

Psychoeducational Evaluation

Name: Marilyn
Date of Birth: 04/21/1966
Date of Testing: 06/01/2011; 06/20/2011

Basis for Evaluation:

Clinical Interview
Behavioral Observations
Conners' Continuous Performance Test (CPT II)
Nelson-Denny Reading test
Wechsler Adult Intelligence Scale – IV (WAIS-IV)
Woodcock-Johnson III – Tests of Achievement (WJ III – ACH)

Reason for Referral

Marilyn entered the University in June of 2010 as a graduate student in the Community Counseling program. At that time, her documentation of an Auditory Processing Disorder from 1999 was accepted. However, she was told that within the first year of her graduate program she would need to schedule psycho-educational testing with the University's Student Psychological and Testing Services office so that her disability information could be updated. This was necessary because Marilyn wanted to ensure that she could request accommodations for the National Board of Certified Counselor's exam she would be taking once she neared the end of her graduate program.

Background Information

Marilyn originally referred herself for testing of a possible learning disability in 1999 when she was a student at St. Philip's College, a college of the Alamo College District in San Antonio, Texas. At that point, she reported that she was seeking assessment because she felt that her grades did not reflect the amount of time she spent studying. Marilyn reported in 1999, that she had previously been diagnosed with a learning disability in mathematics, but the examiner (in 1999) felt it was unclear if she had been formally diagnosed previously or if her statement had something to do with the college placement testing she took upon entry into a community college in Rhode Island.

Marilyn reports a history of tinnitus, migraines, fibromyalgia, and chronic fatigue; as well as neck, back and foot injuries. She also related that she was treated for Anorexia Nervosa in the 7th grade and missed several months of school during the treatment.

In October of 2010, Marilyn had an appointment with one of the psychiatrists at St. Mary's University's Student Psychological and Testing Services office. At that time, the psychiatrist reported that Marilyn stated that she had come to the office to see a psychiatrist because she needed stimulants to control her ADHD and her VA doctor had told her that he felt she did not have ADHD and therefore would not give her a prescription for stimulants. The psychiatrist prescribed a stimulant for one month and instructed Marilyn to be re-tested immediately for ADHD, because he would need the results of the assessment before deciding

whether or not to renew her prescription. Marilyn did not schedule her re-assessment until 6 months later (April 2011), so her prescription was not renewed by the psychiatrist she saw at the University. She stated that she is currently on ADHD medication. However, current medications have not been verified, as she would not share medication information with the examiner.

Behavioral Observation – Please read this section of the report LAST!

Marilyn's psycho-educational assessment was originally begun by one of the doctoral-level practicum students working in the Student Psychological and Testing Services office. However, on the day scheduled for the first 1/3 of the assessment, Marilyn related that she had taken her ADHD medication, so it was not possible to proceed with the ADHD assessment because the medication interferes with the assessment for ADHD.

Marilyn said that she could not stop taking her ADHD medication during the semester because she felt it would be detrimental to her successfully completing her school work, so her re-assessment was put off until after the completion of the spring 2011 semester. The assessment was completed in June by one of the psychologists of the Student Psychological and Testing Services office.

Marilyn only wanted to "be off" her ADHD medication a "couple of times". Therefore, her full psycho-educational assessment was conducted in only two separate testing sessions, instead of the usual three sessions. During her first session, the Nelson-Denny Reading Test, Conners' Continuous Performance Test II (CPT-II), and half of the Wechsler Adult Intelligence Scale-IV (WAIS-IV) were administered. The WAIS-IV was completed during the second testing session, as was the Woodcock-Johnson III: Tests of Achievement.

