PSYCHOLOGICAL EVALUATION

IDENTIFYING DATA

Name: [redacted]
Date of Birth: 1/20/02
Dates of Evaluation: 1/20/16, 2/19/16, 2/23/16, 2/25/16
Age: 14

REASON FOR EVALUATION

Hanoch was tested as part of the triennial evaluation process.

TESTS ADMINISTERED

Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V)
Vineland Adaptive Behavior Scales – 2nd Edition (Vineland – II) Teacher Rating Form
Human Figure Drawing
Review of School Records
Student Interview
Teacher Interview

BACKGROUND INFORMATION

[redacted] is a 14 year old young man with Down syndrome who attends a self-contained class at the Rockland Institute for Special Education (RISE). [redacted] is classified with an Intellectual Disability. He has a one-to-one aide due to behavior management concerns. [redacted] receives speech/language therapy and occupational therapy twice a week, respectively, as related services. In addition to his academic curriculum, [redacted] participates in a pre-vocational training program three mornings a week where he is learning basic work skills.

[redacted] lives at home with his parents and three siblings. He is the youngest child in the family and has two sisters aged 17 and 20, and a brother, aged 15. According to school records, [redacted] presently takes clonidine and abilify to address behavioral concerns. [redacted] is right handed.

His teacher reports that [redacted]s cognitive and academic abilities are well below grade level. Hanoch displays significant delays in both receptive and expressive language. His reading fluency and decoding skills are on a first grade level, while his reading comprehension ability is even more delayed. [redacted] is able to solve simple addition and subtraction problems using manipulatives and is currently learning to tell time in five minute increments.

According to his teacher, [redacted] is a sociable student who enjoys interacting with peers and adults. He is generally cooperative and complies with directions. [redacted] is eager to please others and takes pride in his accomplishments.

On his most recent school psychological evaluation dated 9/10/12, Hanoch obtained a Full Scale IQ score of 42 on the Wechsler Intelligence Scale for Children – IV (WISC-IV), with a Verbal Comprehension Index score of 55, a Perceptual Reasoning Index score of 49, a Working Memory Index score of 54 and Processing Speed Index score of 50.

BEHAVIORAL OBSERVATIONS

Hanoch's evaluation was conducted over four sessions. Hanoch presented with a cheerful disposition. He was pleasant and cooperative throughout the evaluation. Hanoch seemed pleased to work with the examiner and displayed a big smile when he entered the office.

Hanoch readily answered all questions and made efforts to comply with testing demands. He was soft spoken and displayed sporadic eye contact. Hanoch had a tendency to repeat the last word of each verbal item that was presented with a questioning intonation before responding, and often needed questions to be repeated. Hanoch generally appeared focused and looked carefully at the stimulus materials. Although he often fiddled with his clothing, he appeared to be attending to the tasks at hand. Hanoch did not initiate any casual conversation with the examiner and did not ask any questions about the assessment process.

H[redacted] was able to offer partial responses to several basic questions that asked about personal information and general knowledge. He was able to state his full name and wrote both his first and last names slowly and carefully. H[redacted] knew his correct age and birthday. He did not, however, know the year in which he was born. H[redacted] had difficulty stating his complete address and did not know his telephone number, responding "734". He stated that he lived in "Monsey, New York". H[redacted] did not know which day of the week or month of the year it currently was. He became confused with these questions, and replied "October?" when asked about the day, "January 20th October?", when asked about the month, and "Monsey, New York", when questioned about the year. [redacted] was able to recite the days of the week in order, but omitted November when stating the months of the year. He was able to name three of the four seasons. [redacted] counted from 1 to 20 without errors, but then began skipping numbers. He was able to provide the name of his school as well as the names of his teachers and classmates. When asked what he likes to do, [redacted] noted that he likes to "watch video".

[redacted] appeared motivated and put forth good effort throughout the testing sessions. It is believed that the results of this evaluation are an accurate reflection of [redacted] abilities at this time.

