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Rabbi Leonard Guttman
Carolyn Guttman
443 W. 259 St.
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Dear Rabbi Guttman and Ms. Guttman,

Thank you for referring your son, Eathan Guttman (DOB: 8/31/2005), for evaluation. I met with Eathan on several dates between February 17 and April 15, 2019 to administer the instruments listed below. Several appointments were missed by Eathan, due mostly to his feelings of anxiety. The primary purpose of the assessment was to ascertain those issues that have been interfering with Eathan's abilty to profit from attempts to educate him in a regular school setting. Several school placements have failed. At the present time, Eathan is receiving home instruction. It appears that a combination of emotional/psychodynamic issues and learning weaknesses unrelated to the emotional, have been impacting on Eathan's functioning, both inside and outside the school setting. Questions have been raised about Eathan's ability to focus, about his social skills and his capacity to control his impulses. He has been particularly rude to both of you, and especially to his mother, without apparent, or justifiable cause. Behaviors of concern, such as severe anxiety, school phobia/avoidance, depression, sudden fits of anger, and other behaviors that seem to be expressed often in the absence of identifiable triggers, are observed. This is despite Eathan currently being medicated with sertraline (150 mg.), risperidone (1.5 mg.), vyvance (60 mg.), and adivan as needed.

As you know, Eathan has been involved in psychotherapy with me since the end of October, 2018. There was, therefore, no issue regarding the establishment of rapport. Eathan seemed to exert good effort when he attended the testing sessions. Some sessions needed to be terminated early, however, due to his feelings of anxiety.

Below, you will find a listing of the information/measures that I utilized, followed by a description of test instruments/results. Finally, I will present my impressions and recommendations.

Evaluation Procedures

Clinical Interview
Attention-Deficit Disorders Evaluation Scale—Third Edition (ADDES-IV)—Home Version
Behavior Assessment System for Children—Third Edition (BASC-3)—Parent Rating Scale (PRS)
Behavior Assessment System for Children—Third Edition (BASC-3)—Teacher Rating Scale (TRS)
Integrated Visual and Auditory Continuous Performance Test (IVA-CPT)—(4/14/2019)
Wechsler Intelligence Scale for Children--Fifth Edition (WISC-V)— (2/17/2019)

Wechsler Individual Achievement Test—Third Edition (WIAT-III)— (3/17/2019)
Thematic Apperception Test (TAT)— (4/14/2019)
Millon Adolescent Clinical Inventory (MACI)—(4/28/2019)

About the WISC-V

The WISC-V is used to measure the general thinking and reasoning skills of children aged 6 to 16 years. This assessment provides a composite score that represents Eathan's overall intellectual ability (FSIQ), as well as primary index scores that measure the following areas of cognitive functioning: verbal comprehension, visual spatial processing, fluid reasoning, working memory, and processing speed.

WISC-V scores show how well Eathan performed compared to a group of teenagers his age from the United States. A primary index score can range from 45 to 155, while the FSIQ ranges from 40 to 160. For both the primary index scores and the FSIQ, scores ranging from 90 to 109 are typically considered average. It is common for examinees to exhibit strengths and weaknesses across index scores.

Scores on the WISC-V can be influenced by motivation, attention, interests, and opportunities for learning. For these reasons, some scores might be slightly higher or lower if Eathan was tested again at another time. It is therefore important to view these test scores as a snapshot of Eathan's current level of intellectual functioning. When these scores are used as part of a comprehensive evaluation, they contribute to an understanding of his current strengths and any needs that can be addressed.

WISC-V Scores

Composite Score Summary

Composite		Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Description
Verbal Comprehension	VCI	30	127	96	117-132	Very High
Visual Spatial	VSI	30	129	97	119-134	Very High
Fluid Reasoning	FRI	22	106	66	98-113	Average
Working Memory	WMI	19	97	42	90-105	Average
Processing Speed	PSI	17	92	30	84-102	Average
Full Scale IQ	FSIQ	85	116	86	110-121	High Average

Subtest Score Summary

Domain	Subtest Name		Total Raw Score	Scaled Score	Percentile Rank	Age Equivalent	*SEM*
Verbal Comprehension	**Similarities**	SI	41	17	99	>16:10	0.99
	Vocabulary	VC	39	13	84	16:10	1.12
Visual Spatial	**Block Design**	BD	51	17	99	>16:10	1.27
	Visual Puzzles	VP	22	13	84	>16:10	0.99
Fluid Reasoning	**Matrix Reasoning**	MR	21	10	50	14:10	1.20

	Figure Weights	FW	26	12	75	16:2	0.67
Working Memory	**Digit Span**	DS	27	10	50	12:6	0.85
	Picture Span	PS	29	9	37	10:10	1.16
Processing Speed	**Coding**	CD	40	6	9	10:2	1.27
	Symbol Search	SS	34	11	63	15:6	1.72

Subtests used to derive the FSIQ are bolded.

