

WESTWIND SCHOOL DIVISION

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COPY

Psychoeducational Assessment Report

Name: Kale Brown

Date of Birth: April 27, 2001

Date of Report: Dec. 5, 2022

Reason for Referral:

Kale was referred for a psychoeducational assessment at the request of himself as he has transitioned to college and requires an updated assessment to ensure his educational needs are met in the postsecondary setting as Kale has specific learning disabilities (namely dyslexia, dysgraphia, and in mathematics).

Tests/Assessments Administered:

Wechsler Intelligence Scale for Children, 5th Ed. (WISC-V)

Woodcock Johnson Tests of Achievement 4th Ed. (WJ-IV)

BASC-3

Assessment Observations:

Kale was essentially cooperative and compliant throughout all of the assessment. Mild inattentiveness and carelessness were observed during testing as well as the need for extra time to complete timed tasks. Kale presents as gregarious, friendly and confident; he has excellent social and communication skills.

The assessment results are felt to accurately reflect Kale's current intellectual and academic functioning.

Tests Result Statistics

See Appendix A

Assessment Results, Interpretations, and Clinical Impressions:

WAIS-IV

Overall Cognitive Processing Ability: Cognitive, or mental, processes are foundational skills used in the act of thinking, remembering, and learning. These processes, along with other abilities and traits, combine to form an individual's general intellectual ability. Tests administered in the school environment do not capture every aspect of intelligence; however, these tests are useful in predicting how intense instruction needs to be in order

for the individual to master academic content. The Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV) was administered for the cognitive assessment. The WAIS-IV is a standardized measure of cognitive development for individuals between the ages of sixteen and ninety. The WAIS-IV is an individually administered assessment that reports scores as Standard Scores (SS) with a mean (average) of 100 and standard deviation of 15, with most people scoring between 85-115. PR stands for percentile rank. Kale's overall performance on the WAIS-IV falls within the Average range (SS= 94; PR= 34).

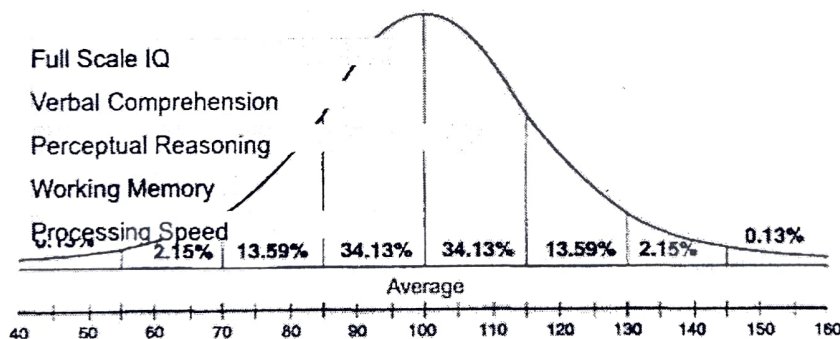
Verbal Comprehension (Gc): Verbal comprehension refers to an individual's knowledge base (or general fund of information) that has built up over time, beginning in infancy. It is like your own personal library or everything you know. Verbal Comprehension involves knowledge of one's culture (e.g., who is the current President of the United States?) as well as verbal or language-based knowledge that has been developed during general life experiences, and formal schooling (e.g., understanding words and their meaning; understanding street signs, acquiring developmentally appropriate knowledge of current events and history). Having well developed Verbal Comprehension skills means that one understands and uses language well, has an average or better vocabulary, has good listening skills, and is able to use language well via verbal expression. Kale's performance on the measures of Verbal Comprehension fell within the Average range (SS= 98; PR= 45), which suggests that these abilities facilitate his learning and performance. Kale is able to engage in abstract verbal reasoning and has a solid vocabulary for his age; Kale has really focused the last several years on improving his reading skills and it is apparent that this has improved his vocabulary and verbal intelligence.

Perceptual Reasoning (Gv): Perceptual reasoning refers to an individual's ability to think about visual patterns (e.g., what is the shortest route from your house to school?) and visual images (e.g., what would this shape look like if I turned it upside down?). This type of ability also involves generating, perceiving, and analyzing visual patterns and visual information (e.g., which three shapes go together to make this shape?). Additional examples of this type of ability include putting puzzles together, completing a maze (such as the ones often seen on children's menus in restaurants), and interpreting a graph or chart. Kale's performance on the measures of Perceptual Reasoning fell within the Well Above Average range (SS= 109; PR= 73). His performance on the Visual Processing tasks suggests that these abilities are excellent and greatly enhance his learning and performance.

