-paper copying task. It measures visual perception, fine motor control, and fine motor coordination.

Subtest	Ability Level	Percentile Rank
Visual Perception	23 rd	Low Average
Motor Coordination	7 th	Very Low
Visual-Motor Integration	16 th	Low Average

Kian's *Visual Perception* score was in the Low Average range for his age; he accurately matched geometric shapes, but he worked at a slow pace and was not able to finish the task within the time limit. Kian's *Motor Coordination* score was in the Very Low range, and well below the level expected for him (i.e., more than one standard deviation lower). Kian struggled with

both the pace (he did not finish within the time limit) and with pencil control (he made a number of errors.) The *Visual-Motor Integration* task measures the skills necessary for printing and written output. Kian's score was in the Low Average range.

Memory Functioning: *The Child and Adolescent Memory Profile measures verbal and visual memory functioning. It evaluates immediate and delayed recall, as well as recognition. Below is a summary of Kian's scores.*

Verbal Memory: Kian was given two verbal memory tasks. His ability to learn and recall a list of unrelated words was in the Average range. His ability to learn the details that heard in a meaningful context (i.e., a story) was in the Low Average range; his ability to later recall the information was in the Average range.

Visual Memory: Kian was given one visual memory subtest; he had to learn to recognize a series of random objects. His ability to learn and later recall the information was in the Average range.

Comparison of Intelligence and Memory Scores: Kian's verbal and visual memory skills were at the level expected for him. When learning new information it will be helpful for Kian to combine memory strategies (e.g., use both visual and auditory memory tools.)

B. Emotion, Behaviour, Social, & Executive Functioning:

Executive Functions: *This refers to higher level brain functions (e.g., directing your attention in a busy environment; multi-tasking; controlling your thinking and behaviour; working memory; monitoring and controlling your emotions). Kian's parents and teacher each completed the BRIEF-2, which is a checklist of executive functions relating to emotion and behavior regulation, as well as a range of higher level thinking skills. Elevated scores indicate an area of weakness.*

Behaviour Regulation: These scales measure the ability to control your behaviour (e.g., impulses) and monitor how your behaviour affects those around you. Kian demonstrated a mild to moderate degree of difficulty with *self-monitoring*, both at home and at school. His *impulse control* skills were within the expected range for his age (i.e., there were no concerns reported.)

Emotion Regulation: These scales measure the ability to control your emotional responses and your ability to think flexibly (e.g., make transitions with ease, try different approaches to problem-solving when one does not work, and change the focus of your attention based on the situation.) Kian did not have any difficulty with *emotional control*, but he experienced a moderate degree of difficulty with *thinking flexibly*; this was apparent both at home and at school.

Cognitive Regulation: These scales measure the ability to control higher-level thinking skills. His parents and his teacher gave very similar responses: there were no concerns about Kian's *task monitoring* (e.g., staying on task). He demonstrated moderate difficulty with both *planning/organization* (e.g., the ability to look ahead, set goals, and establish steps for completing them, as well as the ability to organize ideas in writing and information when learning) and *organization of materials* (e.g., the ability to keep his belongings in an orderly and tidy manner.) He had a significant degree of difficulty with both *initiating* (e.g., getting started on a task independently) and *working memory* (e.g., holding information in mind while completing a task).

Behaviour and Emotional Functioning: *Kian's parents and teacher each completed the Behavior Assessment System for Children (BASC-3), which is a standardized rating scale of a child's behavioural*

and emotional functioning compared to same-age peers. High scores indicate greater difficulty in that area. Kian and his parents both completed an additional screening form for anxiety in children.

Externalizing Problems: This category includes three types of behaviours; hyperactivity, conduct problems, and aggression. There were no concerns reported for Kian.