Summary of WISC-V Results

Eathan's FSIQ score, a measure of overall intellectual ability, was in the High Average range compared to other teenagers who are 13 years and 5 months old (FSIQ = 116). Overall, his performance on these tasks was better than approximately 86 out of 100 examinees in his age group.

The Verbal Comprehension Index (VCI) measured Eathan's ability to use word knowledge, verbalize meaningful concepts, and reason with language-based information. His overall score on the VCI fell in the Very High range (VCI = 127). This means that he performed better than approximately 96 out of 100 examinees in the same age group. During this evaluation, verbal skills emerged as one of his strongest areas of performance.

On the Visual Spatial Index (VSI), which measures the ability to evaluate visual details and understand part-whole relationships, Eathan's overall score was in the Very High range (VSI = 129). Tasks in this index involve constructing designs and puzzles under a time constraint. His performance was better than approximately 97 out of 100 examinees his age. Eathan's performance in this area was relatively strong compared to his overall level of ability.

The Fluid Reasoning Index (FRI) measured Eathan's logical thinking skills and his ability to use reasoning to apply rules. His overall score on the FRI fell in the Average range (FRI = 106). This means that he performed better than approximately 66 out of 100 examinees in the same age group.

The Working Memory Index (WMI) measured Eathan's attention, concentration, and mental control. His overall score on the WMI fell in the Average range (WMI = 97). This means that he performed better than approximately 42 out of 100 examinees in the same age group. Working memory skills were one of his weakest areas of performance during this assessment.

On the Processing Speed Index (PSI), which measures the ability to quickly and correctly scan visual information, Eathan's overall score was in the Average range (PSI = 92). His performance was better than approximately 30 out of 100 examinees his age. During this assessment, Eathan's processing speed performance was relatively weak compared to his overall level of ability.

Interpretation of WISC-V Results

FSIQ

The FSIQ is derived from seven subtests and summarizes ability across a diverse set of cognitive functions. This score is typically considered the most representative indicator of general intellectual functioning. Subtests are drawn from five areas of cognitive ability: verbal comprehension, visual spatial, fluid reasoning, working memory, and processing speed. Eathan's FSIQ score is in the High Average range when compared to other children his age (FSIQ = 116, PR = 86, CI = 110-121). While the FSIQ provides a broad representation of cognitive ability, describing Eathan's domain-specific performance allows for a more thorough understanding of his functioning in distinct areas. Some children perform at approximately the same level in all of these areas, but many others display areas of cognitive strengths and weaknesses.

Verbal Comprehension

The Verbal Comprehension Index (VCI) measured Eathan's ability to access and apply acquired word knowledge. Specifically, this score reflects his ability to verbalize meaningful concepts, think about verbal information, and express himself using words. Eathan's performance on the VCI was diverse, but overall was strong for his age and emerged as a relative strength for Eathan (VCI = 127, PR = 96, Very High range, CI = 117-132). High scores in this area indicate a well-developed verbal reasoning system with strong word knowledge acquisition, effective information retrieval, good ability to reason and solve verbal problems, and effective communication of knowledge. Additionally, his performance on verbal comprehension tasks was particularly strong when compared to his performance on tasks that involved using logic to solve problems. His pattern of performance implies a strength in crystallized abilities relative to fluid reasoning abilities. (A definition of these two categories is provided in the Fluid Reasoning section below.) Moreover, his performance on verbal comprehension tasks was stronger than his performance on tasks requiring him to mentally manipulate information and work quickly and efficiently.

With regard to individual subtests within the VCI, Similarities (SI) required Eathan to describe a similarity between two words that represent a common object or concept and Vocabulary (VC) required him to name depicted objects and/or define words that were read aloud. He exhibited uneven performance across these two subtests. The discrepancy between Eathan's scores on the Similarities and Vocabulary subtests is clinically meaningful. These subtests differ in the specific abilities involved. Describing similarities between two words was one of Eathan's strongest areas of performance, with scores that were exceptional for his age. Although his performance on Vocabulary was weaker, it was still advanced for his age. This pattern of performance suggests that his abstract reasoning skills are currently stronger than his ability to learn new words and describe them aloud. This pattern of performance suggests a relative strength in abstract reasoning and cognitive flexibility compared with knowledge of words or vocabulary.