TEST RESULTS

Wechsler Intelligence Scale for Children– Fifth Edition (WISC-V)

	Composite Score	Percentile Rank
Verbal Comprehension Index	45	< 0 .1
Visual Spatial Index	49	< 0 .1
Fluid Reasoning Index	58	0. 3
Working Memory Index	51	0 .1
Processing Speed Index	45	< 0 .1
Full Scale IQ	43	< 0 .1

Verbal Comprehension		Visual Spatial		Fluid Reasoning	
Similarities	1	Block Design	2	Matrix Reasoning	1
Vocabulary	1	Visual Puzzles	1	Figure Weights	4

Working Memory		Processing Speed	
Digit Span	1	Coding	1
Picture Span	2	Symbol Search	1
		(Cancellation)	(1)

Vineland Adaptive Behavior Scales – Second Edition (Vineland – II) Teacher Rating Form

	Standard Score	Percentile Rank
Communication Domain	62	1.0
Daily Living Skills Domain	60	0.4
Socialization Domain	66	1.0
Adaptive Behavior Composite	61	0.5

The Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V) was used to assess [redacted]'s overall intellectual functioning and cognitive strengths and weaknesses. [redacted] obtained a Full Scale IQ score of 43 which places him below the 0.1 percentile. This score falls in the Extremely Low range of intellectual functioning compared to other children his age.

[redacted] obtained a Verbal Comprehension composite score of 45 (< 0.1 percentile) which falls in the Extremely Low range of performance. The Verbal Comprehension Index measures the ability to apply acquired word knowledge and involves verbal concept formation, reasoning and expression. No significant strengths or weaknesses were noted on either of the subtests in this area.

On the Visual Spatial Index, [redacted] earned a standard score of 49 (< 0.1 percentile), which is in the Extremely Low range of performance. The Visual Spatial Index is a measure of the ability to analyze visual stimuli and to understand visual spatial relationships in order to construct geometric designs from a model. It involves visual spatial reasoning, synthesis of part-whole relationships, attention to visual detail, and visual-motor integration. No significant discrepancies in performance were noted on these subtests. On Block Design, [redacted] verbalized his steps as

he copied the designs. On Visual Puzzles, Hanoch needed occasional prompts to select three response options to reconstruct a puzzle from the array of choices, as required by the task.

earned a composite score of 58 (0.3 percentile) on the Fluid Reasoning Index, which falls in the Extremely Low range of functioning. The Fluid Reasoning Index measures the ability to identify and apply conceptual relationships among visual stimuli. It requires inductive and quantitative reasoning, visual intelligence, simultaneous processing, and abstract thinking. There was a significant difference between 's subtest standard scores in this index at the .05 significance level. performed significantly better on the Figure Weights subtest than on Matrix Reasoning.

obtained a Working Memory composite score of 51 (0.1 percentile), which falls at the Extremely Low range of intellectual functioning. The Working Memory Index measures concentration, attention, auditory and visual discrimination, and mental manipulation of information. performed similarly on both subtests in this index. The longest sequence of numbers that was able to recall verbatim on the digit span subtest was three. He was unable to repeat number sequences in reverse order, a task that requires transformation of information and mental manipulation, and instead repeated the sequences exactly as they were presented. Similarly, on the Digit Span Sequencing component, repeated the number sequences verbatim and was unable to rearrange them in ascending order. On the Picture Span subtest, where pictures need to be remembered in the order presented, had particular difficulty remembering the correct sequence.

obtained a Processing Speed Composite score of 45 (< 0.1 percentile), which falls at the Extremely Low range of intellectual functioning. The Processing Speed index assesses psychomotor speed, visual scanning, visual discrimination, visual-motor coordination, short-term visual memory, concentration, and decision making. On the Coding subtest, required additional explanation and practice in order to grasp the task demands. He worked very slowly and had difficulty accurately forming the symbols. Ongoing prompts were needed to encourage to go in order, not skip any items and proceed to the next line. He reproduced nine symbols correctly and made two errors. appeared unable to comprehend the task demands on the Symbol Search subtest. Despite repeated explanation and demonstrations, obtained a raw score of zero. Rather than selecting one response to indicate whether a target symbol was present, drew lines both through a symbol as well as the "no" box on every item. As a result, Cancellation, a supplementary subtest that similarly measures processing speed in marking target objects, was also administered. Although understood the requirements of this task, his speed was quite slow. While did not make any errors, he failed to scan the pages in a systematic manner and left out many correct objects.

