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Date: October 26, 2021

Student Name: Sandy Riyad Almarradweh

Student Number: 1004026225

I, Alyssa Hollinger, UTM Accessibility Advisor, confirm that Sandy Almarradweh has been registered with UTM Accessibility Services since July 2017.

List of Academic Accommodations received at UTM:

Test and Examinations:

- Extra time for all tests/exams/quizzes : 2.00 (100%)
- Test Centre/Overflow Room (if Test Centre is full)

In-Course Supports:

- Peer notetaker
- Extensions on assignments, to a maximum of one week without academic penalty, may be required for disability related reasons. Extensions should be requested by the student in advance of the due date (in person or via email and following the academic dept's policies). Extensions outside of these guidelines are to be assessed by the student's Accessibility Advisor and/or the student's instructor on a case by case basis.

A handwritten signature in black ink, appearing to read "Alyssa Hollinger", written over a horizontal line.

Accessibility Advisor Signature

Alyssa Hollinger H.BS.c, MA

Accessibility Advisor, Accessibility Services

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10/26/2021

Date

**THE NEURODEVELOPMENTAL & EDUCATIONAL
ASSESSMENT CENTRE**

The Meadowvale Professional Centre
6855 Meadowvale Town Centre Circ.
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Mississauga, ON., L5N 2Y1
Tel. 905-826-6042, FAX 905-826-8719
www.neuroed.com

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EVALUATION RESULTS

NAME: Almarradweh, Sandy

DATE OF BIRTH: 7 March 1999

CLIENT #: A7624S17

DATE OF EVALUATION: 1 September 2017

AGE: 18 years 5 months

ADDRESS: 185 Milkweed Way,
Oakville, Ontario, L6L 0A4

EDUCATION: Sandy completed Grade 12 and has her Ontario Secondary School Diploma. She is currently enrolled in the 4-year Criminology Program at University of Toronto (Mississauga Campus). She commenced this program in September 2017.

REASON FOR REFERRAL: Sandy wished to have an updated evaluation of her learning difficulties. She reports that she usually reads words in context accurately and with adequate pace. She reads slowly sometimes to ensure comprehension. She has some difficulty decoding unfamiliar words. Sandy states that she has difficulty understanding the information she reads for academic purposes and has to re-read it several times to grasp it. She struggles with the vocabulary used in her textbooks sometimes. Sandy has no difficulty retaining information that she studies. She usually spells words accurately. Sandy has difficulty communicating her thoughts and ideas clearly and in an organized manner on essays. She struggles with grammar and sentence structure. Math has always been a difficult subject for her. She benefits from visual aids in math classes. She prefers to have someone help her on math problems step-by-step. Sandy has difficulty recalling her multiplication tables and struggles with long division problems. She is not taking any math courses for her program at the university. Sandy reports that she is reasonably focused during classes and while studying. She does not take down notes efficiently during her lectures and she has some difficulties keeping up with the lecturers at times. She has difficulties picking out salient bits of information from irrelevant ones. In 2010, Sandy had a psycho-educational assessment but she was not diagnosed with a Learning Disability at the time. Sandy seeks clarification of her learning difficulties so that the appropriate strategies may be instituted so that she is more successful academically.

PAST HISTORY: Sandy was born in Jordan and her first language is Arabic. She reportedly immigrated to Canada with her parents in 2007. Sandy comes from an intact family and has an older sister and four younger brothers. Her sister is currently enrolled in University. One of her brothers is currently in Grade 10 and the rest of her brothers are in elementary school. None of her siblings has any learning difficulties. Her parents completed high school, have university education, and did not have any learning difficulties in school. There are no psychiatric issues in her immediate family. Sandy reports that she was on prescribed medication for a liver problem,

until Grade 6. She does not have any mental health issues. She wears corrective lenses for long distance. She does not have any hearing problems. Sandy describes her childhood as a happy one. She indicates that her mother did not voice any concerns regarding her early childhood development.

