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NEUROPSYCHOLOGICAL EVALUATION

Name: Kayla Mostyn
Gender: Female
Age: 9 years, 7 months

Date of Report: 08/14/2018
DOE: 06/27/2018; 08/05/2018
DOB: 11/20/2008

Reason for Evaluation

Kayla is a nine-year-old, right-handed female brought for a neuropsychological reevaluation due to parent concerns regarding Attention-Deficit/Hyperactivity Disorder (ADHD), anxiety, poor coping strategies, and poor communication. Kayla's mother reported she displays irritability, high energy, falling, fatigue, concentration difficulties, poor impulse control, poor sleep, crying, moodiness, anxiety, and disruptive behavior. Kayla received a neuropsychological evaluation by Dr. Kristjan Olafsson on March 13, 2015 and was diagnosed with Unspecified Neurocognitive Disorder and Pervasive Developmental Delay. Kayla will be entering the fourth grade this fall and her mother reported she is making average to poor grades.

Developmental History

Kayla's mother reported Kayla was born in Toronto, Canada and 2.5 weeks premature. No pre- or post-natal health concerns were reported. Kayla's mother reported she walked, spoke her first words, and spoke in short sentences by 1 year of age. Kayla's mother reported she received physical therapy from 6 months to 1 year of age. Her mother reported no socialization difficulties for her. She reported Kayla has difficulties with coordination. Kayla's mother reported Kayla has three brothers (12, 7, and 2 years) and resides with his parents and siblings.

Kayla will be entering the fourth grade at Avalon Elementary in Orange County. Her mother reported she is educated according to an Individual Education Plan (IEP). Kayla's mother reported she has difficulties with reading. She reported Kayla has friends at school.

Kayla's mother reported Kayla gets good dietary intake and exercise. She reported minimal caffeine consumption. Kayla's mother reported she takes Adderall (5 mg) and Clonidine (0.2 mg) daily, which is prescribed by her pediatrician. She reported Kayla makes threats to harm herself and others when extremely agitated. Kayla's mother denied any attempts to cause serious injury to herself nor others. No serious medical conditions, surgeries, nor serious injuries were reported. No history of psychiatric nor psychological treatment was reported. Kayla's mother reported the family history is positive for Autism.

Sources of Data

Clinical Interview, Wechsler Intelligence Scale for Children-V, Children's Memory Scale, Wechsler Individual Achievement Test-III, NEPSY-II (Design Copying), Grooved Pegboard, Conners Continuous Performance Test-3, Delis-Kaplan Executive Function System (Verbal Fluency-FAS, Color-Word Interference), Trail Making Test, Behavior Assessment System for Children-3 (Parent & Self), Vineland Adaptive Behavior Scales-3, Autism Spectrum Rating Scales (Parent)

Behavioral Observations

Kayla presented with neat dress and good hygiene. She appeared of average height and weight for her age. She ambulated independently, with steady gait. She displayed spontaneous conversation and circumstantial speech, such as telling the interviewer unrelated stories in the middle of tasks. Her eye contact appeared within normal limits. Kayla displayed hyperactive, impulsive, and inattentive behaviors, including jumping in her chair, playing with the blinds, and struggling to attend to and follow verbal instructions. Kayla frequently interrupted and talked over the examiner. She displayed poor frustration tolerance and irritability during a task of sustained visual attention. Due to Kayla's inattention and impulsivity, results may underestimate her abilities but appear to be a valid and reliable representation of her current level of functioning.

Test Results and Findings

The WISC-V was administered to measure Kayla's intellectual functioning compared to same-age peers. Kayla's Full-Scale IQ of 91 falls within the average range at the 27th percentile. Her verbal comprehension index score was significantly greater than her visual spatial, processing speed, and working memory index scores. Her working memory index score was also significantly lower than her fluid reasoning index score.

Kayla achieved a Verbal Comprehension Index score of 108, which falls within the average range at the 70th percentile. Kayla performed within the above-average range (75th percentile) on a subtest of abstract verbal abilities. She performed within the average range (63rd percentile) on a subtest of word knowledge/language development.