Internalizing Problems: This category includes symptoms related to depression, anxiety, and physical complaints (which can be associated with stress and anxiety.) Kian scored in the “clinically significant” range on the *anxiety* scale (e.g., he frequently showed signs of fear, nervousness, and worry.) His score on the *physical symptoms* scale was also elevated, in the “at risk” range (e.g., he frequently reported a higher than average number of health-related concerns.) He also scored in the “at risk” range on the *depression* scale, based on his teacher’s responses (e.g., Kian frequently appeared withdrawn, sad, or had a negative outlook.)

Both Kian and his parents completed the MASC-2, which is a specific measure of anxiety symptoms in youth. Their profiles were similar, indicating that Kian experienced a significant degree of difficulty in the following areas: separation anxiety, general anxiety, fears about his performance, obsessions and compulsions, as well as physical symptoms of anxiety (e.g., feeling tense/restless.) Kian’s overall scores were in the clinically significant range.

Attention Problems: His parents and teacher both indicated that Kian struggled with focusing and sustaining his attention; his score was in the “clinically significant” range at school and in the “at risk” range at home.

Executive Functions: This is another measure of executive functions and includes problem-solving skills, attention control, behaviour control, emotional control, and an overall executive functioning skills score. At school Kian demonstrated considerable difficulty in both *problem solving* (e.g., planning making decisions, organization) and *attentional control* (e.g., difficulty concentrating, following directions, and a tendency to make careless mistakes.) At home he also scored well above average on the *attentional control* scale. There were no concerns reported on the *behaviour control* or *emotional control* scales.

Social Interactions: At school Kian scored in the “clinically significant” range on the *social withdrawal* scale, indicating that he was often alone, had difficulty making friends, and did not join group activities. (His parents’ score was slightly elevated, in the “at risk” range.) Kian’s basic *social skills* and his *leadership skills* were areas of relative weakness for him.

Atypical Behaviours: Kian’s teacher indicated that he often engaged in behaviours that others may consider odd or strange, and that he often appeared unaware of his surroundings. His parents’ score was within the expected range, indicating that there were no concerns.

CONCLUSIONS

1. **Intelligence:** Kian’s verbal and nonverbal reasoning abilities, as well as his working memory skills, are in the Average range and show even development. His processing speed score is in the Low Average range; this is an area of relative weakness for Kian.

Students with this type of profile often experience frustration with certain types of academic tasks. Processing speed influences how quickly and effectively information is processed. A relative weakness in this area means that Kian needs more time than he expects when performing routine visual scanning and visual motor tasks (e.g., reading fluency, writing speed, math fluency), and that it takes him more time and mental effort to process complex

information (e.g., tasks that require abstract reasoning skills, such as reading comprehension and math problem solving.)

2. **Academics:**

Reading – For the most part Kian’s reading skills are within the Average range for his age; this includes word recognition, word decoding, and reading comprehension. On the reading comprehension task Kian had some difficulty with the questions that relied on abstract reasoning skills (i.e., he had difficulty making predictions and inferences based on what he read.) Kian’s reading speed and his reading accuracy are both in the Low Average range; he reads at a slow pace and sometimes misreads words, changes word endings, or mispronounces words. Kian will continue to need extra time for reading, as well as for answering questions about what he reads.

Writing – Kian’s spelling and written expression scores are at or close to average, and within the range expected for him. As with his other academic skills, speed seems to be a factor in Kian’s performance on writing tasks. He works at a slower than expected pace. In addition, he has a mild degree of difficulty with planning and organizing his ideas in writing. He will benefit from extra time for written work, as well as support as he learns to express his ideas on paper.

Mathematics – Kian’s math computation and math problem solving skills are within the Average range and at the level expected for him. His math fluency scores are in the Low Average to Average ranges; he appeared to work quickly on these tasks, but it required considerable effort for him to maintain his pace. He will continue to need extra time when learning and applying new math concepts.

3. **Visual Motor Integration:** Kian’s visual scanning and matching skills are in the Low Average range. Likewise, his visual motor integration skills are in the Low Average range. His pencil control skills are in the Very Low range, and well below the level expected for him (i.e., more than one standard deviation lower.) Overall, Kian experiences a significant weakness in the pencil control skills required for written output.