Working Memory (Gsm): Working memory is the ability to hold information in one's mind and then use it within a few seconds. The most common example of working memory is holding a phone number in one's mind long enough to dial it. Working memory is also a part of the short-term memory system and involves manipulating or transforming information and using it in some way (e.g., saying the months of the year backwards or doing mental math). Working Memory skills are important for reading, writing, and math as well as supporting his learning in a classroom environment. Kale's performance on the Working Memory measures fell within the Borderline range (SS= 71; PR= 18). His performance on the Working Memory tasks suggests that these skills are

well below age-appropriate expectations. Kale struggles with organizational aspects of memory and retention; memory strategies like utilizing graphic organizers is recommended for better retention. Attentional difficulties most certainly impact short term memory retention.

Processing Speed (Gs): Processing Speed involves the ability to fluently perform simple clerical-type tasks, especially when under pressure to maintain focused attention and concentration. It can also be thought of as how quickly one can think or how quickly one can take simple tests that require simple decisions (e.g., math calculation fluency). Faster processing of information can help conserve working memory resources. On the other hand, impairment in this area reduces a student's efficiency in performing all types of mental operations causing them to respond more slowly to classroom tasks. Kale's performance on the measures of overall Processing Speed fell within the Average range (SS= 94; PR= 34). His performance on the Processing Speed tasks was inconsistent with performance ranging from average to low average. Processing speed tasks that involve fine motor pencil control proved mildly challenging for Kale. Having notes photocopied (or copies of Powerpoint presentations) for Kale is an important accommodation so that he can spend the majority of his cognition on learning the concepts being taught to him, not on trying to write his notes.



Woodcock Johnson Tests of Achievement 4th Ed. (WJ-IV-Ach): Academic

Academic Achievement: Academic achievement is generally considered to be a benchmark of progress through the curriculum. Students' academic achievement can be measured through standardized tests, state-specific achievement tests, criterion-referenced tests, and classroom assessments. Standardized and state tests enable teams to see how a student is achieving compared to students from other locations while criterion-referenced tests and classroom assessments enable teams to see if a student is meeting short-term objectives or concepts. The Woodcock Johnson Test of Achievement-Fourth Edition (WJIV-Ach) was used to measure Kale's academic achievement. The WJIV-Ach is a standardized and nationally normed test of academic achievement. It is an individually administered assessment that reports scores as Standard Scores (SS) with a mean (average) of 100 and standard deviation of 15, with most people scoring between 85 and 115.

Reading: Reading is a complex system of deriving meaning from print that requires all of the following: a) the skills and knowledge to understand how phonemes, or speech sounds, are connected to print, b) the ability to decode unfamiliar words, c) the ability to read fluently, d) sufficient background information and vocabulary to foster reading comprehension, e) the development of appropriate active strategies to construct meaning from print, and f) the development and maintenance of a motivation to read. For the reading measures, Kale was required to read simple sentences quickly, identify sight words, comprehend sentences he read, and pronounce nonsense words. Kale's performances fell within the Low range (SS= 76; PR= 5th) on the Broad Reading Composite. His pattern of performance on the reading measures suggest that he has mild delays in letter/word identification, passage comprehension, and word attack. Sentence reading fluency is moderately delayed compare to other students his age. Kale takes time to process sight words he does not instantly recognize; this slows his reading pace and speed because his cognition is being taxed during the sounding out process of the words. Providing oral accommodations is recommended as his comprehension does improve when the information is read aloud to him.