Visual Spatial

The Visual Spatial Index (VSI) measured Eathan's ability to evaluate visual details and understand visual spatial relationships in order to construct geometric designs from a model. This skill requires visual spatial reasoning, integration and synthesis of part-whole relationships, attentiveness to visual detail, and visual-motor integration. During this evaluation, visual spatial processing was one of Eathan's strengths, with performance that was very advanced for his age (VSI = 129, PR = 97, Very High range, CI = 119-134). High scores in this area indicate a well-developed capacity to apply spatial reasoning and analyze visual details. Eathan quickly and accurately put together geometric designs using a model. This reflects his ability to

understand and apply visual-perceptual and visual spatial information. His performance in this area was particularly strong in relation to his performance on fluid reasoning tasks. Because his visual spatial skills currently appear stronger than his fluid reasoning skills, he may work very easily with purely visual information, but have greater difficulty applying complex reasoning to visual stimuli. His visual spatial performance was also particularly strong when compared to his performance on working memory tasks and tests of processing speed.

The VSI is derived from two subtests. During Block Design (BD), Eathan viewed a model and/or picture and used two-colored blocks to re-create the design. Visual Puzzles (VP) required him to view a completed puzzle and select three response options that together would reconstruct the puzzle. Eathan showed inconsistent performance on these tasks. The discrepancy between Eathan's scores on the Block Design and Visual Puzzles subtests is clinically meaningful. These subtests differ in the specific abilities involved, and consideration of the difference between the two scores informs interpretation of the VSI. Putting together multicolored blocks to match pictures on Block Design was a strength for Eathan. However, although within the High Average range, he showed greater difficulty on Visual Puzzles, in which he mentally put together puzzle pieces. This pattern of scores suggests that procedural learning, trial-and-error problem solving, concrete visual feedback, and/or visual-motor integration facilitate performance on tasks involving visual perceptual and spatial reasoning skills. His performance on visual spatial tasks might be stronger when he can use a hands-on approach to figure out puzzles rather than manipulating objects in his mind. In addition to the BD score, the Block Design No Time Bonus score (BDn) was calculated. BDn is based on the child's performance on Block Design (BD) without including bonus points for rapid completion of items. The score's reduced emphasis on speed may be useful when a child's limitations, problem-solving strategies, or personality characteristics are believed to affect performance on timed tasks, as this score does not award extra points for working quickly. Eathan's BDn score is not significantly different than his BD score, suggesting that both accuracy and speed equally contributed to his performance on this visual spatial task.

Fluid Reasoning

The Fluid Reasoning Index (FRI) measured Eathan's ability to detect the underlying conceptual relationship among visual objects and use reasoning to identify and apply rules. Identification and application of conceptual relationships in the FRI requires inductive and quantitative reasoning, broad visual intelligence, simultaneous processing, and abstract thinking. Overall, Eathan's performance on the FRI was typical for his age (FRI = 106, PR = 66, Average range, CI = 98-113).

The FRI is derived from two subtests: Matrix Reasoning (MR) and Figure Weights (FW). Matrix Reasoning required Eathan to view an incomplete matrix or series and select the response option that completed the matrix or series. On Figure Weights, he viewed a scale with a missing weight(s) and identified the response option that would keep the scale balanced. He performed comparably across both subtests, suggesting that his perceptual organization and quantitative reasoning skills are similarly developed at this time.

Eathan's current performance evidenced difficulty with fluid reasoning tasks in relation to his performance on language-based and visual spatial tasks. This pattern of strengths and weaknesses suggests that he may currently experience relative difficulty applying logical reasoning skills to visual information, but he may have relatively strong ability to verbalize meaningful concepts. His crystallized abilities are a strength compared to his fluid reasoning abilities.

As described by Study.Com, "Fluid intelligence is defined as the ability to solve new problems, use logic in new situations, and identify patterns. Using a complicated subway system in a new city is a good example of

how you might need to use fluid intelligence. The first time you use the subway, you have to figure out the names of the stops you need, which train will take you there, if you need to transfer in the middle, and so on. This type of intelligence is sort of like 'street smarts,' where you need to figure things out that moment and adapt to your situation. One way you can think of fluid intelligence is that you'll use it slightly differently each time you're in a new situation, so it's flexible and adaptive - like water in its fluid form.

Crystallized intelligence is defined as the ability to use learned knowledge and experience. When you're taking a class at school, you use crystallized intelligence all the time. When you're learning a new language, you memorize the new vocabulary words and increase your vocabulary over time. You also learn the theory behind solving algebraic equations, or how to do long division, or the general rules of grammar when using a sentence. Crystallized intelligence is like water as it turns into ice, or a solid form. Over time it gets more and more stable, like a crystal.

