

CONFIDENTIAL PSYCHOEDUCATIONAL REPORT

Name:	Kevin Johnson	Date of Report:	2-16-04
Parents:	Holden and Grace Johnson	Date of Testing:	1-23-04
Address:	123 Penfield Lane Berrytown, PA 18742	Date of Birth:	4-23-96
School:	Central Elementary School	Age:	7-9
		Grade:	2

REASON FOR REFERRAL

Kevin was referred for a psychoeducational evaluation by his second grade teacher, Ms. August, due to her concerns about his slow progress in reading, especially his difficulty “sounding out” words.

ASSESSMENT METHODS

Review of school records
Comprehensive Intellectual Ability Test (CIAT)
Tests of Academic Achievement (TOAA)
Parent, Teacher, and Child Interviews

BACKGROUND INFORMATION

Kevin is a seven-year-old boy who lives in Berrytown, PA with his mother, father, and younger sister. Kevin is currently in second grade at Central Elementary School. Kevin’s school records show that he attended both kindergarten and first grade at Central Elementary School.

Kevin’s mother reported that he was born full-term with no complications. She noted that he broke his arm when he was five years old and had chicken pox when he was three years old. No other educationally relevant illnesses or hospitalizations were reported. Mrs. Johnson said that Kevin recently passed both his hearing and vision screening tests.

According to Mrs. Johnson, Kevin reached developmental milestones as expected, with the exception of talking. She said that he did not start using phrases and sentences until he was three years old. Kevin attended preschool and began receiving speech and language therapy. Kevin has not received speech and language services in elementary school. Mrs. Johnson reported that she is mainly concerned with Kevin’s progress in reading. She indicated that he struggles to sound out words.

Kevin’s second grade teacher reported that he is a quiet and cooperative student. She noted that his inability to read as well as the other students often makes him reluctant to participate. Ms. August commented that Kevin has the most difficulty with “sounding out” words and remembering the words once he has seen them in print. Kevin has been receiving Title I reading services since the beginning of first grade, but has made little progress.

BEHAVIORAL OBSERVATIONS

Classroom Observations

The school psychologist observed Kevin in his classroom during language arts one afternoon. Kevin was following along in his book while his teacher read the directions to the class. Then, Kevin began writing sentences that went with the pictures in the workbook. Kevin raised his hand once to ask a question and got help. For the rest of the class, Kevin stayed in his seat, talked to his peers only when he was told to do so by his teacher, and completed his assignment.

Test Session Observations

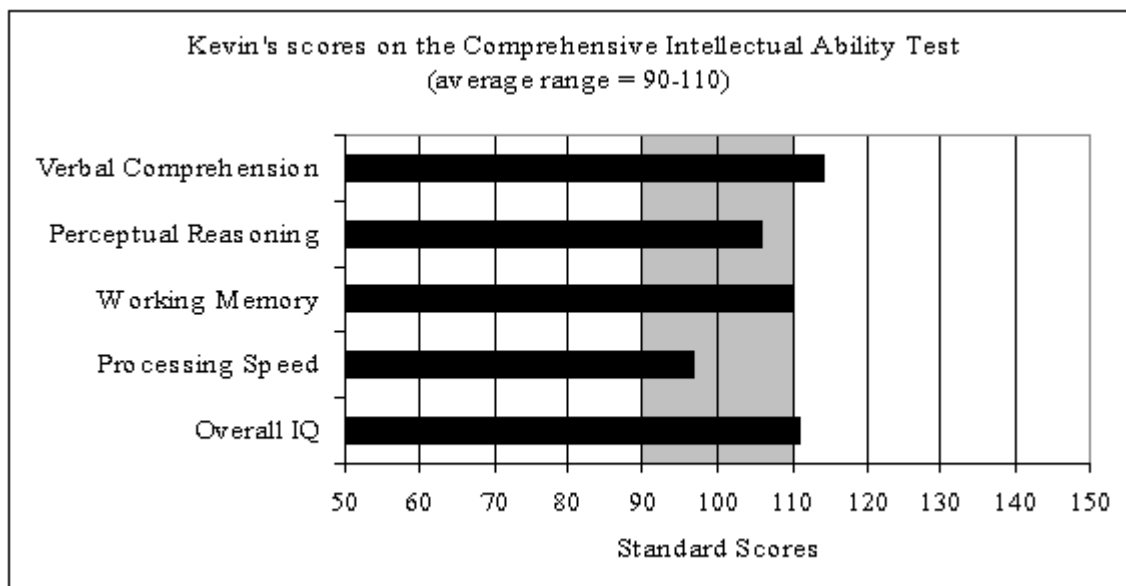
During the test session, Kevin was pleasant and cooperative. Rapport was made and kept throughout the evaluation. Kevin tried all tasks given to him, even hard items. Overall, he was able to maintain attention to task, followed instructions, and did tasks given to him. Therefore, the results of this evaluation should be considered valid estimates of his current level of functioning.