Sandy completed three years of her initial formal education in Jordan. She began school in Canada in Grade 4. She struggled with English, math, and science throughout elementary and middle school.

In Grade 6, Sandy had a psycho-educational assessment that was done by the Peel District School Board. The assessment indicated that Sandy was receiving ESL programming as well as Special Education programming. She had made minimal progress academically and her academic curriculum was modified for her. Her Special Education teacher indicated that her academic program was modified to the Grade 2 level. By Grade 5 she still had difficulty learning to tell time and write her name. She was described as a hard working and respectful student, who got along well with her peers and adults.

REVIEW OF PSYCHOEDUCATIONAL ASSESSMENT

In October 2010, a psychoeducational assessment was done by the Peel Board of Education. At the time of the assessment, Sandy was in Grade 6. Sandy's mother was interviewed and revealed that Sandy had epilepsy/seizures from the age of 3 years and was placed on high doses of medication to control her seizures. When she came to Canada this medication was reduced. She has been seizure free for the last two years. The assessment revealed that Sandy's overall intellectual functioning was in the Extremely Low range of intellectual classification. Her academic skills were commensurate with her overall cognitive functioning. The Adaptive Behavior Assessment System –Second Edition (ABAS- II) was completed by Sandy's mother. Based on the ratings of her mother, her conceptual reasoning skills were an area of weakness for her. Her social and practical skills were in the Average range. The assessment concluded that Sandy's cognitive and academic profiles and her adaptive functioning were consistent with that of a slower paced learner and exacerbated by English being a second language for her.

Sandy describes herself as an outgoing and helpful individual. She works well with computers but has difficulties listening to other people's problems. She has some good friends and can maintain her friendships.

Overall, from the information gained during the interview, there are indications of learning difficulties.

EDUCATIONAL ASSESSMENT

Tests administered:

Wechsler Adult Intelligence Scale – Fourth Edition

Wechsler Memory Scale – IV

Woodcock-Johnson IV Tests of Achievement - Form A

- **Letter-Word Identification**
- **Applied Problems**

- **Spelling**
- **Passage Comprehension**
- **Calculation**
- **Word Attack**
- **Sentence Reading Fluency**
- **Math Facts Fluency**

Woodcock-Johnson IV Tests of Oral Language

- **Oral Comprehension**

Wechsler Individual Achievement Test III

- **Essay Composition**

Rey Complex Figure Test and Recognition Trial Test

Nelson-Denny Reading Test – Form G

- **Reading Comprehension**
- **Vocabulary**

OBSERVATIONS DURING THE ASSESSMENT

Sandy presented as a cooperative and friendly student. She initiated and partook in conversation. Sandy smiled spontaneously. She communicated her ideas simply in directed conversation when information was within her realm of knowledge. Her vocabulary for directed language is weak. On visual problem-solving tasks, she attempted to be organized in her approach but visual organization and abstract processing difficulties were evident that affected the accuracy of her responses. During the assessment, Sandy focused her attention well to tasks for reasonable periods of time. Sandy appeared to have some difficulties understanding task instructions at times. She frequently asked for the instructions to be repeated to her.

The current assessment may be considered to be an accurate reflection of Sandy's academic skills and cognitive functioning. Percentile ranks between 25 and 75 are considered to be in the Average range.

Sandy's performance on the **Wechsler Adult Intelligence Scale – Fourth Edition** reveals a Verbal Comprehension Index (a measure of her verbal concept formation, verbal reasoning and word knowledge acquired from her environment) in the Low Average range (19th percentile) and a Perceptual Reasoning Index (a measure of her visual-spatial processing skills and visual reasoning) in the Borderline range (2nd percentile). Her Working Memory Index (a measure of her oral short-term memory, oral active working memory and oral processing of information) is in the Borderline range (6th percentile) and her Processing Speed Index (a measure of her processing speed, visual short-term memory, visual-motor coordination, visual scanning and attention) is in the Average range (30th percentile). Sandy's Full Scale I.Q. is in the Borderline range (6th percentile) of intellectual classification.