It was apparent from the beginning of the first testing session that Marilyn had trouble listening to and/or reading and following directions. Directions for the Nelson Denny Reading test, a computerized test, were administered orally and were also presented visually on the computer screen. Marilyn was instructed to let the examiner know when she finished the test and not to hit any additional keys on the computer after the test had ended. Instead of doing this, she hit several keys after finishing the test, which resulted in her deleting her own testing results. As a consequence, she had to retake the entire test because her scores could not be recovered. The CPT-II begins with the directions printed on the computer screen so the examinee can read them while they are being presented orally. The directions instruct the, examinee to hit the spacebar whenever a letter appears, unless the letter is an X. Examinees are told to avoid clicking the spacebar whenever the letter X appears. Once an examinee has read the directions and asked if they understand them, he/she is instructed to hit "start" to begin a brief practice period that duplicates the testing process. Marilyn started this practice period by hitting start and then she sat and stared at the screen. After approximately a minute, she was asked why she wasn't doing what the directions told her to do and she remarked, "What directions." Once the practice period ended (it can't be stopped once it begins), the examiner went back to the beginning of the practice period and pointed out the directions that were supposed to be followed and Marilyn remarked, "Oh, those directions." The trial period was once again started and after a short delay, Marilyn began to interact with the testing program. It was explained to her twice that this particular assessment was a timed assessment and yet she talked almost continuously

throughout the assessment. She complained about the test itself and how it was making her anxious, and she also verbally listed all of her concerns about her graduate program. At one point, she even got up out of her seat, riffled through her purse (which was sitting on a desk behind her), extracted something from it, and then sat back down at the computer. All the time she was doing this, the assessment, on the computer, continued to run.

The examiner and examinee paused for a short break between the administration of the CPT-II test and the Wechsler Adult Intelligence Scale – IV (WAIS-IV) test. It should be noted that Marilyn obtained only one subtest scaled score in the average range (9-11) on the WAIS-IV and that the rest of her obtained scores ranged from a low of 3 (deficit range) to a high of 7 (borderline range). Again, Marilyn talked almost continuously throughout the test, including during the Block Design, Arithmetic, Symbol Search, Visual Puzzles, and Coding subtests all of which were timed.

On the first subtest administered, Block Design, when Marilyn got to both block design 8 and block design 9, she just sat and stared at the blocks she was supposed to use to recreate the stimulus designs 8 and 9; she never attempted to put the blocks together into the required design. The Vocabulary subtest is the fifth subtest of the WAIS-IV to be administered. When she was asked to “tell” what plagiarism is, she spent 15 minutes telling the examiner that she had been accused of plagiarizing by one of her professors (and that she didn’t do it or if she did do it, it was because she had to) and finally, after being brought back to task several times, she finally gave the correct answer. On the Information subtest, she repeatedly remarked to the examiner, that the examiner was making her feel stupid with the questions of the subtest. Out of the 9 items that were administered before she hit the cutoff ceiling, she got only 6 correct. Out of curiosity, the examiner administered the next 6 items to Marilyn to see if she knew any of the answers. Of the additional 6 administered, she was only able to answer 2 of them correctly. On this particular subtest, she answered that carbon dioxide and water made up water; she had no clue who wrote Hamlet; she answered with “western” when asked on what continent is Brazil; when asked who Cleopatra was, she remarked a romantic woman in Hamlet; answered that George Washington was the president during the Civil War; and that Ben Franklin is the person associated with the Theory of Relativity.

The last battery administered was the Woodcock-Johnson III: Tests of Achievement, Marilyn scored in average range only in the areas of, decoding words being read, spelling, writing samples, and academic skills. Once again, she had trouble listening to and following directions during testing. On numerous occasions during this battery, directions had to be presented 2-3 times and she still had a great deal of difficulty completing tasks. She also talked throughout the administration of this battery. She would start to give an answer to an item and part way through the answer (or instead of an answer) she would start talking about issues with her graduate program. In fact during the Calculation subtest (math problems she was to work - that are already set up on a sheet of paper); she talked for 10 minutes about “issues” prior to even beginning the subtest. Marilyn also seemed very impulsive. She would quickly write down an answer to a problem and then would go back and erase the answer or part of her work, time and time again. Part way through the subtest she remarked, “I feel like such an idiot. I don’t remember half this stuff. I’m allergic to math – they say I’m dyscalculic.” In addition, she got up during the subtest and got something out of her bag to drink. Approximately half way through this subtest, Marilyn

started talking about being in an accident two weeks before and related that she had broken her elbow (it should be noted that there was no cast or wrap of any type on her arm) in the accident. At this point, she got up from the testing table and picked up a pillow sitting on a bookshelf (behind her), brought it back to the table and rested her elbow on the pillow for the rest of the assessment.

