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**CONFIDENTIAL PSYCHOLOGICAL EVALUATION**

Name: Lily Hancock

Date of Birth: 09/17/2003

Age: 21 years 3 months

**Grade:** [Grade]

**School:** [School]

Dates of Evaluation: 01/09/2025

**REASON FOR REFERRAL**

[Parents] are seeking a psychological evaluation for their daughter, Lily, in order to gain a better understanding of her current cognitive, academic, and emotional functioning. Diagnostic clarification is also requested in regards to attentional difficulties.

**BACKGROUND INFORMATION**

Lily is a 216th grader at Exploris Middle School. He lives with her biological mother, father, and two sisters (ages 10 and 7). Lily was previously evaluated when he was 7 years-old (February, 2019) by Joanna Schechner, Psy.D., and diagnosed with attention deficit/hyperactivity disorder (combined type) and unspecified anxiety disorder.

In regards to developmental history, Lily was born full-term and met all developmental milestones within normal limits. No head injuries or medical problems were reported. There is a significant family history of AD/HD.

**SOURCES OF INFORMATION**

Clinical Interview

Review of Records

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

Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ-IV)

Brown Executive Function/Attention Scales (Brown EF/A Scales)

The Behavior Assessment System for Children, Third Edition, Parent (BASC-3)

The Behavior Assessment System for Children, Third Edition, Teacher (BASC-3)

**CLINICAL FINDINGS**

*Behavioral Observations*

Lily was a friendly and cooperative adolescent. He had black hair, brown eyes, was casually dressed, and appeared her stated age. She was oriented to person, time, and place. Eye contact was good. Speech was normal. She was relaxed and in a good mood throughout the evaluation. Behavior was calm; no hyperactivity or impulsivity was observed. Lily showed good attention and concentration in the structured one-on-one test setting. She was focused and able to stay on task without additional prompting or redirection. Overall Lily worked very hard, demonstrated good frustration tolerance, and showed a strong desire to succeed. The results of this assessment are considered to be both a reliable and valid representation of her current level of functioning.

**RESULTS**

**COGNITIVE FUNCTIONING**

Lily obtained the following scores on the Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V): a measure of cognitive abilities that highlights an individual’s strengths and challenges in thinking and processing. Standard Scores are based on a mean of 100 and standard deviation of 15. Scaled Scores are based on a mean of 10 and a standard deviation of 3. Percentile Ranks indicate how well Lily performed in comparison to other students in the normative group.

|  |  |  |  |
| --- | --- | --- | --- |
| **WISC-V Index** | **Composite Score** | **Percentile** | **Description** |
| Verbal Comprehension (VCI) |  |  |  |
| Visual Spatial (VSI) |  |  |  |
| Fluid Reasoning (FRI) |  |  |  |
| Working Memory (WMI) |  |  |  |
| Processing Speed (PSI) |  |  |  |
| Full Scale IQ (FSIQ)  |  |  |  |
| **General Ability Index (GAI)** |  |  |  |

|  |  |  |
| --- | --- | --- |
| **WISC-V Subtest** | **Scaled Score** | **Percentile** |
| *Verbal Comprehension Index (VCI)* |
| Similarities |  |  |
| Vocabulary |  |  |
| *Visual Spatial Index (VSI)* |
| Block Design |  |  |
| Visual Puzzles |  |  |
| *Fluid Reasoning Index (FRI)* |
| Matrix Reasoning |  |  |
| Figure Weights |  |  |
| *Working Memory Index (WMI)* |
| Digit Span |  |  |
| Picture Span |  |  |
| *Processing Speed Index (PSI)* |
| Coding |  |  |
| Symbol Search |  |  |

\*Mean scaled score is 10

Lily obtained the following scores on the Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV): a measure of cognitive abilities that highlights an individual’s strengths and challenges in thinking and processing. Standard Scores are based on a mean of 100 and standard deviation of 15. Scaled Scores are based on a mean of 10 and a standard deviation of 3. Percentile Ranks indicate how well Lily performed in comparison to other adults in the normative group.