Sandy's Processing Speed Index is significantly higher than her Perceptual Reasoning and Working Memory indices and her Full Scale I.Q. Her Verbal Comprehension Index was inflated by her average performance on the Information subtest. These discrepancies indicate that Sandy's graphomotor and visual memory skills are adequately developed and an area of strength for her, as compared to her weak visual processing, oral processing, oral short-term memory skills,

vocabulary size and overall conceptualization skills. Her oral retrieval memory skills for factual information that she has been exposed to for reasonable periods of time is an overall area of strength for her in the oral realm. Sandy's **Full Scale I.Q. is in the Borderline range and is used as a benchmark of her intellectual functioning.**

On the Verbal subtests, her scores range from the Borderline range to the Average range. Sandy's performance on the Information subtest (a measure of her recall of specific factual information) is in the Average range (50th percentile) and is significantly higher than all of her other scores. The rest of her scores are in the Borderline range and Low Average ranges with no significant discrepancies between them. These results, observations of her performance, and a qualitative analysis of her responses indicate that her oral retrieval memory skills for factual knowledge that she has been exposed to for extended periods of time are adequately developed and are an outright area of strength for her. Her ability to make deductions and draw inferences based on information that is within her realm of knowledge, her vocabulary size for directed language, oral short-term memory skills, oral processing skills and oral language processing skills are areas of weakness for her. Sandy has a weak vocabulary size for directed language though when information is within her realm of knowledge, she communicates her thoughts and ideas reasonably clearly in directed discourse. Her in-depth thinking skills are slow and inflexible. Additionally, Sandy has oral short-term memory difficulties. She has some difficulty registering information for the purpose of immediate recall. She manipulates familiar information in oral short-term memory (oral active working memory) adequately but has difficulty maintaining new information in oral short-term memory (oral active working memory) while she processes it. The speed of and accuracy of her oral processing of information was compromised by her oral short-term memory and oral language processing difficulties. Her oral processing of information is slow and effortful. She often required information to be repeated to her in order to process it accurately. Sandy's overall oral conceptualization skills and her oral language processing skills are weak and were compromised in part by her weak vocabulary size.

On the Performance scale, her scores range from the Borderline ranges to the Average ranges. Sandy's performance on the Symbol search subtest (a measure of her visual scanning, visual discrimination, and speed of processing simple visual symbols) and the Coding subtest (a measure of her visual memory, copying, and graphomotor skills) is at the lower end of the Average range and the Average range (25th and 37th percentiles respectively). Her performance on the Block Design subtest (a measure of her visual logic), the Matrix Reasoning subset (a measure of her visual abstract reasoning, pattern seeking on pictorially presented abstract problem-solving tasks), and the Visual Puzzles subtest (a measure of her visual abstract spatial processing skills) are in the Borderline ranges (5th, 2nd and 5th, percentiles respectively). These scores are significantly weaker than her performance on the Coding and Symbol Search subtests. The foregoing results, observations of her performance, and a qualitative analysis of her responses indicate that Sandy's graphomotor skills and her speed of processing of simple visual stimuli are adequately developed and are overall areas of strength for her. Her organization skills on problem solving tasks, visual spatial processing and abstract reasoning skills are slow and are areas of weakness for her. She has visual memory difficulties.

Wechsler Memory Scale – IV

The **Wechsler Memory Scale – IV** is an individually administered battery of learning, memory and working memory measures. It assesses functioning in the following domains:

- a. Verbal learning and memory
- b. Visual learning and memory
- c. Working memory

Each subtest in the verbal and visual domains contains both immediate memory and delayed memory.