When you're learning a new task, you'll usually need to start with fluid intelligence, but once that task is learned, you can probably rely on your crystallized intelligence."

Working Memory

The Working Memory Index (WMI) measured Eathan's ability to register, maintain, and manipulate visual and auditory information in conscious awareness, which requires attention and concentration, as well as visual and auditory discrimination. Working memory was one of Eathan's weakest areas of performance, with scores that were similar to other children his age (WMI = 97, PR = 42, Average range, CI = 90-105). Eathan recalled and sequenced series of pictures and lists of numbers at a level that was average for his age. His performance on these tasks was a relative weakness when compared to his performance on language-based and visual spatial tasks.

Within the WMI, Picture Span (PS) required Eathan to memorize one or more pictures presented on a stimulus page and then identify the correct pictures (in sequential order, if possible) from options on a response page. On Digit Span (DS), he listened to sequences of numbers read aloud and recalled them in the same order, reverse order, and ascending order. He performed similarly across these two subtests, suggesting that his visual and auditory working memory are similarly developed or that he verbally mediated the visual information on Picture Span. The Digit Span Forward (DSf) scaled process score is derived from the total raw score for the Digit Span Forward task. On this task, Eathan was required to repeat numbers verbatim, with the number of digits in each sequence increasing as the task progressed. This task required working memory when the number of digits exceeded his ability to repeat the digits without the aid of rehearsal. His performance on DSf was typical compared to other children his age (DSf=11). The Digit Span Backward (DSb) scaled process score is derived from the total raw score for the Digit Span Backward task. This task invoked working memory because Eathan was required to repeat the digits in a reverse sequence than was originally presented, requiring him to mentally manipulate the information before responding. His performance on DSb was typical compared to other children his age (DSb = 9). The Digit Span Sequencing (DSs) scaled process score is derived from the total raw score for the Digit Span Sequencing task. This task required Eathan to sequence digits according to value, invoking quantitative knowledge in addition to working memory. The increased demands for mental manipulation of information on the Digit Span Sequencing task places additional demands on working memory, as well as attention. His performance on DSs was typical compared to other children his age (DSs = 9).

Processing Speed

The Processing Speed Index (PSI) measured Eathan's speed and accuracy of visual identification, decision making, and decision implementation. Performance on the PSI is related to visual scanning, visual discrimination, short-term visual memory, visuomotor coordination, and concentration. The PSI assessed his ability to rapidly identify, register, and implement decisions about visual stimuli. His performance across subtests that contribute to the PSI was diverse, but overall was typical for his age (PSI = 92, PR = 30, Average range, CI = 84-102). While this was not a weakness compared to peers, it was an area of personal weakness for Eathan when compared to his overall level of ability. His performance on processing speed tasks, though average for his age, was weaker than his performance on language-based tasks and visual spatial tasks.

The PSI is derived from two timed subtests. Symbol Search required Eathan to scan a group of symbols and indicate if the target symbol was present. On Coding, he used a key to copy symbols that corresponded with numbers. Eathan demonstrated uneven performance across subtests within the PSI. The discrepancy between Eathan's scores on the Coding and Symbol Search subtests is clinically meaningful. These subtests differ in the specific abilities involved, and consideration of the difference between the two scores informs interpretation of the PSI. He worked at an average speed when scanning rows of symbols to mark the target. However, he showed greater difficulty on Coding, where his performance was weak in relation to his overall level of ability. His performance suggests that accurate visual scanning is a strength relative to associative memory and/or graphomotor speed. Children with superior reasoning ability sometimes tend to perform less well, though still adequately, on processing speed tasks.

WISC-V ANCILLARY INDEX SCORES

In addition to the index scores described above, Eathan was administered subtests contributing to several ancillary index scores. Ancillary index scores do not replace the FSIQ and primary index scores but are meant to provide additional information about Eathan's cognitive profile.