Kayla achieved a Visual Spatial Index score of 86, which falls within the below-average range at the 18th percentile. She performed within the impaired range (9th percentile) on a subtest of abstract visual construction. She performed within the average range (37th percentile) on a subtest of visual problem-solving ability.

Kayla achieved a Fluid Reasoning Index score of 94, which falls within the average range at the 34th percentile. She performed within the above-average range (75th percentile) on a subtest of visual-spatial fluid reasoning. She performed within the impaired range (9th percentile) on a subtest of quantitative and analogical reasoning.

Kayla's Working Memory Index score was 76, which falls within the impaired range at the 5th percentile. She performed within the below-average range (25th percentile) on a subtest of immediate verbal recall of numbers. She performed within the impaired range (2nd percentile) on a subtest of recalling and sequencing a series of pictures.

Kayla achieved a Processing Speed Index score of 86, which falls within the below-average range at the 18th percentile. She performed within the average range (37th percentile) on a subtest of visual scanning ability and within the impaired range (9th percentile) on a subtest of visuomotor processing speed.

Children’s Memory Scale

The Children’s Memory Scale was administered, which assesses memory, attention and concentration, and learning. On visual memory tests, Kayla performed within the below-average range on tests requiring immediate recall and the impaired range on tests requiring delayed recall. On verbal memory tests, she performed within the impaired range on tests requiring immediate and delayed recall. She performed within the below-average range on tests of attention and concentration and tests of learning. Kayla’s General Memory composite of 70 falls within the impaired range at the 2nd percentile.

Primary Indexes	Index	Percentile	Description
Visual Immediate	85	16	Below Average
Visual Delayed	78	7	Impaired
Verbal Immediate	75	5	Impaired
Verbal Delayed	78	7	Impaired
Attention/Concentration	88	21	Below Average
Learning	88	21	Below Average
General Memory	70	2	Impaired

Conners Continuous Performance Test-3rd Edition

The CPT3 involves maintaining visual attention to a dull and repetitive stimulus over an extended period. The CPT3 assesses inattention to the stimuli (omission errors), impulsive responses to the stimuli (commission errors), response time, and variability in response time over trials. Kayla’s profile of scores and response pattern is associated with a high likelihood of having a disorder characterized by attention deficits and is indicative of issues related to inattentiveness, impulsivity, and sustained attention.

Measure	T-Score	Percentile	Description	Interpretation
Omissions	52	58	Average	Average rate of missed targets.
Commissions	59	82	High Average	Slightly above-average rate of incorrect responses to non-targets.
Hit Reaction Time (HRT)	56	73	A Little Slow	Slightly slow mean response speed.
Variability	76	>99	Very Elevated	Very high variability in reaction-time consistency.

Executive Functioning

Kayla's performance on tests of higher-order cognitive functions was average to above average. She performed within the above-average range (84th percentile) when required to quickly access her verbal lexicon. She performed within the average range (32nd percentile) on a task requiring her to attend to multiple complex stimuli. She demonstrated average verbal inhibition (63rd percentile) when presented with color and word choices.

Visuomotor Integration

Kayla performed within the impaired range on a test of visuomotor integration. On the NEPSY-II Design Copying subtest, Kayla scored below the 1st percentile for her age.

Motor Functioning

On a test of fine-motor speed and coordination, Kayla performed within the impaired range when using her dominant (1st percentile) and non-dominant (<1st percentile) hands. Visual and auditory modalities appeared intact.

Language Functioning

The language battery of the WIAT-III was administered to assess Kayla's receptive and expressive language skills. Kayla performed within the average range on the Listening Comprehension subtest and the above-average range on the Oral Expression subtest. Kayla's Oral Language composite score of 108 falls within the average range at the 70th percentile.

Subtest	Standard Score	Percentile	Description
Listening Comprehension	103	58	Average
Oral Expression	111	77	Above Average

Subtest Component	Standard Score	Percentile	Description
Receptive Vocabulary	115	84	Above Average
Oral Discourse Comprehension	91	27	Average
Expressive Vocabulary	97	42	Average
Oral Word Fluency	105	63	Average
Sentence Repetition	125	95	Superior

Psychological Functioning

Clinical Interview

Kayla's mother described her as very loving, caring, and kind. She reported Kayla has a great personality, is social, and loves to be with friends. Kayla's mother expressed concerns regarding Kayla's difficulties with coping skills, being overly sensitive, and concentrating. She reported Kayla misunderstands, jumps to conclusions, and loses her temper easily. She reported Kayla is impulsive, gets easily frustrated, and loses focus easily. During testing, Kayla presented as hyperactive, impulsive, and inattentive. She displayed poor frustration tolerance and irritable affect. Her thought processes appeared circumstantial. There was no evidence of bizarre nor morbid ideations. She did not present as a danger to herself nor others.