4. **Memory:** For the most part, Kian’s *verbal* and *visual memory* skills are Average for his age and consistent with his intelligence profile. His rote memorization skills (learning lists of information through repetition) are in the Average range. His ability to learn details presented in a story is in the Low Average range, but his ability to later recall the details is Average. Kian’s *visual memory* skills are Average. Overall, he will likely learn best when memory strategies are combined (e.g., reading aloud to himself, so he can both see and hear what he is learning.)

5. **Executive Functions:** Kian’s executive functions were evaluated by parent and teacher checklist. Their responses were very similar. Kian has a mild to moderate degree of difficulty with both *thinking flexibly* and *self-monitoring*. There are no concerns about his emotional control or impulse control skills. Kian has particular difficulty with skills in the *cognitive regulation* area; these include initiating tasks, working memory, and planning/organization skills. Recommendations for supporting Kian in these areas are included in this report.

6. **Emotional & Behavioural Functioning:**

- *Emotion Regulation:* Based on parent and self-report, Kian experiences a high level of anxiety, which is long-standing and has a significant impact on his daily functioning, his

social relationships, his academic progress, and his family life. His anxiety symptoms include general feelings of anxiety, separation anxiety, fears and doubts about his abilities/performance, obsessive/compulsive tendencies, as well as physical signs of stress (e.g., being tense and restless.) Individual counselling and parenting support are strongly recommended. If Kian continues to struggle with anxiety, his parents may want to consult with his pediatrician regarding the possible use of anti-anxiety medication. Additional recommendations for supporting Kian's emotional needs are included in this report. *Note:* Kian's parents have followed up with his pediatrician, regarding his long-standing obsessive/compulsive tendencies. Kian has been referred to the OCD Clinic at BCCH for further assessment.

- **Behaviour Regulation:** Kian experiences considerable difficulty with aspects of both executive functioning and attention skills. These are long-standing and affect Kian socially, academically, and in his home life. His profile suggest a possible diagnosis of Attention Deficit Hyperactivity Disorder (Inattentive Subtype); however, Kian's profile is complicated by his significant levels of anxiety (this can cause some children to appear inattentive or distracted.) His parents are encouraged to follow-up with Kian's pediatrician, with a possible referral to either the Mood and Anxiety Disorders Clinic or the ADHD Clinic at BC Children's Hospital. Additional recommendations for supporting Kian's behaviour regulation skills are included in this report.

RECOMMENDATIONS

The following recommendations describe interventions, accommodations, and services that would likely benefit Kian; however, it is not always possible for communities or schools to meet all of these recommendations. This section is intended to be a guide for those working with Kian, recognizing that there may be limits to what can be put in place.

School / Learning:

1. Kian will benefit from the types of supports and services offered to students who have complex cognitive profiles. For Kian, this includes having a relative weakness in processing speed. Students with similar profiles typically need more time and mental energy for everyday tasks. At school this will include extra time to think before responding, both orally and in writing. In addition, Kian experiences a very high level of anxiety and struggles with aspects of his executive functioning and attention regulation skills; these will need to be taken into account when planning supports and accommodations for his learning.
2. Ideally academic supports for Kian will include:
 - A learning plan, or equivalent, that addresses his weakness in processing speed as well as his emotional and behavioural needs
 - Extra time for any evaluation or assessment of his skills
3. **Reading:** For the most part Kian's reading skills are average, but he requires extra time for reading and for thinking about what he reads. He will likely benefit from the following:
 - Allow Kian to have extra time for in-class reading and for reading tasks that have a time limit (like tests). This may help improve his reading comprehension and his recall of details
 - Encourage Kian to pause at the end of each paragraph or page, and mentally summarize what he just read
 - Encourage him to re-read the text before answering questions; this will help him answer "bigger picture" questions (e.g., make predictions and inferences)