**Only the following subtest were administered:
Logical Memory I and II**

There is approximately a 30-minute delay between the immediate memory and delayed memory portion of each subtest.

Auditory Immediate Memory

On the **Logical Memory I** subtest (a measure of Sandy's ability to process, encode and recall meaningful, semantically related material that is presented in a sequential format), she performed at the Low Average range (9th percentile).

Auditory Delayed Memory

Sandy's recall of the stories – **Logical Memory II** subtest – after a span of time was placed in the Low Average range (9th percentile).

Sandy's performance indicates that, when information is new, meaningful and semantically related, she has difficulty integrating details of what she hears to recall them immediately and after a delay. She appears to get overwhelmed when lengthy and detailed information is presented to her. This indicates that her oral processing of information is slow and weak.

Rey Complex Figure Test and Recognition Trial Test

The **Rey Complex Figure Test and Recognition Trial Test** (a measure of her visual perceptual organization, visual memory, executive planning and visual recognition memory) was administered.

Her scores on the Immediate Recall and Delayed Recall of the figure placed in the Extremely Low ranges (<1st percentiles), respectively. Her speed of copying the figure was fairly slow.

Sandy had difficulties drawing the figure in an organized and practical manner. She drew the figure in small segments. She drew the outline of the figure carefully then slowly filled in the details in a piecemeal fashion. Three minutes and 30 minutes after she had completed copying the figure, she had significant difficulties recalling the outline and the details of the figure accurately. Her performance indicates that she has organizational difficulties on problem solving tasks that affect the accuracy and efficiency of her visual retrieval memory skills. She also has visual memory difficulties.

ACADEMIC TESTING**Reading**

The **Letter-Word Identification** subtest (a measure of Sandy's word identification skills) of the **Woodcock-Johnson IV Tests of Achievement – Form A** placed Sandy's word identification and decoding skills at the 12th percentile.

On the **Word Attack** subtest (a measure of her decoding of pseudowords) of the **Woodcock-Johnson IV Tests of Achievement – Form A**, her decoding skills were placed at the 25th percentile.

The **Passage Comprehension** subtest (a measure of her reading comprehension skills of short passages, which requires her to fill in a missing word) of the **Woodcock-Johnson IV Tests of Achievement – Form A** placed her performance at 14th percentile.

Sandy performed at the 4th percentile on the **Oral Comprehension** subtest (a measure of her comprehension of sentences that are read to her and which requires her to fill in a missing word) of the **Woodcock-Johnson IV Tests of Oral Language**.

Sandy performed at the 13th percentile on the **Sentence Reading Fluency** subtest (a measure of the speed and accuracy of her processing simple sentences, reading accuracy and decision making) of the **Woodcock-Johnson IV Tests of Achievement – Form A**.

On the **Reading Comprehension** subtest (a measure of her reading comprehension skills on long expository passages in a multiple-choice format. This is a timed task. Standard time = 20 minutes; extended time = 32 minutes) of the **Nelson-Denny Reading Test Form G**, Sandy performed at the 16th percentile. She completed all 38 items presented to her within the allotted time.

On the **Vocabulary** subtest (a measure of her vocabulary development in a multiple-choice format. This is a timed task. Standard time = 15 minutes; extended time = 24 minutes) of the **Nelson-Denny Reading Test Form G**, Sandy performed at the 18th percentile and completed all of the 80 items within the standard time.

Based on observations, Sandy has some difficulty decoding unfamiliar words. When reading words in context, she reads slowly, in part due to her decoding difficulties. Sandy has difficulty grasping what she reads and has to reread the information often in an attempt to grasp it. Her oral receptive language skills for information that is short in length are weak. Her performance on the Sentence Reading Fluency subtest indicates that her oral processing of simple written information is slow. Her reading comprehension skills for lengthy and expository passages in a multiple-choice format on the **Nelson-Denny Reading Test Form G** is weak. She read the passages slowly and had difficulty understanding the passages. The Vocabulary subtest of the **Nelson-Denny Reading Test Form G** indicated that her vocabulary size for academic information is weak.