Math: Math is the study of the measurement, relationships, and properties of quantities and sets, using numbers and symbols. For the math tasks, Kale was required to look at pictures to solve math problems and solve paper and pencil math problems under the constraint of time. Kale's performances fell within the Very Low range (SS= 51; PR= <1st). Specifically, he struggled with all areas of mathematics including calculation skills, applied math, and math fact fluency. A calculator is an accommodation that is needed to assist Kale with being able to perform math to the best of his abilities. Kale's short term and working memory weaknesses impact his ability to learn and retain math skills. He needs more time and practice to learn and retain math skills

Written Expression: Written expression is the process of producing and recording words in a form that can be read and understood. It is a complex task that requires the integration of multiple cognitive, linguistic, and motor abilities. For the writing tasks, Kale was required to write sentences after given verbal and/or picture cues, identify and correct errors in a written passage, and spell both real and nonsense sounds/words. Kale's performances fell within the Low Average range (SS= 89;PR= 23) . Specifically, he had weaknesses in spelling, sentence writing fluency, and expressing ideas from thought to paper. Kale's writing samples were within age-appropriate functioning, yet he regularly struggled to output his thoughts down onto paper. It takes Kale a long time to process what he is thinking to express it in written form. As previously mentioned this is believed to be related to cognitive proficiency.

Oral Language:

Oral comprehension fell just within age-appropriate functioning; oral comprehension taps Kale's skills with being able to comprehend information when it is read out loud to him. It is a good and necessary accommodation to provide Kale with a test reader as his comprehension is indeed enhanced.

Behavior Assessment (BASC-3):
Social/Emotional Functioning

Social-emotional development includes an individual's experience, expression, and management of emotions and behaviors. It includes the ability to establish positive and rewarding relationships with others and encompasses how well we manage ourselves as well as our interactions with others. In order to obtain information regarding Kale's behavior at school and at home, the Behavior Assessment System for Children, Third Edition (BASC-3) was completed by his mother, Paula Brown and himself. The BASC-3 is a multidimensional approach to evaluating the behavior of children, adolescents, and young adults. It measures numerous aspects of behavior and personality. Kale's functioning was assessed through several broad Composites: Externalizing Problems, Internalizing Problems, and School Problems.

Mrs. Brown did not report any concerns regarding her son's current development in emotional, social, and behavioral areas. Although she did mention that historically Kale had been on medication for treatment of ADHD when he was in school during elementary years, as he progressed over time with his self-awareness and attentional skills the medication was discontinued.

Kale's self-report results follow:

School Problems: This composite measures attitudes and behaviors that may be problematic for school success. Kale reported average functioning on this composite. Kale's ratings indicate that he likes school. Additionally, Kale described himself as having age-appropriate attitudes towards his teachers.

Internalizing Problems: This test composite measures depression, anxiety, and similar difficulties that are not usually marked by acting out behaviors. Kale reported average functioning on this composite. More specifically, Kale reported that he feels that he has control over events that occur in his life, and reported that he does not often experience feelings of loneliness. Additionally, Kale did not report significant anxiety or depression-based feelings. Kale reported being satisfied with his ability to perform a variety of tasks. High levels of test anxiety were identified in the self-report questionnaire. This is likely even more of a concern lately as Kale has not received educational accommodations for the entirety of the college semester.

Inattention/Hyperactivity: This composite measures problems with attention, hyperactivity, and impulsivity. Kale's Inattention/Hyperactivity composite was reported to be within the clinically significant range of functioning. Specifically, Kale reported difficulties sustaining attention, as well as levels of hyperactivity that affect his classroom performance.

Personal Adjustment: This composite measures problems with interpersonal relations and perceptions of self. Kale rated his overall personal adjustment to be within the average range. More specifically, Kale reported that he has a positive relationship

with his parents, feels liked and respected by his peers, generally reports liking his self, and often feels confident in his own abilities especially when accommodations are provided to him.

The BASC-3 Rating Scales assess a rater's response pattern to determine how results should be interpreted. Kale's rating consistency, response pattern, and F-Index were considered to be acceptable, indicating that these ratings are likely a valid representation of his current behavior/social-emotional functioning.

Diagnosis:

- Mild ADHD – Primarily Inattentive Type
 - Attention and hyperactivity concerns are present; there is a genetic family history of ADHD and dyslexia, specifically an uncle was diagnosed with both issues.
 - ADHD symptoms have been prevalent in Kale since elementary school and were observed during assessment by the Examiner.
- Specific Learning Disabilities
 - Mild Reading Disorder (Dyslexia) – reading vocabulary, word attack, reading comprehension, and reading fluency.
 - Moderate to Severe Written Expression Disorder (Dysgraphia) - written expression, grammar, syntax, and spelling problems.
 - Moderate to Severe Math Disorder – general math reasoning, calculation skills, math fact retention, and math fluency are below age-appropriate expectations.