Although his performance on all of the WISC-V subtests was very low, Hanoch displayed a relative strength on the Fluid Reasoning Index at the .15 level of significance when compared to the overall mean for the five primary index scores. In addition, there was a significant discrepancy between the Fluid Reasoning Index and both the Verbal Comprehension Index and Processing Speed Index, respectively, at the .05 level of significance. These significant differences are due to 's performance on the Figure Weights subtest, one of the two subtests that comprise the Fluid Reasoning Index. showed a relative strength in the

Figure Weights subtest when compared to the mean scaled score for the ten primary subtests (MSS-P) at the .01 significance level. This suggests that while his performance in all areas is in the Extremely Low range, Hanoch may have a relative strength in linking visual information to quantitative and semantic concepts.

's teacher assessed his current adaptive behavior in response to the Vineland-II Teacher Rating Form. Based on her ratings, an Adaptive Behavior Composite of 61 was obtained, placing Hanoch's overall level of adaptive functioning at the 0.5 percentile compared to other individuals his age. His score is considered to be in the Low adaptive level and suggests mild deficits in overall adaptive behavior functioning. 's standard score on the Communication Domain was 62 with a percentile rank of 1. displayed a relative strength in the Receptive subdomain when compared to his performance in the other Communication subdomains. Hanoch obtained a standard score of 60 on the Daily Living Skills Domain with a percentile rank of 0.4. He earned a standard score of 66 on the Socialization Domain with a percentile rank of 1. exhibited a relative strength in the Coping Skills subdomain when compared to his performance in the other Socialization subdomains. All of 's Domain standard scores on the Vineland-II fall in the Low adaptive level and indicate mild deficits in all areas of adaptive functioning. There were no areas of personal strength or weakness in any of the behavior domains.

The Woodcock- Johnson III Tests of Achievement was administered to by his teacher on January 15, 2016. 's scores on all of the subtests were significantly below grade level and fell within the very low range of performance. He obtained a standard score of 6 on Math Calculation Skills with a grade equivalent of K.8. His Broad Math standard score, which measures mathematical reasoning and problems solving skills, was 1, with a grade equivalent below kindergarten. earned a standard score of 46 (percentile rank < 1) on Basic Reading Skills, with a grade equivalent of 1.7. His Broad Reading standard score which measures decoding, reading speed and comprehension, was 23 (percentile rank < 1), with a grade equivalent of 1.2.

The Human Figure Drawing was administered both as a screening test of 's graphomotor skills as well as a projective measure. 's drawings appeared significantly delayed. His performance was equivalent to that of a 4 year, 6 month old child when scored according to the Goodenough Scale in terms of the details included. His figures were crude stick figures and displayed only rudimentary differentiation between males and females in appearance. Hanoch drew very small figures in the left hand corner of the page. They each contained a circular head, with vertical lines indicating eyes. The male figure had a straight lined mouth, while the female figure had a frown. The male figure had two stick arms protruding directly from the head, while the female figure had both stick arms and legs which were attached directly to the head. Both figures had hair, and the male had a "kippah" as well. Hanoch needed several prompts to begin drawing and was also slow to respond to questions about his figures. He identified the male as "Hanoch" and said he was smiling. He stated that the female was "Malky" and she was feeling sad. He did not provide any further information about his drawings.

SUMMARY

[redacted] is a 14 year old young man with Down Syndrome who attends the Rockland Institute for Special Education (RISE). [redacted] is classified with an Intellectual Disability and receives speech/language therapy and occupational therapy as related services.

Current testing indicates that [redacted]'s overall intellectual functioning is in the Extremely Low range. All Primary index scores were likewise in the Extremely Low range. [redacted] displays low overall adaptive skills as well as low functioning in all domains of adaptive behavior. These scores suggest mild deficits in his ability to handle everyday demands at home and school. Academic achievement in all areas is significantly below grade level for students his age. [redacted] displays considerable delays in receptive and expressive language which likewise impede his academic performance.

[redacted]'s current evaluation continues to reflect significant delays in cognitive functioning, receptive and expressive language, motor skills and daily living skills. [redacted] continues to require placement in a special education setting with a small structured classroom as well as therapeutic services to best address his needs and further his development.

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