Spelling

Sandy's **spelling skills** assessed on the **Woodcock-Johnson IV Tests of Achievement – Form A** are at the 16th percentile. An error analysis revealed her decoding difficulties.

Arithmetic

On the **Calculation** subtest (a measure of her computational math skills) assessed on the **Woodcock-Johnson IV Tests of Achievement – Form A**, Sandy performed at the 22nd percentile.

Sandy performed at the 11th percentile on the **Applied Problems** subtest (a measure of her grasp and application of appropriate operations to math word problems that are read to her) of the **Woodcock-Johnson IV Tests of Achievement – Form A**.

The **Math Facts Fluency** subtest (a measure of the speed of her recall of simple arithmetic facts) of the **Woodcock-Johnson IV Tests of Achievement – Form A** placed her performance at the 13th percentile.

Based on observations, Sandy has grasped basic computational math skills involving addition, subtraction and multiplication. She has difficulty with the algorithms of long division, simplification of fractions, complex algebraic equations and percentage conversions. Sandy solves simple math word problems involving addition and subtraction accurately. She struggles with math word problems involving fractions. Her recall of simple arithmetic facts is slow.

Written Expression

On the **Essay Composition** subtest (a measure of her creative writing skills. She had to write an essay in 10 minutes about her favourite game and give three reasons why she liked it) of the **Wechsler Individual Achievement Test - III**, she attained the following scores: Essay Composition: Theme Development and Text Organization was placed at the 87th percentile. Grammar and Mechanics was placed at the 68th percentile. Word Count was placed at the 58th percentile. Based on observations and a qualitative analysis of her written work, Sandy gave three reasons why she liked the game of her choice and elaborated briefly on them. The content of her written work and the vocabulary used were simple. Sandy mostly wrote in grammatically accurate sentences and she did not make any spelling mistakes. Some run-on sentences were observed. She had difficulty using correct punctuation at times. Some organizational difficulties were evident in her written expression.

FORMULATION

The current assessment may be considered to be an accurate reflection of Sandy's intellectual and academic functioning.

The psychoeducational assessment reveals that Sandy's overall intellectual functioning is in the Borderline range of intellectual classification. Her Processing Speed Index is significantly higher than her Perceptual Reasoning and Working Memory indices, as well as her Full Scale I.Q. Her Verbal Comprehension Index is in the Low Average range and was inflated by her average performance on a single subtest - the Information subtest. **Therefore, her Full Scale I.Q. is used as a benchmark of her intellectual functioning.** Her academic performance is commensurate

The psychoeducational assessment reveals that Sandy has a **Language Disorder (DSM-5: 315.39)** involving persistent difficulties in the acquisition and use of language across modalities (spoken, written and visual) due to her weak vocabulary, simple sentence structure and reduced ability to think critically. Her difficulties with oral language processing, oral retrieval memory for lengthy and detailed information, oral short-term memory, organizational and visual processing difficulties impact on the efficiency of her learning in general. She processes both visual and oral information very slowly and this affects the efficiency of her retention of information in memory. Based on the **Adaptive Behavior Assessment System II**, that was informally administered, Sandy manages her money simply, and can save her money for simple necessities. She places telephone calls and can text information when necessary. She cares for her own health and puts forth her ideas about current political events simply. Sandy travels to university and to and from places of her interest in the city independently using public transport. Socially, she is polite and can partake in conversation. She behaves in a socially appropriate manner. Sandy purchases her necessities when needed.

Sandy presents as a well-motivated student who communicates her thoughts and ideas, orally, reasonably clearly when information is within her realm of knowledge. Her oral retrieval memory skills for factual information that she has been exposed to for extended periods of time are adequately developed and are her strength. Visually, her graphomotor skills and speed of processing of simple symbols are adequately developed and are overall areas of strength for her. She tries her best and with encouragement puts forth the required effort when tasks are presented to her. Sandy follows straight forward instructions easily.