|  |  |  |  |
| --- | --- | --- | --- |
| **WAIS-V Index** | **Composite Score** | **Percentile** | **Description** |
| Verbal Comprehension (VCI) | 107 | 68 | Average |
| Perceptual Reasoning (PRI) | 117 | 87 | High Average |
| Working Memory (WMI) | 108 | 70 | Average |
| Processing Speed (PSI) | 94 | 34 | Average |
| **Full Scale IQ (FSIQ)**  | 109 | 73 | Average |
| **General Ability Index (GAI)** |  |  |  |

|  |  |  |
| --- | --- | --- |
| **WAIS-IV Subtest** | **Scaled Score** | **Percentile** |
| *Verbal Comprehension Index* |
| Similarities | 11 | 63 |
| Vocabulary | 13 | 84 |
| Information | 10 | 50 |
| *Perceptual Reasoning Index* |
| Block Design |  |  |
| Matrix Reasoning |  |  |
| Visual Puzzles |  |  |
| *Working Memory Index* |
| Digit Span |  |  |
| Arithmetic |  |  |
| *Processing Speed Index* |
| Symbol Search |  |  |
| Coding |  |  |

Due to the significant difference between Lily’s performance on the five indexes, the FSIQ score may not be an accurate representation of her true intelligence. Instead, the General Ability Index (GAI) was used as a measure of IQ. The GAI differs from the FSIQ in that it is not influenced directly by performance on the Working Memory Index or the Processing Speed Index.

Lily’s scores yield a GAI of 94, which is in the 34th percentile and falls in the Average range of intelligence. Taking into consideration standard errors of measurement, there is a 95% chance that her “true” GAI is somewhere between 89 and 100, which corresponds to the 23rd – 50th percentiles.

The **Verbal Comprehension Index (VCI)** measured Lily's ability to access and apply acquired word knowledge. Specifically, this score reflects her ability to verbalize meaningful concepts, think about verbal information, and express herself using words. Lily’s performance on the **VCI** was in the *average* range (*68th percentile*). This is an area of relative strength for her. The **VCI** consists of two subtests: Similarities and Vocabulary. Similarities required Lily to describe a similarity between two words that represent a common object or concept. Vocabulary required her to define words that were read aloud.

The [VSI\_LONG\_BOLD] measured Lily'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. Lily’s score on the [VSI\_BOLD] was in the [VSI\_DESC] range ([VSI\_PCT]). The [VSI\_BOLD] consists of two subtests: [BD\_UL] and [VP\_UL]. During [BD\_UL], Lily viewed a model and/or picture and used two-colored blocks to re-create the design. For [VP\_UL], Lily viewed a completed puzzle and was required to select three response options that, when combined, reconstructed the puzzle.

The [FRI\_LONG\_BOLD] measured Lily'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\_BOLD] requires inductive and quantitative reasoning, broad visual intelligence, simultaneous processing, and abstract thinking. Lily’s score on the [FRI\_BOLD] was in the [FRI\_DESC] range ([FRI\_PCT]). The [FRI\_BOLD] is derived from two subtests: [MR\_UL] and [FW\_UL]. [MR\_UL] required Lily to view an incomplete matrix or series and select the response option that completed the matrix or series. On [FW\_UL], Lily viewed a scale with a missing weight(s) and identified the response option that would keep the scale balanced.

The **Working Memory Index (WMI)** measured Lily's ability to register, maintain, and manipulate visual and auditory information in conscious awareness, which requires attention and concentration. Lily performed in the *average* range on the **WMI** (*70th percentile*). Within the **WMI**, [PS\_UL] required Lily 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 [DS\_UL], Lily listened to sequences of numbers read aloud and recalled them in the same order, reverse order, and ascending order.

The **Processing Speed Index (PSI)** measured Lily'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. Lily scored in the *average* range on the **PSI** (*34th percentile*). The **PSI** consists of two timed subtests. [SS\_UL] required Lily to scan a group of symbols and indicate if the target symbol was present. On the [CD\_UL] subtest, Lily used a key to copy symbols that corresponded with numbers.

**WAIS**

The **Verbal Comprehension Index (VCI)** measured Lily’s ability to access and apply acquired word knowledge. Specifically, this score reflects her ability to verbalize meaningful concepts, think about verbal information, and express herself using words. Lily’s performance on the **VCI** was in the *average* range (*68th percentile*). The **VCI** consists of three subtests: Similarities, Vocabulary, and Information. Similarities required Lily to describe a similarity between two words that represent a common object or concept. Vocabulary required her to define words that were read aloud. Information required her to answer questions that address a broad range of general knowledge topics.