Nonverbal

The Nonverbal Index (NVI) is derived from six subtests that do not require verbal responses. This index score can provide a measure of general intellectual functioning that minimizes expressive language demands for children with special circumstances or clinical needs. Subtests that contribute to the NVI are drawn from four of the five primary cognitive domains (i.e., Visual Spatial, Fluid Reasoning, Working Memory, and Processing Speed). Eathan's performance on the NVI fell in the Average range when compared to other children his age (NVI = 109, PR = 73, CI = 102-115

General Ability

Eathan was administered the five subtests comprising the General Ability Index (GAI), an ancillary index score that provides an estimate of general intelligence that is less impacted by working memory and processing speed, relative to the FSIQ. The GAI consists of subtests from the verbal comprehension, visual spatial, and fluid reasoning domains. Overall, this index score was very advanced for his age (GAI = 125, PR = 95, Very High range, CI = 118-130). Eathan's GAI score was significantly higher than his FSIQ score. The significant difference between his GAI and FSIQ scores indicates that the effects of cognitive proficiency, as measured by working memory and processing speed, may have led to a lower overall FSIQ score. This estimate of his overall intellectual ability was lowered by the inclusion of working memory and processing

speed subtests. This result supports that his working memory and processing speed skills are areas of specific weakness.

Cognitive Proficiency

Eathan was also administered subtests that contribute to the Cognitive Proficiency Index (CPI). These four subtests are drawn from the working memory and processing speed domains. His index score suggests that he demonstrates average efficiency when processing cognitive information in the service of learning, problem solving, and higher-order reasoning (CPI = 92, PR = 30, Average range, CI = 85-100). Eathan's performance on subtests contributing to the GAI was significantly stronger than his overall level of cognitive proficiency. The significant difference between his GAI and CPI scores suggests that higher-order cognitive abilities may be a strength compared to abilities that facilitate cognitive processing efficiency.

Relative weaknesses in mental control and speed of visual scanning may sometimes create challenges as Eathan engages in more complex cognitive processes, such as learning new material or applying logical thinking skills.

Interpretation of WIAT-III Results

The WIAT–III includes sixteen subtests to measure listening, speaking, reading, writing, and mathematics skills. Attached (Appendix A) is a description of each of the eleven subtests that were administered to Eathan. Below is a table of scores he obtained, followed by a brief discussion of results.

WIAT-III **Age Based Scores**

Subtest Score Summary

Subtest	Raw Score	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Grade Equiv.	Age Equiv.	Growth Score
Listening Comprehension	-	109	96-122	73	63	6	10.3	16:4	561
Reading Comprehension	33[1]	101	90-112	53	51	5	8.4	14:0	528
Math Problem Solving	50	90	82-98	25	36	4	6.4	11:4	574
Sentence Composition	-	102	92-112	55	53	5	9.6	15.10	529
Word Reading	56	100	94-106	50	50	5	8.0	13:4	603
Essay Composition	-	92	82-102	30	39	4	6.1	11:0	520
Numerical Operations	27	78	69-87	7	19	2	4.5	9:8	546
Oral Expression	-	101	88-114	53	51	5	8.1	13:8	563
Math Fluency-Addition	16	60	49-71	0.4	<1	1	2.0	7:0	427
Math Fluency-Subtraction	14	67	57-77	1	4	1	2.6	8:0	465
Math Fluency-Multiplication	9	63	53-73	1	<1	1	3.5	8:4	487

Cumulative Percentages

Word Reading Speed	The score is the same as or higher than the scores obtained by 10% of students in the normative sample; 90% of students in the normative sample scored higher than this score.

Most of Eathan's scores are within the Average range, below those scores expected on the basis of his measured IQ. An area of particular and specific weakness is arithmetic. He is weak in solving arithmetic word problems, but even weaker in applying rules and operations to solve paper-and-pencil arithmetic problems. His scores on the Fluency subtests reflect his significant weakness in processing and fine motor speed, noted in the discussion of his results on the WISC-V. Additional areas of weakness for Eathan are creative writing and reading speed (word reading speed score in the tenth percentile).

Interpretation of BASC-3 and ADDES-IV Results

The BASC-3 is a questionnaire which investigates the presence of a variety of problems and diagnostic conditions. There are three versions—Parent Rating Scales, Teacher Rating Scales, and Self-Report of Personality. Responses on this instrument are "loaded" onto different "scales", to help to describe the individual's behavior on several different variables, or in different areas. A score within the Clinically Significant range suggests a high level of maladjustment. A score with the At-Risk range identifies either a significant problem that may not be severe enough to require formal treatment or a potential or developing problem that needs careful monitoring.

Your responses yielded scores within the Clinically Significant range on several scales, including Hyperactivity, Depression, Withdrawal (is generally alone, has difficulty making friends, and/or is unwilling to join group activities) and Adaptability. Scores within the At-Risk range were yielded on Attention Problems, Conduct Problems and Anxiety.

Eathan's Home Instructor, who has known Eathan for just a brief period of time, completed the Teacher Rating scale. Among the four Clinically Significant scales were Anxiety, Depression and Adaptability. At-Risk were Social Skills and Study Skills.