4. *Written Expression:* Kian is adept at spelling and sentence composition. However, he has a mild degree of difficulty with aspects of his writing skills (including writing speed, the motor coordination aspects of printing, and developing/organizing his ideas on paper.)
Suggestions for supporting him include:
 - Teaching him how to use graphic organizers to visually organize and represent his ideas before he starts to write
 - Encourage him to learn keyboarding; many students find it easier (faster, more efficient) than handwriting. There are a number of on-line programs and games that teach keyboarding skills. Use of a word processing program that includes grammar- and spell-check features
 - Provide Kian with copies of the notes from class, so that he can focus on listening to the lesson rather than dividing his attention between listening and writing
5. *Mathematics:* For the most part Kian's math skills are average for his age; however, he struggles with speed – for thinking about a problem, for making computations, and printing his responses. The following may be helpful:
 - Extra time for math calculations. Kian's written output and his processing speed are areas of relative weakness for him; he will need extra time for this
 - He may benefit from the use of a calculator for math computations (this is encouraged after he has acquired his computation skills)

Executive Functions:

1. Kian has some difficulty with both self-monitoring and adjusting to change/thinking flexibly, and considerable difficulty with his higher-level thinking skills. There are a number of excellent books and on-line resources for developing executive functioning skills, including "Smart but Scattered." The following strategies may also be helpful for some of his cognitive regulation skills:
 - *Adjusting to Change:* Continue to encourage Kian to try new problem-solving strategies; to think about problems differently; and to make small changes in his daily routines - this can help with mental flexibility
 - *Working Memory:* Allow Kian extra time to think about and process what he sees before responding; teach him how to use verbal mediation or "self-talk" to help maintain his focus; he can also learn to talk himself through a series of problem solving steps
 - *Planning & Organization:* Kian may benefit from using schedules (e.g., visual timetables, lists of steps needed to complete a task). These can be used to divide goals and tasks into manageable steps, and they can also be used for self-care and household tasks, as well as setting long-term goals
2. Kian has difficulty with attention regulation skills, and a relative weakness in processing speed. The following suggestions are often helpful in structured learning environments, and they can be adapted for use at home:
 - Follow a structured daily routine, with predictable breaks. Whenever possible use a visual schedule, to act as a reminder for the steps he needs to follow and the tasks he needs to accomplish (e.g., a checklist for his morning routine)
 - Divide work sessions into short blocks of time (e.g., two 30 minute homework sessions rather than one 60 minute session)
 - Alternate between desirable and less-desirable activities
3. Given the long-standing nature of Kian's attention difficulties, as well as the considerable impact that they have on his daily functioning, further assessment for ADHD may be needed. His parents are encouraged to consult with Kian's paediatrician about whether a

referral to the ADHD Clinic at BC Children's Hospital is warranted.

Emotional Support:

1. Kian experiences a very high level of anxiety, including feelings of separation anxiety, general anxiety, obsessive/compulsive tendencies, and performance-related anxiety. In addition, he shows other signs of emotional distress, including low mood and physical signs of stress. Individual therapy, with an emphasis on anxiety-coping tools, is recommended. In addition, the following may be helpful:
 - Teach Kian to identify negative thoughts and feelings of anxiety, and to develop coping strategies for times when his anxiety level is especially high. There are excellent on-line resources for this, including the www.anxiety.bc website
 - Continue to monitor Kian's mood and anxiety level
 - Ideally, therapy for Kian will include cognitive behaviour therapy (CBT) and a solution-focused approach to problem solving
 - Individual therapy may be available through his school counsellor, community resources, or a registered clinical psychologist. The BC Psychological Association website has a referral page, to help families find psychologists in their area (www.psychologists.bc.ca).
2. General strategies that are often helpful for children who experience distress and anxiety include:
 - Following a regular daily routine, including a regular sleep schedule
 - Making physical activity a part of his everyday activities
 - Learning relaxation strategies (age-appropriate books can be found in many bookstores and libraries, there are also a number of fun relaxation apps designed specifically for his age group)
 - Emphasizing effort as well as performance; praising small accomplishments – these can reduce self-critical tendencies
 - Regularly engage in fun activities that encourage laughter, which promotes relaxation
3. Kian also struggles with aspects of social interaction. Strategies that are often helpful include the following (these can be achieved through direct teaching or role modeling):
 - Teach him steps to take when he finds himself in an overwhelming situation
 - Develop coping skills for situations that are difficult for him
 - Show him how to be flexible in his conversation skills (i.e., being able to respond with more than "I don't know;" learning to ask questions to build the conversation)
 - Identify solutions to common social difficulties (e.g., how to handle a difference of opinion in a conversation; strategies for resolving disagreements or conflicts with peers; how to stand up for himself; how to include others' ideas; and how to share his perspective while also listening to the perspectives of others)
4. Continue to monitor Kian's self-esteem. Students who experience learning and emotion regulation difficulties can be at risk for low self-confidence and low self-esteem. His family and teachers can help by ensuring that he understands his learning profile; reminding him that everyone has strengths and weaknesses; and emphasizing his areas of strength. It will also be important for Kian to experience success, both academically and in extra-curricular activities.