The **Perceptual Reasoning Index (PRI)** measures the ability accurately interpret, organize, and think with visual information. Lily’s performance on the **PRI** was in the *high average* range (*87th percentile*). [MR\_UL] required Lily to view an incomplete matrix or series and select the response option that completed the matrix or series. During [BD\_UL], Lily viewed a model and/or picture and used two-colored blocks to re-create the design. For [VP\_UL], Lily viewed a completed puzzle and was required to select three response options that, when combined, reconstructed the puzzle.

The **Working Memory Index (WMI)** measured Lily's ability to register, maintain, and manipulate visual and auditory information in conscious awareness, which requires attention and concentration. Lily performed in the *average* range on the **WMI** (*70th percentile*). Within the **WMI**, [AR\_UL] required Lily to mentally solve a series of arithmetic problems within a specified time limit. On [DS\_UL], Lily listened to sequences of numbers read aloud and recalled them in the same order, reverse order, and ascending order.

The **Processing Speed Index (PSI)** measured Lily'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. Lily scored in the *average* range on the **PSI** (*34th percentile*). The **PSI** consists of two timed subtests. [SS\_UL] required Lily to scan a group of symbols and indicate if the target symbol was present. On the [CD\_UL] subtest, Lily used a key to copy symbols that corresponded with numbers.

**ACADEMIC ACHIEVEMENT**

Lily was administered the Woodcock Johnson Tests of Achievement – Fourth Edition (WJ-IV). The WJ-IV is used to assess academic achievement in the areas of reading, math, and writing. A standard score of “100” is considered the mid-point or “average”.  The following norms are based on age level:

**TABLE OF SCORES**

| **CLUSTER/Test** | **Age****Equiv.** | **Standard****Score** | **Percentile****Rank** |
| --- | --- | --- | --- |
| BROAD READING | 15-8 | 94 | 35 |
|  Letter-Word Identification |  |  |  |
|  Passage Comprehension |  |  |  |
|  Sentence Reading Fluency |  |  |  |
| BASIC READING SKILLS | 25 | 102 | 55 |
|  Letter-Word Identification |  |  |  |
|  Word AttackREADING COMPREHENSION Passage Comprehension Reading Recall |  |  |  |
| BROAD MATHEMATICS | >30 | 101 | 53 |
|  Applied Problems |  |  |  |
|  Calculation |  |  |  |
|  Math Facts Fluency |  |  |  |
| BROAD WRITTEN LANGUAGE | >30 | 120 | 91 |
|  Spelling |  |  |  |
|  Writing Samples |  |  |  |
|  Sentence Writing Fluency |  |  |  |
| ACADEMIC FLUENCY | 11-5 | 81 | 10 |
|  Sentence Reading Fluency |  |  |  |
|  Math Facts Fluency |  |  |  |
|  Sentence Writing Fluency |  |  |  |

Performance on the **Broad Reading** cluster was in the *average* range (*35th percentile*). The **Broad Reading** cluster is a combination of Letter-Word Identification, Passage Comprehension, and Sentence Reading Fluency. Lily performed in the *average* range on the **Basic Reading Skills** cluster (*55th percentile*), which is a combination of Letter-Word Identification and Word Attack. On Letter-Word Identification (*74th percentile*), Lily was required to read a list of words of increasing difficulty. For Word Attack (*28th percentile*), she was required to read “nonsense” words. For Sentence Reading Fluency (*7th percentile*), Lily had three minutes to read a series of simple sentences and indicate if they were true, or false by circling yes, or no. Lily performed in the [RC\_DESC] range on [RC\_BOLD] ([RC\_PCT]), which is a combination of Passage Comprehension and Oral Reading. For Passage Comprehension (*63rd percentile*), Lily was required to supply a missing word to sentences and paragraphs of increasing complexity. On the Oral Reading task (*91st percentile*), Lily read a short story silently, and then was asked to retell as much of the story as She could recall.

Performance on the **Broad Mathematics** cluster was in the *average* range (*53rd percentile*). The **Broad Mathematics** cluster is a combination of Applied Problems, Calculation, and Math Facts Fluency. For Applied Problems (*89th percentile*), Lily was required to solve mathematical word problems read aloud to her. For Calculation (*70th percentile*), she was required to perform paper and pencil math computations without a time limit. For Math Facts Fluency (*9th percentile*), Lily was required to solve simple math problems (e.g. 1 + 3, 4 – 2, 7 + 5) quickly while being timed.