The ADDES-IV contains items related to the AD/HD syndrome. Respondents must indicate the degree to which a series of behaviors are displayed by the child. Scores are obtained on two scales: Inattentive and Hyperactive-Impulsive. Your completion of the form yielded slightly significant scores on both scales.

Interpretation of IVA-CPT Results

The IVA-CPT is a test of attention and response control which measures responses to five-hundred intermixed visual and auditory stimuli spaced 1.5 seconds apart. The task is to click the mouse when the stimulus is a visual or auditory "1" and to refrain from clicking when the stimulus is a visual or auditory "2". A correct response is defined as exactly one click to a target stimulus. The individual taking the test must be able to discriminate between 1's and 2's, switch between sensory modalities, and maintain attention for about thirteen minutes. The targets ("1") occur frequently during some sections of the test and rarely during other sections, thus testing attention under conditions of both high and low demand.

Eathan's performed quite well on the IVA. His scores were consistent with his measured IQ. No weaknesses were evident in attentional skills and he did not exhibit evidence of impulsivity. This was true for both the short-term and sustained responses and with both auditory and visual cues.

Interpretation of the TAT

Eathan generated detailed and meaningful stories on the TAT, a "projective test", on which the examinee is asked to provide stories to ambiguous pictures.

Eathan is an emotionally volatile youngster, who can become significantly upset, at times quite quickly. Feelings of depression are at times keenly experienced by Eathan. Due to the severity of his feelings and Eathan's tendency to be impulsive, he may have at times considered self-harm. Eathan is an introspective individual, when he is not overcome by his impulses. So, in relation to self-harm, he realizes that his family does care about him and would be quite severely affected if he would commit suicide.

Eathan has a strong need for human touch and contact. Unfortunately, due to poor social skills, a sense of inadequacy and behaviors that deviate from the norm, his social contacts and relationships are minimal. Eathan knows that he is "different". He is aware that he is rejected by peers, and he feels this rejection deeply. He wishes that he could have at least one close friend. He wishes that he could help others, and that others, besides members of his family, would help and/or support him. He would like people to accept him despite his weaknesses, and to recognize and be impressed by the skills that he does have.

Families are characterized by conflict, in Eathan's view. He appears to have a strong desire that family conflict be addressed through counseling and has a "fantasy" that this process yields positive results.

Eathan relies heavily on parents for advice and guidance, and he perceives that these are provided. This gives him with a sense of comfort.

Finally, Eathan appears to perceive that there is a big, beautiful world out there. Unfortunately, his psychological conflicts interfere with him being exposed to and experiencing/taking advantage of what the world has to offer.

Interpretation of the MACI

The MACI is a160 question self-report personality inventory (self-report personality test) that assess personality styles. The test items are written at a sixth grade reading level. It produces a computer-generated report. Below are excerpts from this report. Parts of this report mirror and elaborate on what is reported above.

Personality Patterns

> "This adolescent dampens his emotions and desires to reduce his anxieties and mistrust of others. His behavior is typified also by shyness, discomfort, and awkwardness in social situations. This stems in part from a tendency to think poorly of himself and his abilities. His social awkwardness reflects his longstanding effort to keep relationships at a distance. Being emotionally sensitive and easily upset, he has learned that he will experience difficulties with others, especially to anticipate their frequent rejection. For these reasons he remains extremely hesitant about being sociable and extending himself to others. This appears to be a problem that spreads from the family to school to peer relationships. Past desires for closeness and affection are self-protectively denied. Easily hurt by the comments and criticisms of others, he avoids competitive encounters and gives in quickly to

the wishes of those who act more assertively. Having few friends and feeling unliked by school peers, he may pursue his activities entirely alone. He is persistently concerned with social rebuff and continues to anticipate rejection. There is a tendency, therefore, to become isolated from everyday peer and family relationships, with much time spent daydreaming, rather than being involved.

His self-image is that of being weak, unmasculine, and ineffective, although he may not readily admit to these perceptions. It is also likely that he will view ordinary responsibilities and stresses as excessively demanding. Moodiness characterized by fearfulness and anxiety, if not specific phobias, may also occur with some frequency. In addition, he is likely to report a low level of energy and fatigue, as well as periods of moderate depression.

Not particularly trustful of others, nor inclined to take the initiative about things, this adolescent is not likely to go out of his way to report his emotional problems to others. Although introspective and hardly indifferent to signs of distress and disillusionment, his characteristic social hesitation and fearfulness may result in delays in voicing complaints. One should not be surprised if his mood disharmony is hidden and reported most by concerned family members, rather than by the adolescent himself."