After the directions for the Writing Fluency subtest* were presented, Marilyn just sat and looked at the testing booklet. The directions were repeated a second time and she was asked if she understood them. Instead of answering the question, her comment was, "But that's plagiarizing to use the words already written!" The examiner explained that it was not plagiarizing; that plagiarizing had to do with turning in work that contained information from another author (or authors) and then not citing which parts of your work were from the author(s). Marilyn finally began the subtest but wrote extremely slowly and wrote long expansive sentences. She only completed 18 of the 40 stimulus items and four of the ones she completed were incorrect.

* Writing Fluency directions: Start here (examiner points to starting point) and write a sentence for each picture and its three words. You may use the words in any order, but do not change the word in any way...Keep your sentences short and work as fast as you can...

Example:

this
ball
big



During the administration of the Passage Comprehension subtest, the examinee can either read short passages that have a word missing, silently or aloud. Marilyn chose to read the passages aloud. Her approach was to read each passage as though she was reading a story to a child. She put great inflection into her reading, but her facial features never changed. In addition, as she moved from one passage to another she would sigh heavily just before starting to read the new passage.

The Woodcock-Johnson has 3 subtests that require the examinee to work math problems. While the Calculation and the Math Fluency subtests have the math problems already set-up and ready to work, the Applied Problems subtest are "word" problems that require the examinee to figure out what information in the problem needs to be used to solve the applied problem. Once the examinee has decided what information to use, he/she then must set-up and work the problem. Each problem is read to the examinee; plus the examinee has the problem or information from the problem printed on his/her side of the testing book so that he/she can reread the problem as many times as necessary. Marilyn asked repeatedly for problems to be reread to her. After she had asked several times for

problems to be reread, the examiner pointed out that information about the problem or the entire problem were written out on her side of the testing book. Even though Marilyn had been looking directly at the testing book since the beginning of the subtest, she seemed surprised to discover that there was information about the problem or the text of each problem printed on her side.

Finally, on the Writing Samples subtest, Marilyn was asked to complete individual writing tasks by following specific directions for each item. She used a mechanical pencil to complete this subtest. She repeatedly extended the lead of the pencil so that it stuck out about an inch beyond the end of the barrel, which caused the lead to break again and again. She kept this up throughout the entire subtest.

Results of Evaluation

Wechsler Adult Intelligence Scale – IV (WAIS-IV)

WAIS-IV Factor Index Scores	Scaled Scores	Percentile Rank	Description
Verbal Comprehension (VCI)	81	10	Low Average
Perceptual Reasoning (PRI)	77	6	Borderline
Working Memory (WMI)	63	1	Deficit
Processing Speed (PSI)	76	5	Borderline
Full Scale (FSIQ)	71	5	Borderline

Verbal Comprehension Scale	Score	Description
Vocabulary	9	Average
Similarities	6	Borderline
Information	5	Borderline

Perceptual Reasoning Scale	Score	Description
Block Design	5	Borderline
Matrix Reasoning	7	Low Average
Visual Puzzles	6	Borderline

Working Memory	Score	Description
Digit Span	3	Deficit
Arithmetic	4	Deficit

Processing Speed	Score	Description
Symbol Search	4	Deficit
Coding	7	Low Average

Marilyn's intellectual abilities were assessed using the Wechsler Adult Intelligence Scale – IV. The WAIS-IV is a widely used measure of both crystallized (learned) intelligence and fluid (problem solving) intelligence. The WAIS-IV Factor Index standard scores are based on a mean of 100, with a standard deviation of 15. Individual subtest scores are based on a mean of 10 with a standard deviation of 3. The average range of subtest scores is between 9 and 11. An individual's scores are compared to age based norms in order to identify individual patterns of functioning relative to other people, and are compared to each other to identify an individual's relative strengths and weaknesses.