Performance on the **Broad Written Language** cluster was in the *superior* range (*91st percentile*). The **Broad Written Language** cluster is a combination of Spelling, Writing Samples, and Sentence Writing Fluency. On Spelling (*70th percentile*), Lily was required to spell dictated words of increasing difficulty. For Writing Samples (*99th percentile*), she was asked to write short sentences when given a verbal and/or picture cue. For Sentence Writing Fluency (*52nd percentile*), Lily was given a set of three prompt words for each item and asked to construct as many sentences as possible within a five-minute time limit.

**ATTENTION AND EXECUTIVE FUNCTIONING**

Mr. Hancock and Lily’s teacher, Ms. Emily Felker, separately completed the Brown Executive Function/Attention Scales. The Brown EF/A measures symptoms of AD/HD and impairments in executive functioning. Out of the six categories or “clusters” on the Brown EF/A (listed below), Mr. Hancock reported clinically significant scores about Lily on all six cluster. Ms.. Felker reported clinically significant scores about Lily on Cluster 1, Cluster 2, Cluster 3, Cluster 5, and Cluster 6.

**Cluster 1. Activation: Organizing, Prioritizing, and Activating to Work:** The Activation cluster addresses difficulties individuals may have organizing tasks and materials, estimating time, prioritizing tasks, and getting started on work-like tasks (i.e., activities they have not usually chosen for pleasure). People with ADHD often have chronic difficulty with excessive procrastination. Often they will put off getting started on a task--even a task they recognize as important to them--until the very last minute.

**Cluster 2. Focus: Focusing, Sustaining, and Shifting Attention to Tasks:** The Focus cluster addresses problems individuals may have in sustaining attention and focus for work-like tasks or in shifting attention when needed from one activity to another. For people with ADHD, it is often difficult to focus on a specific task and sustain their attention on that task. At times, they may be easily distracted by things going on around them or by thoughts in their own minds. At other times, they may find themselves stuck on one thing, unable to shift to another task even when directed to do so.

**Cluster 3. Effort: Regulating Alertness, Sustaining Effort, and Adjusting Processing Speed:** The Effort cluster addresses problems individuals may have in staying alert and sustaining sufficient effort for work-related tasks. It also addresses difficulties with processing information, completing tasks, and maintaining performance consistency. Many with ADHD can perform short-term projects well but have much more difficulty with sustained effort over longer periods of time. It may take them longer than others to process and react to what they see or hear, and they may find it difficult to complete tasks on time, especially when they need to explain themselves in writing.

**Cluster 4. Emotion: Managing Frustration and Modulating Emotions:** The Emotion cluster addresses difficulties individuals may have with regulating emotional reactions to the extent that they take over much of what the individuals are thinking or doing. Although the DSM-5 does not recognize any symptoms related to emotion management as an aspect of ADHD, many with the disorder describe chronic difficulties managing frustration, anger, worry, disappointment, desire, and other emotions. They find it very difficult to put their emotions into perspective and get on with what they need to do.

**Cluster 5. Memory: Utilizing Working Memory and Accessing Recall:** The Memory cluster addresses problems individuals may have with forgetfulness in daily routines and recall of learned material. Very often, people with ADHD will report that they have adequate or exceptional memory for things that happened long ago but great difficulty remembering where they just put something, what someone has just said to them, or what they were about to say. They may describe having difficulty holding one or several things in mind while also attending to other tasks.

**Cluster 6. Action: Monitoring and Self-Regulating Action:** The Action cluster addresses problems individuals may have in recognizing appropriate behavior and self-regulating their actions. Many people with ADHD, even those without problems of hyperactive behavior, report chronic problems with inhibiting their actions. They often are impulsive in what they say or do and in the way they think, at times jumping too quickly to inaccurate conclusions. Many also report problems in monitoring the context in which they are interacting.