Expressed Concerns

"Peer relationships are a major element in the troubles of this adolescent. He sadly reports strong feelings of peer rejection and sees himself as unsuccessful in obtaining the approval of his peers. Although rejection seems probable again, he may still long for peer acceptance and may continue to seek it despite repeated rebuff. Quite possibly, he may be disposed to give up and limit his activities to those he can do on his own."

Clinical Syndromes

"Evidence indicates the presence of a prominent anxiety disorder in this adolescent. Widely generalized symptoms would be consistent with his overall general personality makeup: pervasive social disquiet, behavioral edginess, apprehensiveness over small matters, and worrisome self-doubts, the most frequent of which may relate to feelings of adolescent male inadequacy. Specific psychosomatic signs may be present in addition to the more general anxious state. These signs include fatigue, headaches, and an inability to concentrate. Especially sensitive to public reproval, yet lacking the confidence to respond with equanimity, he may be experiencing more discomfort than usual, particularly if his resentments have poured forth against someone with whom he would rather have maintained peace or a safe distance."

Impressions and Recommendations

Eathan is a personable, engaging youngster, who presents a complicated intellectual and emotional profile. He was evaluated to attain information about his functioning in these areas, in order to assist in educational planning and to advise regarding ways to address those factors that interfere with his functioning.

Eathan's overall level if intelligence is in the High Average range. However, without details, this number is misleading. There is a wide degree of disparity among his abilities, detailed above. In short, his verbal comprehension and visual spatial abilities are quite strong, his crystallized reasoning skills are relatively strong, and his fluid reasoning skills are average. Eathan's working memory and processing speed skills, although "Average", are significantly weaker than his overall intelligence and highly significantly weaker than his verbal and nonverbal reasoning abilities. These weaknesses exert a significant adverse effect on Eathan's ability to learn and are likely a significant source of frustration for him. Eathan has achieved levels of achievement that are, in general, significantly below those levels that would be expected on the basis of his intelligence. In addition, a specific significant weakness is present in his ability to perform arithmetic operations.

As a result, the first "handicap" that Eathan has to deal with is an apparent learning disability, indicated by both a significant disparity among his abilities, as well as a significant difference between expected and actual achievement scores.

Eathan's second source of "handicap" is his psychodynamic conflicts. Feelings of anxiety appear to be the most prominent source of emotional distress for Eathan. In addition, he is frequently depressed. Although less frequently angry, these episodes can result in angry outbursts, that, at times, when experienced with other feelings, may border on a weakness in reality testing. In other words, due to a confluence of feelings, Eathan at times may appear, and may actually be "out of it".

Eathan is in desperate need for human contact, with peers and with others. But what he so badly needs, is usually missing from his life, due to a variety of reasons, such as poor social skills, sense of inadequacy, fear of rejection, feelings of anxiety and depression. He finds animals to be nonthreatening and easier to relate with than humans. Therefore, he has many animals as pets. Unfortunately, this serves to exacerbate his alienation from peers, who may think that he is odd or strange as a result.

The two most major concerns are Eathan's potential for self-harm and aggression towards others. These concerns are based primarily on his feelings of alienation from and rejection by others. When these factors are blended with Eathan's potential for impulsive behavior, feelings of anger, and what at times appears to be a detachment from reality, no matter how brief, the potential for these behaviors are, unfortunately, not out of the question. If his affection for animals would devolve into aggressive behavior towards them, these concerns would rise dramatically.

The diagnoses presented are:

F40.248 Specific phobia, situational (school)
F40.10 Social anxiety disorder
F34.9 Persistent mood disorder, unspecified
F81.2 Specific learning disorder, With impairment in mathematics
F34.8 Disruptive mood dysregulation disorder

Two other diagnoses are considered, but not presented due to insufficient evidence at this time. One, 90.2, Attention-deficit/hyperactivity disorder, Combined presentation, has been noted in Eathan's history. However, current data do not support this diagnosis, perhaps due to the effectiveness of medication, as noted above.

The other considered diagnosis is F21 Schizotypal personality disorder.

In the American Psychiatric Association's DSM-5, Schizotypal personality disorder is defined as a "pervasive pattern of social and interpersonal deficits marked by acute discomfort with, and reduced capacity for, close relationships as well as by cognitive or perceptual distortions and eccentricities of behavior, beginning by early adulthood and present in a variety of contexts."[2]

At least five of the following symptoms must be present:

- ideas of reference
- strange beliefs or magical thinking
- abnormal perceptual experiences
- strange thinking and speech
- paranoia
- inappropriate or constricted affect
- strange behavior or appearance
- lack of close friends
- excessive social anxiety that does not abate and stems from paranoia rather than negative judgments about self.