Marilyn's overall intellectual functioning is in the borderline range as measured by an obtained Full Scale IQ (FSIQ) of 71, which is at the 5th percentile. Her Verbal Comprehension Index (VCI) score of 81, at the 10th percentile, is at the bottom of the low average range. The Verbal Comprehension Index is a measure of how well someone understands verbal knowledge and verbal expression. These subtests are not timed and include answering oral questions about word meanings, general knowledge, and explaining the relationships between two things.

Marilyn's score on the Perceptual Reasoning Index score of 77 (at the 6th percentile) indicates that her broad visual-spatial skills, and analysis and synthesis of information abilities fall within the borderline range of intelligence.

The Processing Speed Index (PSI) is a measure of thinking speed, planning ability, and motor response speed. Processing speed is critically linked to reading performance, and to higher order intellectual tasks that require a high degree of fluidity. It is comprised of two subtests: Symbol-Coding and Symbol Search. The Symbol-Coding test (SS=7) measures visual-motor speed and short-term visual memory; the Symbol Search test (SS=4) requires planning, sustained attention, and visual memory. Marilyn's Processing Speed Index score of 76 at the 5th percentile is in the borderline range and her individual subtest scores in this are indicate that her abilities are inconsistent.

The Working Memory Index (WMI) measures one's ability to hold information in conscious awareness, manipulate it in some fashion, and then produce a result. Working Memory is an integral part of higher order cognitive processes and a critical part of developing fluid reasoning abilities. Marilyn's Working Memory Index score of 63 (at the 1st percentile) indicates that her ability to keep several pieces of information in her mind at once, to manipulate them successfully, and to sustain attention and concentration throughout the process is in the deficit range.

Overall, except for Marilyn's performance on the Working Memory subtests, her WAIS-IV Index scores were fairly flat; ranging from a high of 81 (10th percentile) in the Low Average range to a low of 71 (5th percentile) in the Borderline range. Her Working Memory score was even lower and fell at the 1st percentile.

Considering that Marilyn has successfully completed her undergraduate studies and most of her graduate school programming, it is obvious that her Full Scale IQ score and her individual Index Scores (Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed) are not valid test scores.

Woodcock-Johnson III – Tests of Achievement (WJ III – ACH)

Academic achievement was measured using the Woodcock-Johnson III – Tests of achievement (WJ III - ACH), Form A. This battery is comprised of both timed and untimed tests. An age norm of forty-five years was used in the scoring and assessment of the WJ-III. The WJ-III subtests are generally untimed, except for Math, Reading, and Writing Fluency, all tasks that require rapid processing and product production.

Special Purpose Clusters	SS	PR
Oral Language	63	1

Achievement Subtests	SS	PR
Understanding Directions	63	1
Story Recall	73	4

Reading	SS	PR
Broad Reading	82	11
Reading Fluency	80	9
Letter-Word Identification	99	48
Passage Comprehension	82	12

Written Language	SS	PR
Broad Written Language	77	6
Written Expression	69	2
Writing Fluency	65	1
Writing Samples	91	27
Spelling	94	33

Math	SS	PR
Broad Math	72	3
Math Calculation Skills	73	3
Math Fluency	62	1
Calculation	84	15
Applied Problems	77	6

Other Clusters	SS	PR
Academic Fluency	70	2
Academic Skills	90	26
Academic Applications	80	10

Academic Fluency

The Academic Fluency score measures the automaticity of reading, writing, and math skills. Marilyn's overall score on this cluster is 70, which falls at the bottom end of the borderline range. Academic Fluency includes scores on three subtests: Reading Fluency (SS=80), Math Fluency (SS=62), and Writing Fluency (SS=65). Marilyn's Academic Fluency score of 70 is at

the 2nd percentile. Of the scores that comprise her Academic Fluency cluster score, only her fluency score in reading is higher than her Full Scale IQ. Her Math Fluency score (SS=62) is nine points lower than her Full Scale IQ score and is at the 1st percentile. Her Writing Fluency score of 65 is also at the 1st percentile.