ASSESSMENT RESULTS

Intellectual Functioning

The Comprehensive Intellectual Ability Test (CIAT) was used to assess Kevin's current level of intellectual functioning. The CIAT is a measure of general learning ability and serves as a predictor of future academic and intellectual performance.

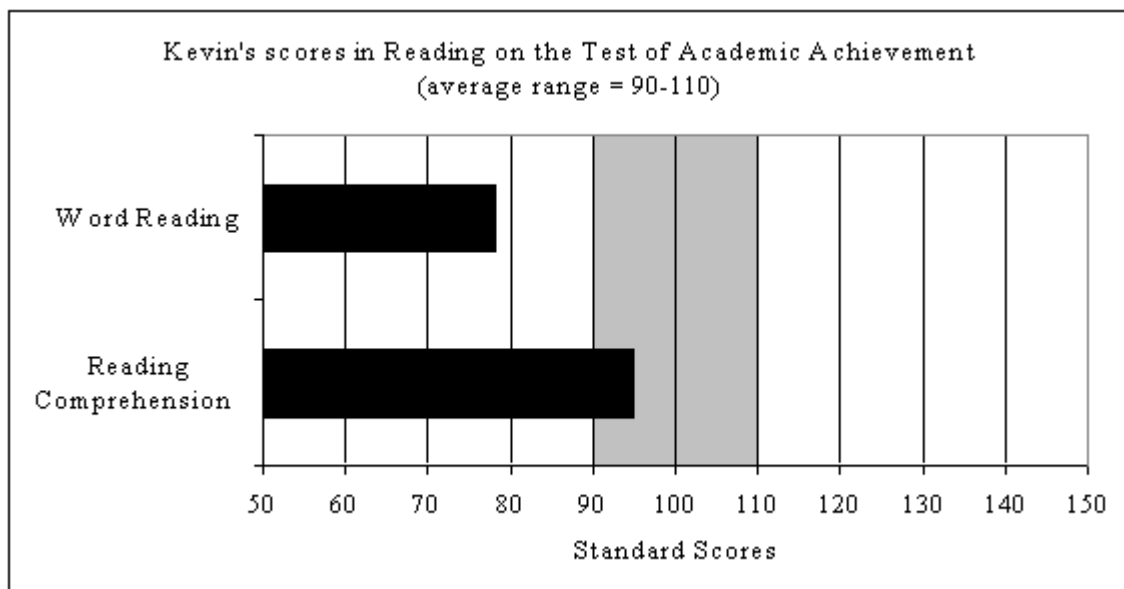
Kevin's overall level of intellectual functioning as indicated by his Overall IQ was in the above average range and exceeded approximately 70% of children his age. The Overall IQ is comprised of scores from four indices: Verbal Comprehension, Perceptual Reasoning, Processing Speed, and Working Memory. Kevin scored in the above average range for Verbal Comprehension. His scores in the other three areas were in the average range. Kevin's scores in each area are given in the psychometric summary at the end of the report.