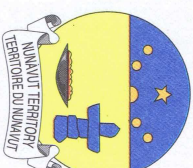
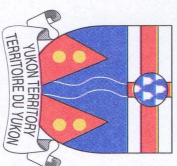
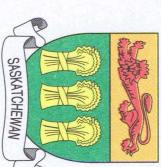
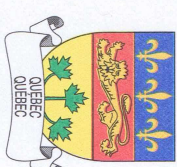
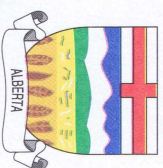
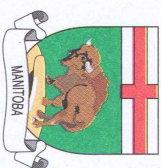
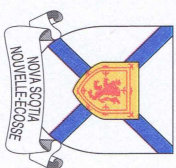
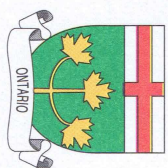
Motor Coordination & Sensory Needs:

1. Kian struggles with aspects of his motor coordination skills (written output in particular) and shows signs of sensory sensitivities. A consultation with an occupational therapist may be helpful with both of these issues.

It was a pleasure to work with Kian and his supportive family. If there are any questions about this report please contact Dr. Freeman at (604) 838-5121.

A handwritten signature in black ink, reading "Lena Freeman". The signature is written in a cursive, flowing style.

Lena Freeman, PhD
Registered Psychologist #1749



As Member of Parliament, it is my honour to congratulate

Kian Sonawala

for your achievements on this special occasion of your graduation.

Class of 2024

Centennial Secondary School

I wish you every success in the years ahead

House of Commons, Ottawa

24th June, 2024

B. Zarrillo

Bonita Zarrillo, MP | députée Port Moody-Coquitlam

CENTENNIAL SECONDARY SCHOOL



The Staff and Graduating Students of
Centennial Secondary School
hereby acknowledge the contribution of

Kian Sonawala

as a member of the
grade twelve class of
two thousand and twenty-four.

The school wishes you every success in the future.

Dated June 2024

Principal: Manjit Rai

07 December 2023

Student ID: 1263362

Kian I. Sonawala
2060 Concord Ave
Coquitlam BC V3K 5S9

Dear Kian

Congratulations! Welcome to Lakehead University where you will experience an exceptional education in unconventional ways. Lakehead University is pleased to inform you that you have been accepted into Year 1 of the Honours Bachelor of Arts and Sciences (Criminology Major) Degree Program at the Orillia Campus for the Fall 2024 academic session.

This Offer of Admission is conditional upon successful completion of your senior secondary school graduation requirements, receipt of your final official transcript(s) indicating that you have achieved a minimum overall average of 70%, along with the program-specific prerequisite courses for your desired program. You are also required to achieve the minimum required grades in your prerequisite course(s). For more information on admission requirements, please visit: <https://www.lakeheadu.ca/studentcentral/applying>.