Academic Applications

This is a cluster of subtests that measure the examinee's ability to apply academic knowledge. The subtests that comprise this cluster are Passage Comprehension (SS=82), Applied Problems (SS=77), and Writing Samples (SS=91). Marilyn's Academic Applications score of 90 is in the average range, but only at the 26th percentile.

Oral Language

Marilyn's performance on Story Recall (SS=73) suggests that she has borderline skills in listening, remembering auditory information, and then being able to act upon what she has heard. Her score in Understanding Directions (SS=63) suggests that her listening comprehension is in the deficit range. The Understanding Directions subtest requires the examinee to listen to a sequence of recorded instructions and then to follow the directions by pointing to various objects in a picture, in a particular sequence. The test measures both listening comprehension abilities and short-term auditory memory.

Mathematics

Marilyn's Mathematics cluster score is made up of her scores on Broad Mathematics (SS=72), Math Calculation Skills (SS=73), Math Fluency (SS=62) and Applied Problems (SS=77) subtests. Her scores in mathematics range from a high of 77 (in the Borderline range) to a low of 62 (in the Deficit range). This indicates that Marilyn's math abilities, as measured by the Woodcock-Johnson are very low.

The Mathematics Fluency subtest is a timed assessment of basic math skills. Marilyn's score indicates automaticity in mathematics in the deficit range.

Reading

The Broad Reading cluster is a comprehensive measure of all components of reading ability, including decoding, reading speed, and comprehension. This cluster is composed of the Letter-Word Identification (SS=99), Reading Fluency (SS=80), and Passage Comprehension (SS=82) subtests. Marilyn's score on this cluster is 82, which is at the 11th percentile for her age. As with the subtests that comprised her Mathematics scores, her Reading subtest scores are varied; they range from a high of 99 to a low of 80; a split of over one standard deviation.

The Reading Fluency subtest is a timed assessment of reading comprehension of simple sentences and vocabulary. Marilyn's score indicates that she reads at a rate much slower than her measured reading ability.

Written Language

Marilyn's Written Expression cluster score (SS=77) is at the 6th percentile for her age. This score is comprised of 3 subtests, Spelling (SS=94), Writing Fluency (SS=65), and Writing Samples (SS=91); there is a significant twenty-nine point split (almost 2 standard deviations) between her highest and lowest scores of this cluster. As with the subtests that comprised her Mathematics scores and her Reading scores, her subtest scores in the area of written language are varied; they range from a high of 94 to a low of 65.

It should be noted that most of Marilyn's achievement scores are higher than expected considering her obtained Full Scale IQ of 71. This is a further indication that her scores on the Wechsler Adult Intelligence Scale are invalid. In addition, as with her intelligence testing results, when one takes into consideration that Marilyn has successfully completed her undergraduate studies and most of her graduate school programming, it is obvious that most of her achievement scores on the Woodcock-Johnson do not accurately reflect her level of academic achievement and that they too are invalid.

Conners' Continuous Performance Test II (CPT II)

Marilyn was administered the Conners' Continuous Performance Test II. This computerized test provides an assessment of potential attention problems. During this assessment, letters are randomly flashed on a computer screen for 14 minutes. Examinees are instructed to click the spacebar whenever a letter appears, unless the letter is an X. Examinees are told to avoid clicking the spacebar whenever the letter X appears. Based on the examinees' performance, the CPT computer version creates a performance profile that is compared to clinical and non-clinical profiles. The results from the comparison between profiles are indicated by Confidence Index levels given in percentage values.