Kale has significant working memory cognitive challenges and academic fluency difficulties, which make the provision of extra time a crucial educational accommodation for him.

Recommendations:

- (1) As a student with learning disabilities, Kale qualifies for accommodations on assignments and examinations. Allow him to have: (a) *extra time* for examinations, (b) test reader/scribe or assistive technology – text to speech for reading (and/or audio versions of books), and/or speech to text for writing, (c) access to professor Powerpoint or other classmate's notes or audio record the professor's lecture (due to short term/working memory and academic fluency challenges), (e) use of a calculator for math calculations, and (f) a reduced course load.
- (2) It will be up to the Kale to initiate a request for accommodations with Student Services at the college he is attending, and then to also communicate those accommodations to his professors at the beginning of each term to ensure his educational needs are met.

- (3) Mindfulness meditation and other self-regulation strategies (e.g., deep breathing, safe place visualization, progressive muscle relaxation) are recommended to assist Kale to cope with his school related stressors and test anxiety. He needs to learn to practice these self-care strategies daily when he is calm so that new pathways in his brain form and help him better cope when he is worried or stressed about school and examinations. Mindfulness based activities strengthens the integrated connection between the emotional brain and the thinking brain the longer they are practiced.
- (4) Utilize and encourage Kale to use visual learning tools like graphic organizers and Venn diagrams; his visual cognitive abilities are his strongest areas of cognitive functioning and this may assist in improving his learning and retention of new concepts.
- (5) Yoga, acupuncture, Tai Chi, and massage may also prove very helpful to assist Kale to move towards healthier mental and physical well-being, mind/body balance, and healing. Exercise, in general, as part of a comprehensive mental health treatment plan is highly recommended to support Kale moving towards preventative mental health and wellness.

Respectfully Submitted,



Conrad Boehme

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Psychologist#3446 (College of Alberta Psychologists)

Appendix A:**WAIS-IV**

Test

Composites	Descriptive rating	*Composite Score
Verbal Comprehension	Average	98
Perceptual Reasoning	Average	109
Working Memory	Borderline	71
Processing Speed	Average	94
Full Scale IQ	Average	94

*Composites scores from 90-109 are average or age-appropriate scores.

Subtest Breakdown: Scaled scores from 8-12 are considered average.

Verbal Comprehension: **Scaled Score		Perceptual Reasoning: Scaled Score	
Similarities	12	Block Design	11
Vocabulary	11	Visual Puzzles	11
Information	6	Matrix Reasoning	13

Processing Speed: Scaled Score		Working Memory: Scaled Score	
Coding	6	Digit Span	5
Symbol Search	12	Arithmetic	5

** Scaled scores in the range of 8-12 are considered average.

Woodcock Johnson Tests of Educational Achievement 4th Ed. (Form A)

Test	Standard Score	Classification
Letter-Word Identification	72	Low
Applied Problems	70	Low
Spelling	49	Very Low
Passage Comprehension	87	Low Average
Calculation	48	Very Low
Writing Samples	79	Low
Word Attack	76	Low
Sentence Reading Fluency	75	Low
Math Facts Fluency	59	Very Low
Sentence Writing Fluency	50	Very Low
Oral Comprehension	94	Average

Cluster Composites	Standard Score	Classification
Broad Reading	76	Low
Broad Math	54	Very Low
Broad Written Language	51	Very Low
Academic Fluency	62	Very Low
Broad Achievement (Total Test Score)	61	Very Low

**Behavior Assessment for Children Self Report of Personality-
Third Edition (BASC-3 SRP)**

(All scores are reported as T-scores; Mean= 50, Standard Deviation= 10)