RECOMMENDATIONS

Sandy may wish to request academic assistance from the AccessAbility Resource Centre of his university. Due to her cognitive profile, the present program that she has chosen might be very taxing for her. Sandy may wish to consider a reduced course load. She would also benefit from career counseling.

It is the responsibility of the student to seek out the following accommodations in a manner that adheres to the regulations and policies of the AccessAbility Resource Centre of the university.

Due to her weak vocabulary size, oral retrieval memory for lengthy and detailed information and oral language processing difficulties that affect her reading comprehension skills and the speed of her oral processing of information, granting her up to 100% more than the allotted time during written exams could be considered. Extra time on math related examinations and the use of a calculator may be considered as well.

Extended time for written assignments must be requested through the Centre for Students with Disabilities. Such extensions are dependent on the nature of the assignment and should be decided in consultation with the AccessAbility Resource Centre of the university.

A reference sheet in math would be of help to her, provided it does not affect the core essentials of the examination.

Sandy may wish to consider the services of a tutor to help her in her courses and in math.

A note taker during lectures would be of help to her due to her short-term memory and oral language processing difficulties.

Due to her decoding, reading comprehension and spelling difficulties, slow processing of information and weak oral language processing, text to voice programs, e.g. **Kurzweil 3000 Reading and Writing Support Program**, might be of help to her during examinations. At home text to voice programs, e.g. **the Read Please program**, may be of help to her

The following recommendations outlined below may be of help to Sandy.

Sandy may wish to arrange a tutor who would help her in the understanding and consolidation of concepts in various course materials. Because of comprehension difficulties, new concepts may have to be simplified for her. It is recommended that all information that is to be read and studied, be converted into charts, classification and categorization tables, diagrams, arrows and illustrations (graphic organizers).

Repetition of information studied, using the same diagrams, charts and tables, illustrations and arrows would enhance consolidation of information, retrieval of information and application.

After information is studied and concepts simplified using diagrams and illustrations, **explain** what has been learned to her tutor using the diagrams and illustrations. This will help further simplify the information, thereby ensuring consolidation.

During lectures, write down only the main points of the lecture instead of writing excessively or verbatim. Then go over the notes from the note taker.

When doing multiple-choice questions read each question carefully and answer it first without looking at the choices. Then read the choices one by one carefully. Pay attention to keywords in the choices. Then select the answer.

Circle the questions that are not understood and those that require more reflection. Proceed to the next question. Later go over the ones that are circled. Read them carefully and then choose the answer.

Sandy may wish to consider some time management and organizational strategies to cope with her learning difficulties. This would include the use of daily and monthly planners, daily to do lists, priority setting and decision-making. There needs to be a place for everything. A practical realistic weekly timetable has to be drawn up, strictly by the hour plan for work and leisure time. The goal is to be in control of activities so as to enhance efficiency. When in control, gradually there will be an increase in attention to tasks and reduction of frustration.

Almarradweh, Sandy -17

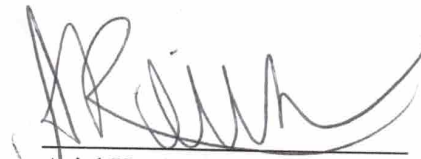
10.

Use the timetable as a checklist and check off work completed and work undone. At the end of the day, analyze why some work was not completed and make adjustments to the schedule. Realistic timetables are the result of commitment and trial and error.

Set up a well-organized "office" whether it is at home or in the work place, that is away from all distractions. During work, break times should be planned and followed rigidly. Break each job into small manageable sequences to fit your attention span. For example, read one section of a chapter, then take a time limited break involving only one activity. A timer might be useful. Break times should not involve wandering too far from the work site.



Dr. Bryan Phillips, C. Psych.
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