A learning disability is also evident, which is an educationally handicapping condition.

The following recommendations are presented:

1) Eathan should continue to be involved with individual psychotherapy.
2) Mother and father should also be engaged in psychotherapy, in order to better learn how to deal with the challenges presented by Eathan
3) Home instruction should continue to be offered at this time.
4) Psychotropic medication must continue to be prescribed and closely monitored by a psychiatrist.
5) Eathan would benefit from a social skills counseling group.
6) Most importantly, a special therapeutic school setting should be considered for Eathan. Such a setting should provide individual and group psychotherapy, as well as medication management, under the supervision of professionals who are expert in child rearing. An appropriate combination and blending of appropriate discipline and support needs to be provided for Eathan in a twenty-four hour setting.
7) Testing modifications should be offered to Eathan, such as separate location and extended time.
8) It is not too early to discuss suitable post-high school plans with Eathan, as part of the attempts to heighten his level of motivation. He has many strengths, as well as interests, and he should be encouraged to explore activities and careers in these areas, while avoiding his areas of weakness.

It was a pleasure to work with Eathan. I trust that this assessment will be of assistance to you, to Eathan, and to all those who work with him. Please feel free to contact me if you have any questions or concerns.

Truly yours,

Charles Levner, Ph.D.

Charles Levner, Ph.D.

APPENDIX A

Description of the WIAT-III Subtests

Subtest	Administration Age	Description
Listening Comprehension	(Ages 4-17+)	The Listening Comprehension subtest contains two components: Receptive Vocabulary: Measures listening vocabulary. The student points to the picture that best illustrates the meaning of each word he or she hears. Oral Discourse Comprehension: Measures the ability to make inferences about, and remember details from, oral sentences and discourse. The student listens to sentences and passages and orally responds to comprehension questions.
Reading Comprehension	(Ages 6-17+)	Measures untimed reading comprehension of various types of text, including fictional stories, informational text, advertisements, and how-to passages. The student may read passages aloud or silently. After each passage, the student orally responds to literal and inferential comprehension questions that are read aloud by the examiner.
Sentence Composition	(Ages 6-17+)	The Sentence Composition subtest contains two components: Sentence Combining: Measures sentence formulation skills and written syntactic maturity. The student combines two or three sentences into one sentence that preserves the meaning of the original sentences. Sentence Building: Measures sentence formulation skills and written syntactic ability. For each item, the student is asked to write one sentence that uses a target word with appropriate context.
Word Reading	(Ages 6-17+)	Measures speed and accuracy of decontextualized word recognition. The student reads aloud from a list of words that increase in difficulty. The list of words is read without a time limit. The examiner records the student's progress after 30 seconds and continues administration until the discontinue rule is met or the last item is administered.
Essay Composition	(Ages 8-17+)	Measures spontaneous, compositional writing skills within a 10-minute time limit.
Numerical Operations	(Ages 5-17+)	Measures untimed, written math calculation skills in the following domains: basic skills, basic operations with integers, geometry, algebra, and calculus.

Oral Expression	(Ages 4-17+)	The Oral Expression subtest contains three components: Expressive Vocabulary: Measures speaking vocabulary and word retrieval ability. The student says the word that best corresponds to a given picture and definition. Oral Word Fluency: Measures efficiency of word retrieval (i.e. how easily he or she can produce words) and flexibility of thought processes. The student names as many things as possible belonging to a given category (i.e. animals, colors) within 60 seconds. Sentence Repetition: Measures oral syntactic knowledge and short-term memory. The student listens to sentences that increase in length and complexity and repeats each sentence verbatim.
Math Fluency – Addition	(Ages 6-17+)	Measures the speed and accuracy of a student's math (addition) calculations. The student solves written addition problems within a 60-second time limit.
Math Fluency – Subtraction	(Ages 6-17+)	Measures the speed and accuracy of a student's math (subtraction) calculations. The student solves written subtraction problems within a 60-second time limit.
Math Fluency – Multiplication	(Ages 8-17+)	Measures the speed and accuracy of a student's math (multiplication) calculations. The student solves written multiplication problems within a 60-second time limit.
Math Problem Solving	(Ages 4-17+)	Measures untimed math problem-solving skills in the following domains: basic concepts, everyday applications, geometry, and algebra. The student provides oral and pointing responses.