Social/Emotional Functioning BASC-3	Scale Definitions	0
School Problems		54
Attitude to School	The tendency to feel alienated, hostile, or dissatisfied toward school	53
Attitude to Teachers	The tendency to resent or dislike teachers or think they are unfair	52
Sensation Seeking	The tendency to engage in risk taking behaviors	54
Internalizing Problems		56
Atypicality	The tendency to behave in ways that are immature, considered "odd", or commonly associated with psychosis (such as experiencing visual or auditory hallucinations)	72**
Locus of Control	The belief that rewards and punishments are controlled by external events or other people	48
Somatization	The tendency to experience numerous health-related problems that may include headaches, sore muscles, stomach ailments, and/or dizziness	56
Social Symptoms		
Social Stress	Feeling lonely, isolated, or "picked on" in social situations	54
Anxiety	The tendency to be nervous, fearful, or worried about real or imagined problems	56
Depression	Feelings of unhappiness, sadness, and stress that may result in an inability to carry out everyday activities or may bring thoughts of suicide.	46
Sense of Inadequacy	The tendency to feel unsuccessful or generally inadequate	54

Social/Emotional Functioning BASC-3		0
Inattention/ Hyperactivity		74**
Attention Problems	The tendency to be easily distracted and unable to concentrate more than momentarily	68*
Hyperactivity	The tendency to be overly active, rush through work or activities, and act without thinking	75**
Personal Adjustment		54
Relations with Parents	A positive regard toward parents and a feeling of being esteemed by them	61
Interpersonal Relations	Feeling liked and respected by peers	46
Self-Esteem	Feelings of self-respect and self-worth	48
Self-Reliance	Thinking that one is dependable and being confident of one's abilities	56
Emotional Symptoms Index	<i>The following are included in the ESI: All 4 of the social symptoms scales, as well as self-esteem and self-reliance</i>	51

*At Risk **Clinically Significant

Disability Verification Form For Students with Permanent or Persistent or Prolonged Disabilities

Protected A (when completed)

Year 2022-23

Advanced Education is collecting this personal information under the authority of section 33(c) of the *Freedom of Information and Protection of Privacy Act* (Alberta) to determine and verify the Applicant's eligibility for financial assistance, to administer (including research, statistical analysis, and evaluations) and to enforce student financial assistance programs in accordance with the *Student Financial Assistance Act* (Alberta), the *Canada Student Loans Act* and the *Canada Student Financial Assistance Act*, each as may be amended from time to time. The use and disclosure of your personal information is managed in accordance with the *Freedom of Information and Protection of Privacy Act* (Alberta).

For more information about:

- Alberta Student Aid: call the Alberta Student Aid Service Centre at 1-855-606-2096.
- *Freedom of Information and Protection of Privacy Act* (Alberta): email the Privacy Officer at ae.abstudentaidfoip@gov.ab.ca

Section 1: Student Information (to be completed by student)

Last Name Brown			First Name Kale		
Date of Birth: Year	Month	Day	Social Insurance Number	Alberta Student Number	
2001	04	27	679 755 561	107341455	

Section 2: Verification of Disability (to be completed by the Medical Assessor)

Alberta Student Aid will use this Disability Verification Form as one of the criteria to determine a student's eligibility to receive federal or provincial disability grant funding. Please ensure that the information thoroughly represents this student's disability(ies) and details of the functional limitations that will affect the student's ability to meet the regular and typical demands of a post-secondary environment. Incomplete forms will result in denial and/or delays for the applicant. Where applicable, indicate if the student's disability necessitates a reduced course load (40 to 59%).

Permanent Disability*

means any impairment, including a physical, mental, intellectual, cognitive, learning, communication or sensory impairment, or a functional limitation that restricts the ability of a person to perform the daily activities necessary to pursue studies at a post-secondary level or to participate in the labour force and that is expected to remain with the person for their lifetime.

Persistent or Prolonged Disability*

means any impairment, including a physical, mental, intellectual, cognitive, learning, communication or sensory impairment, or a functional limitation that restricts the ability of a person to perform the daily activities necessary to pursue studies at a post-secondary level or to participate in the labour force and has lasted, or is expected to last, for a period of at least 12 months but is not expected to remain with the person for their lifetime.

* Definitions for eligibility of federal grant funding are pending Government of Canada approval, and could change prior to the start of the academic year (August 1, 2022). Please consult <https://www.canada.ca/en/services/benefits/education/student-aid.html> for the latest information.

Please review and answer the following based on the definitions above: (if either statement is left blank, it is assumed the student does not meet either criteria)

Does the applicant have a permanent disability? ☒ Yes ☐ No

Does the applicant have a persistent or prolonged disability? ☐ Yes ☐ No

☒ Learning Disability: The rest of this form is not required to be completed. Attach copy of eligible psycho-educational assessment:

☒ Assessment is less than 5 years old or was completed when applicant was 18 years or older.