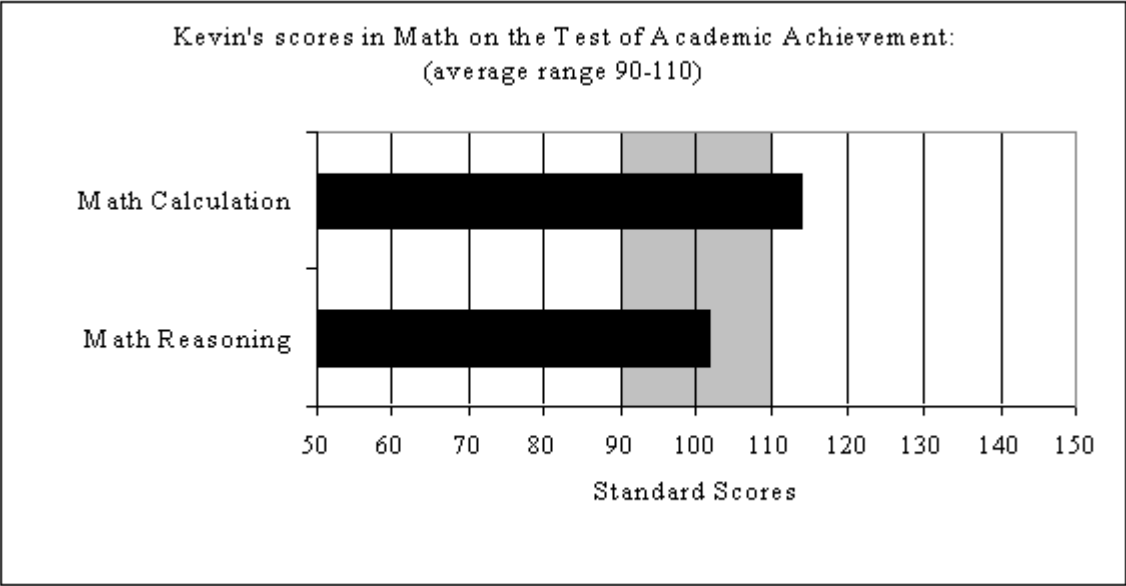
Academic

The Test of Academic Achievement (TOAA) was used to assess Kevin's academic achievement in the areas of reading, mathematics, and written expression. Kevin's performance was compared to that of a representative national sample of students in his same grade. Kevin's scores in each area are given in the Psychometric Summary at the end of the report.

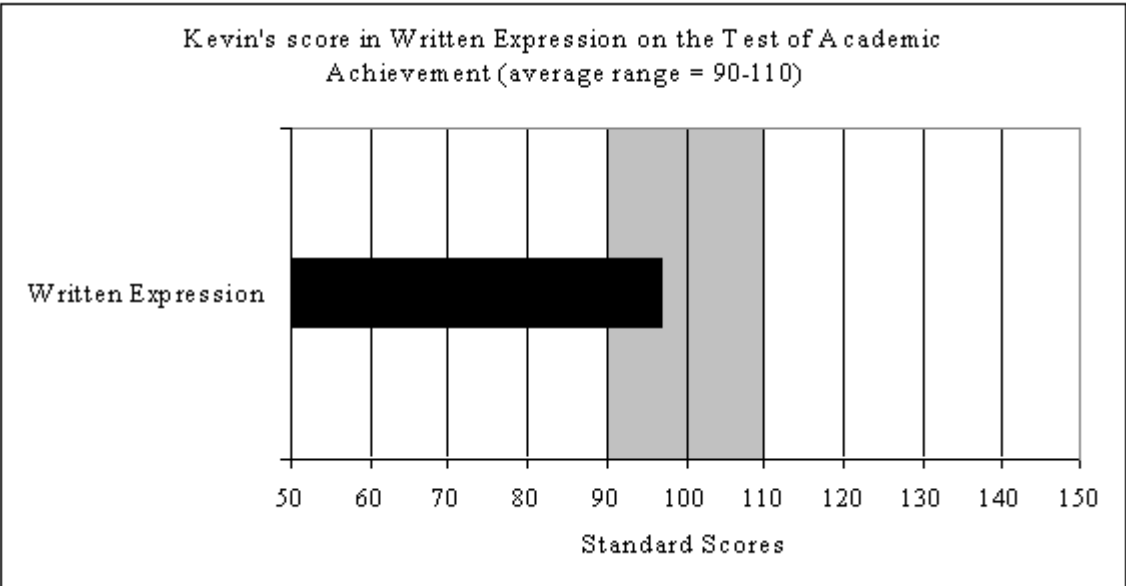
Reading. For the Word Reading subtest Kevin was asked to sound out unfamiliar words, and identify beginning and ending sounds. He was also asked to combine sounds to make words and read common sight words. His performance was well below average on the Word Reading subtest. He was not able to 'sound out' words with long vowel sounds and did not know many of the common sight words. For the Reading Comprehension subtest, Kevin had to read sentences and short passages with picture cues and respond to questions. His level of reading comprehension was found to be average.



Math. Kevin was asked to solve written addition and subtraction problems for the Math Calculation subtest. He performed in the above average range. For the Math Reasoning subtest he had to solve problems requiring multiple steps related to patterns, time, money, measurement, and geometry. He scored in the average range on this subtest.



Written Expression. Lastly, Kevin was asked to spell words similar to a standard dictated spelling test. He was also asked to write words and sentences. Kevin's written expression score was in the average range.