Behavior Assessment System for Children 3-Parent Rating Scale

Kayla's mother completed the parent version of the BASC-3 to provide information regarding Kayla's emotional/behavioral functioning compared to same-age peers. Within the clinical domain, the Hyperactivity and Depression scales fell within the clinically significant range, and the Aggression, Anxiety, and Attention Problems scales fell within the at-risk range. Within the adaptive domain, the Leadership and Functional Communication scales fell within the at-risk range.

BASC-3 Domain	Parent Rating
<i>Externalizing Problems</i>	<i>Clinically Significant</i>
Hyperactivity	Clinically Significant
Aggression	At-Risk
Conduct Problems	Average
<i>Internalizing Problems</i>	<i>At-Risk</i>
Anxiety	At-Risk
Depression	Clinically Significant
Somatization	Average
<i>Behavioral Symptoms Index*</i>	<i>At-Risk</i>
Atypicality	Average
Withdrawal	Average
Attention Problems	At-Risk
<i>Adaptive Skills</i>	<i>Average</i>
Adaptability	Average
Social Skills	Average
Leadership	At-Risk
Activities of Daily Living	Average
Functional Communication	At-Risk

*Includes Hyperactivity, Aggression, Depression, and Attention Problems scales

Behavior Assessment System for Children 3-Self-Report of Personality

Kayla completed the self-report version of the BASC-3. She reported no elevated difficulties compared to same-age peers.

BASC-3 Domain	Self-Rating
<i>School Problems</i>	<i>Average</i>
Attitude to School	Average
Attitude to Teachers	Average
<i>Internalizing Problems</i>	<i>Average</i>
Atypicality	Average
Locus of Control	Average
Social Stress	Average
Anxiety	Average
Depression	Average
Sense of Inadequacy	Average
<i>Inattention/Hyperactivity</i>	<i>Average</i>
Attention Problems	Average
Hyperactivity	Average
<i>Emotional Symptoms Index</i>	<i>Average</i>
<i>Personal Adjustment</i>	<i>Average</i>
Relations with Parents	Average
Interpersonal Relations	Average
Self-Esteem	Average
Self-Reliance	Average

Autism Spectrum Rating Scale-Parent Report

Kayla's mother completed the ASRS, a scale designed to assess behavioral symptoms associated with Autism Spectrum Disorder (ASD). Parent ratings suggest Kayla displays slight difficulties developing and maintaining relationships with adults and focusing her attention.

ASRS Scales	T-Score	Percentile	Classification
Social/Communication	46	34	Average
Unusual Behaviors	51	55	Average
Self-Regulation	64	92	Slightly Elevated
Total Score	54	68	Average
DSM-V Scale	53	61	Average

ASRS Treatment Scales	T-Score	Percentile	Classification
Peer Socialization	51	55	Average
Adult Socialization	60	84	Slightly Elevated
Social/Emotional Reciprocity	48	42	Average
Atypical Language	44	27	Average

Stereotypy	42	21	Average
Behavioral Rigidity	57	77	Average
Sensory Sensitivity	47	39	Average
Attention	63	91	Slightly Elevated

Adaptive Functioning

Kayla's mother completed the Vineland-3 to provide information regarding Kayla's adaptive functioning compared to same-age peers. Within the Communication domain, she received a standard score of 77, which falls within the impaired range at the 6th percentile. Within the Daily Living Skills domain, she received a standard score of 83, which falls within the below-average range at the 13th percentile. Within the Socialization domain, she received a standard score of 92, which falls within the average range at the 30th percentile. Her overall Adaptive Behavior Composite score of 81 falls within the below-average range at the 10th percentile.