☒ Attached assessment is complete, on official letterhead, includes the assessment date(s), assessor's name, title, professional credentials, registration number, address, phone/fax and is signed and dated.

☒ Assessment clearly states a diagnosis of a Learning Disability meeting the DSM.

Section 3: Nature of Disability (check and complete all that apply)
(to be completed by the Medical Assessor)

☐ **Mobility/Agility Impairment:** To be completed by physician or medical specialist.

Diagnosis:

☐ **Hearing Impairment:** To be completed by Audiologist or physician and include the degree of hearing loss.

☐ Mild

☐ Uses aided hearing

☐ Moderate

☐ Would benefit from amplification devices in an educational setting

☐ Severe

☐ Profound

☐ **Visual Impairment:** To be completed by Optometrist or Ophthalmologist and include the degree of vision loss.

Degree of visual loss:

☐ **Brain Injury/Cognitive Impairment:** Include details about the diagnosis with supporting reports – Neuro-psychological Assessment and/or Brain Injury/Cognitive Impairment Report/Assessment.

☒ **ADD/ADHD:** To be completed by physician, psychologist, or psychiatrist.

*ADHD (Combined Presentation)
DSM-5 314.01 (F90.2)*

☒ **Psychiatric/Psychological (include the DSM):** To be completed by physician, psychologist or psychiatrist.

DSM Diagnosis

*Specific Learning Disorders
315.00 (F81.0) Dyslexia - impairment in reading
315.2 (F81.81) Dysgraphia - impairment in writing*

315.1 (F81.2) Impairment in mathematics

☐ **Pervasive Development Disorder (ex. Autism, Asperger's):** To be completed by physician, psychologist or psychiatrist.

Diagnosis

☐ **Other/Chronic Illness: Specify.** To be completed by the appropriate medical professional.

Diagnosis

Section 4: Functional Limitations (to be completed by the Medical Assessor)

Mobility and Movement Impacts: As it relates to an educational setting.

Check all that apply.

☐ Standing

☐ Sitting

☐ Stair Climbing

☐ Ambulation (cane, wheelchair, walker, etc.)

☐ Fatigue

☐ Handwriting

☐ Lifting/Carrying/Reaching

☐ Grasping/Gripping/Dexterity

☐ Keyboarding

☐ Other - specify:

Describe impact(s): Indicate limitations, frequency, and level of severity.

Section 5: Medical Assessor Authorization (to be completed by the Medical Assessor)

Name of Qualified Medical Assessor

Registration Certificate Number

Conrad Boehme Registered Psychologist # 3446

CAP #3446

Telephone Number

Specialty

(103) 634-8949

Psychology

Name of Medical Office

Westward School Division

Medical Office Address

City or Town

Province

Postal Code

445 Main St B10

Cardston

AB

T0K0K0

2022-12-05

Date yyyy-mm-dd

Conrad Boehme

Signature

Medical Office Stamp

Cognitive and/or Behavioural Impacts: As it relates to an educational setting.

Check all that apply.

- ☒ Attention and Concentration ☒ Memory ☐ Information Processing (verbal and written)
☐ Stress Management ☐ Social Interactions ☐ Organization and Time Management
☐ Communication ☐ Other - specify: _____

Describe impact(s): Indicate limitations, frequency, and level of severity.

Needs extra time to process examinations
Mild-ADHD, Mod-Severe-Working memory issues → impacts retention in areas such as math.

Medication:

Is the student taking any prescriptive medication? ☐ Yes ☒ No

If yes, indicate any side effects that may affect participation in an educational environment:

Suggested Accommodations or Supports for Post-Secondary Studies:

Based on the student's disability related functional limitations, which accommodations or supports do you recommend that will facilitate their participation in post-secondary studies? (check all that apply)

- ☒ Reduced Course Load (40 to 59% of a full time course load)
☒ Services – please specify: (ex: tutoring, note-taking, alternate formats, academic strategist, sign language interpreting)

Tutoring, note-taking, editing help on papers.

- ☒ Equipment/Assistive Technology – please specify: (ex: computer/laptop, digital recorder, specialized software, noise canceling headphones)

Computer – for text to speech, speech to text, digital recorder for lectures, & digital/auditory version of books