This Offer of Admission is conditional upon receipt of your final official transcript(s). A transcript is considered official when it indicates all of your final grades, proof of diploma/ degree (if applicable), and is sent to Enrolment Services - Undergraduate Admissions directly from the institution. For more information, visit <https://www.lakeheadu.ca/adm-official>.

The deadline to meet your admission conditions is July 5, 2024. Failure to meet your admission conditions will result in the withdrawal of your Offer of Admission. Please contact Enrolment Services - Undergraduate Admissions if you are concerned about meeting your conditions by the deadline.

Please carefully review this Offer of Admission, including all admission conditions and other important information. To reserve a seat in your program, you must accept your Offer of Admission by June 03, 2024. If you applied through the Ontario Universities' Application Centre (OUAC), you must accept your Offer using your OUAC account. If you did not apply using the OUAC, you must accept your Offer using the "Accept My Offer" link found in your Lakehead University myInfo account.

A \$200 non-refundable deposit must be received by the Lakehead University by June 03, 2024 in order to reserve your seat in the program. This non-refundable deposit will be applied to your tuition costs. To pay your confirmation deposit, visit your myInfo account, select "Applicant", and then select "Pay My Confirmation Deposit" under the "My Financial Profile" heading to complete the process.

If you need help paying for your education, the Ontario Student Assistance Program (OSAP) may be able to help. Go to ontario.ca/osap to see how much you could get and to apply.

It is important to follow all steps outlined by the appropriate deadline dates to ensure your Offer remains valid. Failure to do so will result in the withdrawal of your Offer of Admission. Should you have any questions about your Offer and next steps, contact us at 1-800-465-3959 or studentcentral@lakeheadu.ca.

Enjoy the excitement that today and the future brings as you prepare for your journey to Lakehead University.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Merideth Warner', written in a cursive style.

Merideth Warner
Associate Registrar, Undergraduate Admissions

Disability Credit Canada Scholarship (DCCI)

How Did My Disability Shape My Decision to Study the Program of My Choice

I have a learning disability, specifically a slow processing speed. This means that I take three times more time to process statements spoken or written. I take more time than the average person to complete assignments or tests. I also need accommodations for tasks or assignments to accomplish anything in life.

I always wanted to help make the world a better place. Today with all the political struggles and wars where the civilians are impacted the most, or where there is discrimination of every kind, or where cyber crimes are rampant, there needs to be a way to stand up to these issues. As a society we play a role in this. This was always a disturbing point for me personally, but I always felt that I could not be a part of this change... I could not make this world a better place.

My interest in criminology was evident when I started to understand and enjoy forensics from the various shows I watched. However, again I felt that this was too far of a stretch for me with the limitations I had. When I participated in the Model United Nations, I represented Hungary for the Interpol Committee. This was an exhilarating moment. I did all my research on my own time and was very good at it. I enjoyed being part of the MUN conference and learning how the world is made better by these organizations, and in a peaceful way. Since I was able to get this far, my inner desire guided me to take Law Studies in grade 12. I realized that despite my challenges, I can still study in a field that I enjoy and can still excel in it. Why should I not have the same opportunities? My life took a slight turn and started to take a certain path... one that was exciting and invigorating. I realized that being challenged was not the problem, it was not feeling like I can do anything to make this world a better that was the bigger problem. But I could... and I owed it to myself to continue working to accomplish my goal, and working very hard so that I can be an equal with the average person in the course of my choice.

My goal since that enlightening moment was to complete a degree in Criminology. I would like to explore areas of forensics and cyber security initially. I would like to proceed after this into law studies and expand my horizons to work within the UN and focus on international law. There are several ways and reasons why wars around the globe could start. But I want to be the one to stop them before they start, with the right dialogue, and diplomatic relations, and cultural sensitivity. This can be a peaceful place. And if I fail in this mission, at least I can say I tried...

I am confident that with the right supports in place, I too can have a positive impact on the world. This scholarship will give me that hope that I too, like anyone else, can achieve something important today for a better tomorrow. Thank you for your time and consideration.