Summary

Kayla is a nine-year-old, right-handed female brought for a neuropsychological reevaluation due to parent concerns regarding Attention-Deficit/Hyperactivity Disorder (ADHD), anxiety, poor coping strategies, and poor communication. Kayla's mother reported she displays irritability, high energy, falling, fatigue, concentration difficulties, poor impulse control, poor sleep, crying, moodiness, anxiety, and disruptive behavior. Kayla received a neuropsychological evaluation by Dr. Kristjan Olafsson on March 13, 2015 and was diagnosed with Unspecified Neurocognitive Disorder and Pervasive Developmental Delay. Kayla will be entering the fourth grade this fall and her mother reported she is making average to poor grades.

Results indicate Kayla's general intellectual functioning is within the average range, with a relative strength in verbal comprehension and relative weaknesses in working memory. Her general memory functioning was impaired. She performed within the below-average to impaired range on visual memory tests. She performed within the impaired range on verbal memory tests. She performed within the below-average range on brief tests of attention and concentration and tests of learning. Her performance on a test of sustained visual attention was highly indicative of a disorder characterized by attention deficits and difficulties with inattentiveness, impulsivity, and sustained attention. Her performance on tests of higher-order cognitive functions was average to above average. Her divided attention and verbal inhibition were average and her ability to access her verbal lexicon was above average. Her visuomotor integration and fine-motor speed and coordination were impaired. Her listening comprehension was average and oral expression performance was above average.

Parent ratings of Kayla's emotional/behavioral functioning indicate she demonstrates significantly more behaviors related to hyperactivity and depression, and moderately more behaviors related to aggression, anxiety, and attention problems than same-age peers. Parent ratings indicate moderate difficulties with leadership and functional communication. On a self-report measure, Kayla reported no difficulties compared to her same-age peers. Parent ratings on a scale designed to assess behavioral symptoms associated with Autism Spectrum Disorder (ASD) indicate minimal behaviors consistent with ASD, including self-regulation. Parent ratings of adaptive functioning suggest impaired communication, below-average daily living, and average socialization skills.

Impressions & Recommendations

Results are consistent with a diagnosis of Attention-Deficit/Hyperactivity Disorder (ADHD), Combined Presentation, as evidenced by impaired performance on tests of working memory, visual and verbal memory, and attention and concentration, as well as significant hyperactive, impulsive, and inattentive behaviors. Impaired performance on tests of visuomotor integration and fine-motor speed and coordination suggest a possible Developmental Coordination Disorder. Parent reports indicate Kayla demonstrates minimal behaviors associated with Autism Spectrum Disorder, which appear better accounted for by her hyperactivity, impulsivity, and inattention. Mood and behavior difficulties also appear secondary to the effects of hyperactivity, impulsivity, and inattention upon daily functioning.

Kayla may have difficulty with tasks requiring attention and concentration and be easily distracted when engaged in tasks. She may require increased time to complete tasks. She may benefit from repetition of information and visual cues to facilitate improved memory and learning. She may have difficulty with emotional and behavioral regulation and impulsivity.

Kayla likely will benefit from continuing to receive academic accommodations and services through her Individual Education Plan (IEP). Academic accommodations may include: preferential seating, increased time to complete tests and assignments, a testing environment with limited distractions, and prompting to initiate and review completed work. She may require increased structure in the organization of tasks and assignments and benefit from use of a visual schedule. She may benefit from having multi-step assignments divided into individual tasks. She may benefit from access to brief breaks and opportunities for increased movement. She may benefit from opportunities to learn and practice self-monitoring skills at school.

Kayla may benefit from continued medication management and behavioral therapy to help her develop improved attention, behavioral control, and frustration tolerance. Services which involve parent training to help her parents develop behavioral interventions in the home to address issues related to hyperactivity, impulsivity, inattention, and emotional regulation may be beneficial.

An occupational therapy evaluation is recommended to further assess Kayla's fine-motor skills.

Diagnosis

F90.2 Attention-Deficit/Hyperactivity Disorder, Combined Presentation

F43.25 Adjustment Disorder with mixed disturbance of emotions and conduct

Thank you for referring Kayla to our office for an evaluation. Counseling and parent behavioral training services are available in our office. Please contact us for any additional assistance.



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Mostyn, Kayla