**EMOTIONAL FUNCTIONING**

Mrs. Hancock and Lily’s teacher, Ms. Emily Felker, each separately completed The Behavior Assessment System for Children, Third Edition (BASC-3). The BASC-3 is an integrated system designed to facilitate the differential diagnosis and classification of a variety of emotional and behavioral disorders of children and to aid in the design of treatment plans. Any score in the Clinically Significant\*\* range suggests a high level of maladjustment. Scores in the At-Risk\* range identify either a significant problem that may not be severe enough to require formal treatment or a potential of developing a problem that needs careful monitoring. Parent and Teacher Ratings yielded the following results (PR = Mrs. Hancock, TR= Ms. Felker):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Composite** | **Abilities Measured** | **PR1** | **PR2** | **TR** |
| **Clinical Scale** | **Externalizing Problems** | **Disruptive behavior problems** |  |  |  |
| Hyperactivity | Overactive, rush through work/activities & act without thinking |  |  |  |
| Aggression | Acting in a hostile & threatening manner, verbally or physically |  |  |  |
| Conduct Problems | Engaging in antisocial & rule breaking behavior, destroying property |  |  |  |
| **Internalizing Problems** | **Inwardly directed stress** |  |  |  |
| Anxiety | Nervousness, fear, or worry (about real or imagined problems) |  |  |  |
| Depression | Sadness & stress that affects everyday activities |  |  |  |
| Somatization | Overly sensitive, complain about relatively minor discomforts |  |  |  |
| **School Problems** | **Broad measure of school adaptation** |  |  |  |
| Attention Problems | Easily distracted, unable to concentrate for more than a few moments |  |  |  |
| Atypicality | Behaving in ways that are immature or “odd” |  |  |  |
| Withdrawal | Avoiding others and social contact |  |  |  |
| **Behavioral Symptoms Index** | **Overall level of problem behavior** |  |  |  |
|  |  |  |  |  |  |
| **Adaptive** | **Adaptive Skills** | **Important characteristics for functioning at school/home** |  |  |  |
| Adaptability | Readily adapting to changes in the environment |  |  |  |
| Social Skills | Skills necessary for interacting successfully with peers and adults |  |  |  |
| Leadership | Skills for accomplishing goals, including working with others |  |  |  |
| Activities of Daily Living | Performing simple daily tasks in a safe and efficient manner |  |  |  |
| Functional Communication | Expressing ideas, communicating in ways others easily can understand |  |  |  |
|  |  |  |  |  |  |
| **Content** | Anger Control | Ability to regulate affect and self-control under adverse conditions |  |  |  |
| Bullying | Acting in a threatening or intrusive manner |  |  |  |
| Developmental Social Disorders | Social and communications skills |  |  |  |
| Emotional Self-Control | Controlling reactions to environmental changes |  |  |  |
| Executive Functioning | Controlling and maintaining behavior and mood |  |  |  |
| Negative Emotionality | Reacting to changes in everyday activities or routines |  |  |  |
| Resiliency | Ability to overcome stress and adversity |  |  |  |

Lily also completed The Behavior Assessment System for Children – Third Edition, Self-Report (BASC-3). Any score in the Clinically Significant\*\* range suggests a high level of maladjustment. Scores in the At-Risk\* range identify either a significant problem that may not be severe enough to require formal treatment or a potential of developing a problem that needs careful monitoring. Self-Report (SR = Lily) yielded the following results:

|  |  |
| --- | --- |
| **Composite** | **SR** |
| **Clinical Scale** | **School Problems** | -- |
| Attitude to School | -- |
| Attitude to Teachers | -- |
| Sensation Seeking | 38 |
| **Internalizing Problems** | 69\* |
| Atypicality | 74\*\* |
| Locus of Control | 67\* |
| Social Stress | 60\* |
| Anxiety | 70\*\* |
| Depression | 53 |
| Sense of Inadequacy  | 51 |
| Somatization | 84\*\* |
| **Inattention/Hyperactivity** | 52 |
| Attention Problems | 45 |
| Hyperactivity | 59 |
| **Emotional Symptoms Index** | 57 |
|  |  |  |
| **Adaptive** | **Personal Adjustment** | 38 |
| Relations with Parents | 30 |
| Interpersonal Relations | 35 |
| Self-Esteem | 47 |
| Self-Reliance | 51 |
|  |  |  |
| **Content** | Anger Control | 55 |
| Mania | 70\*\* |
| Test Anxiety | 45 |
| Ego Strength | 42 |

**CONCLUSIONS AND RECOMMENDATIONS**

The results from this evaluation indicate that overall cognitive abilities are in the average range of intelligence (GAI= 94, 34th percentile). Verbal comprehension skills and visual spatial abilities are both in the average range and are areas of relative strength. Fluid reasoning abilities are in the low average range. Working memory and processing speed are both in the very low range. Working memory is an area of significant weakness. Lily’s lower scores on the Processing Speed Index and Working Memory Index help explain part of the reason why school is so challenging for her. Children with slow processing speed often become overwhelmed when given too much information at once, need additional time to complete assignments and chores, and need to read material multiple times for comprehension. Children with weak working memory cannot hold new information in their mind long enough to work with it and connect it with other information. This makes higher-order thinking, learning, and achievement much more challenging.