Marilyn's discriminate function Index suggests that she might fit an **ADHD clinical** profile (94.44% Confidence Index) better than a non-clinical profile. Results indicate that she made a large number of omission errors. The percentage of omission errors was substantially higher than the average of the normative group. Marilyn's overall mean reaction time was very slow in comparison to the normative group average; her reaction times were substantially more variable than the normative group average, and her reaction times were highly inconsistent. In addition, her percentage of perseverations was substantially higher than the average of the normative group.

Despite the suggestion that Marilyn might fit an ADHD clinical profile, it should be noted, that throughout this entire assessment, she talked almost continuously; and that she got out of her seat at one point, riffled through her purse, extracted something from it, and then sat back down at the computer. While she was doing this, the assessment, which is on the computer, continued to run.

Nelson-Denny Reading Test

	Standard Score	Percentile	Grade Equivalent
Vocabulary	100	49	11.6
Comprehension	101	53	12.9
Reading Rate	94	34	N/A

The Nelson-Denny Reading Test is a standardized assessment that measures three areas of academic achievement, vocabulary, reading comprehension, and reading rate. The Vocabulary and Reading Comprehension subtests are timed and use a multiple-choice format for answering. Marilyn's Vocabulary score (SS=100) is at the 49th percentile and indicates that her reading vocabulary is in the average range; her Comprehension score (SS=101) is at the 53rd percentile which is indicative of reading comprehension abilities that are commiserate with her vocabulary abilities score. Finally, her reading rate of 94, which is at the 34th percentile, is in the average range for her age and cognitive abilities.

As with the Conners' assessment, Marilyn talked almost constantly throughout this timed reading assessment. She frequently stopped during the assessment and turned towards the examiner who was sitting behind and the right of her to talk.

Diagnosis

Axis I: Deferred
 Axis II: No Diagnosis
 Axis III: No Diagnosis
 Axis IV: No Diagnosis
 Axis V: GAF 45

Discussion:

Overall, except for Marilyn's performance on the Working Memory subtests, her Wechsler Adult Index Scale-IV Index scores were fairly flat; ranging from a high of 81 (10th percentile) in the Low Average range to a low of 71 (5th percentile) in the Borderline range. Her Working Memory score was even lower and fell at the 1st percentile.

Considering that Marilyn has successfully completed her undergraduate studies and most of her graduate school programming, it is obvious that her Full Scale IQ score and her individual Index Scores (Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed) are not valid test scores.

Marilyn's subtest scores on the Woodcock Johnson: Tests of Achievement are varied; they range from a high of 99 to a low of 62; a split of over two standard deviations. In addition, she scored in the average range in only the areas of, decoding words being read, spelling, writing samples, and academic skills; all other subtest scores fell within the Low Average, Borderline, and Deficit ranges.

It should be noted that most of Marilyn's achievement scores are higher than expected considering her obtained Full Scale IQ of 71. This is a further indication that her scores on

the Wechsler Adult Intelligence Scale are invalid. In addition, as with her intelligence testing results, when one takes into consideration that Marilyn has successfully completed her undergraduate studies and most of her graduate school programming, it is obvious that most of her achievement results on the Woodcock-Johnson do not accurately reflect her level of academic achievement and they too are invalid.

Marilyn's scores on the Conner's Continuous Performance Test – II might fit an ADHD clinical profile, but it should be noted, that throughout this entire assessment, she talked almost continuously; and that she got out of her seat at one point, riffled through her purse, extracted something from it, and then sat back down at the computer. All the time she was doing this, the assessment, which is on the computer, continued to run.

Marilyn's Vocabulary score (SS=100) is at the 49th percentile and indicates that her reading vocabulary is in the average range; her Comprehension score (SS=101) is at the 53rd percentile which is indicative of reading comprehension abilities that are commiserate with her vocabulary abilities score. Finally, her reading rate of 94, at the 34th percentile, is also in the average range.

Almost all of Marilyn's test scores seem to be invalid (see previous pages). Therefore, a diagnosis is deferred at this time.

Recommendations

It is recommended that Marilyn be re-evaluated at a later date in an effort to obtain valid test scores.

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Student Psychological & Testing Services