In regards to academic achievement, overall reading abilities are in the low average range. Overall mathematical abilities are in the very low range. Overall reading abilities are in the low range. Based on the results from the WJ-IV and Lily’s history of academic underachievement (despite interventions), he meets criteria for a specific learning disorder with impairment in reading (dyslexia), written expression (dysgraphia), and mathematics (dyscalculia). Parents are encouraged to share the results of this evaluation with Lily’s school to discuss adjustments that can be made to her IEP in light of the results of this evaluation. Private tutoring is also strongly recommended. It is important to find a tutor who has experience with learning disorders.

Below are helpful websites that provide more information about learning disorders:

* + Understood: https://www.understood.org/en/articles/what-is-dyscalculia#item1
	+ International Dyslexia Association: https://www.dyscalculia.org/home
	+ National Center for Learning Disabilities: https://www.ncld.org/
	+ Learning Disabilities Association of America https://ldaamerica.org/
	+ Dysgraphia Life: https://www.dysgraphia.life/
	+ The Yale Center for Dyslexia: http://dyslexia.yale.edu/resources/parents/
	+ https://learningally.org/
	+ National Center for Learning Disability: https://www.ldonline.org/ld-topics/writing-spelling/what-dysgraphia

In regards to attention and executive functioning, results from clinical rating scales, as well as data collected from the clinical interview and standardized testing, indicate that Lily is experiencing notable symptoms of inattention, as well as elevated levels of hyperactivity. These difficulties are negatively impacting Lily’s functioning in school. Taken together, Lily meets criteria for attention deficit/hyperactivity disorder, combined type. Parents are encouraged to share these results with Lily’s school to discuss ways they can provide her with more support. Parents may also wish to schedule an appointment with [First Names]’s pediatrician to discuss the pros and cons of AD/HD medication. The following book and websites are also recommended:

* Driven to Distraction: Recognizing and Coping with Attention Deficit Disorder, by Edward M. Hallowell, M.D. and John J. Ratey, M.D.
* National Resource Center on ADHD: www.chadd.org
* Additude Website: https://www.additudemag.com

Results from the BASC-3 completed by Mrs. Hancock show that Lily is struggling with various anxiety symptoms. Results from the BASC-3 completed by Lily also show anxiety as well as significant depression. From a diagnostic perspective, Lily meets criteria for adjustment disorder with mixed anxiety and depressed mood. I highly recommend individual therapy for Lily and am happy to help parents find a good therapist for her. If Lily’s symptoms do not improve with therapy, then parents may want to set up an appointment with Amy Tracy, DNP, to discuss medication options.

**DIAGNOSIS**

F90.2 - Attention-deficit hyperactivity disorder, combined type

F43.23 - Adjustment disorder with mixed anxiety and depressed mood

F81.0 - Specific learning disorder with impairment in reading (dyslexia)

* + Reading fluency

F81.2 - Specific learning disorder with impairment in mathematics (dyscalculia)

* + Accurate math reasoning

F81.81 - Specific learning disorder with impairment in written expression (dysgraphia)

**ACADEMIC ACCOMMODATIONS**

1.) Lily should be provided extended time (50% extra) on both school and standardized tests.

2.) Lily should be given the option of taking tests in a separate room to eliminate distractions.

3.) Lily would benefit from small group activities with more focused and well-controlled peers.

4.) Lily should be given preferential seating in which she sits in the front of the classroom to reduce distraction and to help him better stay on task.

5.) Information should be broken down into smaller, more manageable chunks to facilitate better processing for Lily.

6.) Lily should be provided with study guides for tests well in advance of the test.

7.) Modifying assignments and homework for length (not content) should be strongly

considered, given Lily’s AD/HD and learning disorders. For example, having Lily only do the even numbered problems.

8.) Lily should be allowed to use a calculator when working on word problems and algebraic equations.

9.) Lily should not be penalized for spelling errors.

10.) Lily should be provided a copy of class notes to supplement [his/her] own.

11.) Lily should be provided a read aloud accommodation on tests and assignments (for

all subjects that are not measuring reading skills).

12.) Books on tape would be helpful. It is important for Lily to read along as she listens. Audio books can improve [his/her] word recognition while modeling fluent oral reading.

13.) Lily would benefit from using a graphic organizer. The following website offers free graphic organizers: http://www.eduplace.com/graphicorganizer

 *I am available for further consultation as needed*.



Whitney Draper Edwards, Psy.D. Date of Report:

Licensed Psychologist