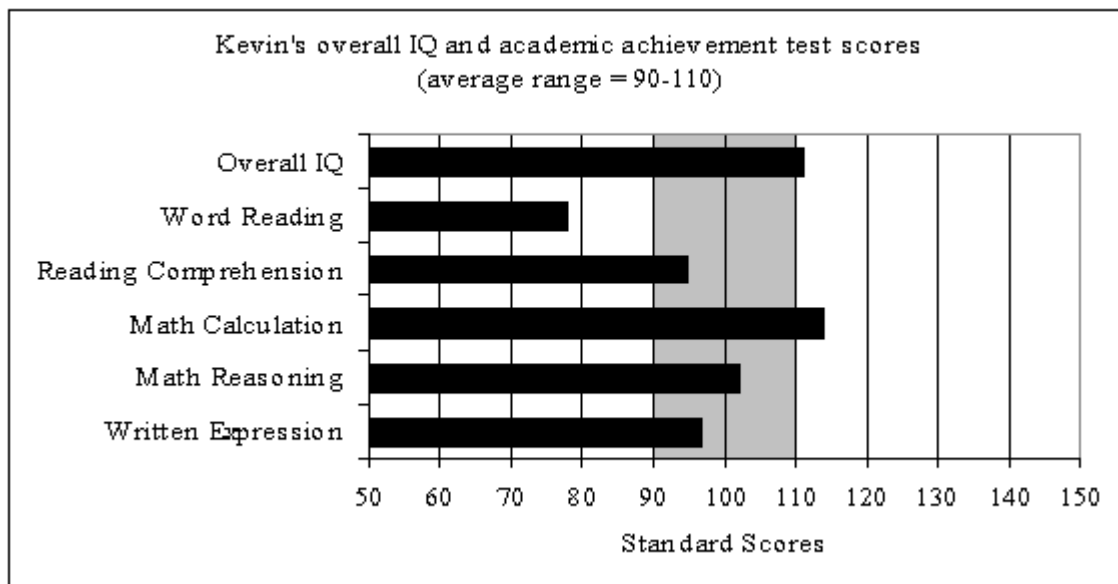
Social/Emotional Functioning

No social or emotional concerns were reported by Kevin's teacher or parents. Kevin's teacher reported that Kevin gets along well with adults and classmates. She said that Kevin works very hard and wants to do well. His mother also reported that he gets along well with his peers. For example, Mrs. Johnson reported that Kevin plays Little League baseball and soccer and is "a good sport."

Kevin reported that he likes school, his friends, his family, and his teacher. He said that he likes to play sports and ride his bike after school. Kevin reported that math is his favorite subject and that “reading is tough when I don’t know the words.”

SUMMARY

Kevin is a seven-year-old boy who was referred for an evaluation by his teacher. Kevin’s current level of intellectual functioning is estimated to be above average compared to other students his age. Kevin’s performance in word reading is well below average, which is lower than we would expect given his current intellectual functioning. In contrast, his reading comprehension was average and is similar to his current level of intellectual functioning. Kevin’s math calculation score was above average and his math reasoning was average. His written expression score was average as well. Therefore, Kevin’s level of achievement in math and written expression and is similar to his current intellectual functioning. No medical, social, or emotional concerns were noted.



RECOMMENDATIONS

1. Place word parts or words that Kevin does not know on index cards. Kevin could review the cards daily. New cards can be added after he has learned the words and recognizes them in text.
2. Kevin should be given the opportunity to read in a group that is at his level or slightly above. This will help Kevin be confident about his success with reading.
3. Kevin could also engage in peer tutoring within the classroom. He could be paired with a strong reader who needs help in math and the student could help Kevin with his reading.

4. Kevin should be encouraged to read books that allow him to experience success. Regular visits to the school or local library would allow Kevin to choose books that are based on his interests.
5. It is important for Kevin to read with an adult on a daily basis for fun. When engaged in the reading process, Kevin should be asked questions about the story.
6. Having a time when family members take turns reading to each other will provide Kevin with an opportunity to see that reading is valued.
7. Praise Kevin for attempts to engage in reading. Show him that the success he has with reading (e.g., decoding a new word) is due to his effort.

Samantha Smith, M. S.
Certified School Psychologist
Central Area School District, Berrytown, PA

PSYCHOMETRIC SUMMARY

Comprehensive Intellectual Ability Test
(standard score mean = 100, standard deviation = 15)

Indices	Standard Score	90% Confidence Interval	Percentile Rank
Verbal Comprehension	114	107-119	82
Perceptual Reasoning	106	99-112	66
Working Memory	110	103-116	75
Processing Speed	97	90-105	42
Overall IQ	111	104-112	70

Test of Academic Achievement
(standard score mean = 100, standard deviation = 15)

Area	Standard Score	90% Confidence Interval	Percentile Rank
Word Reading	78	74-82	7
Reading Comprehension	95	88-102	37
Math Calculation	114	103-125	82
Math Reasoning	102	95-109	55
Written Expression	97	90-104	42

Psychoeducational Report Recall Form

Please complete the following questions after reading the report. Circle the letter in front of your answer. Choose only one answer per question.

1. Compared to other students, Kevin's Math Reasoning score on the Test of Academic Achievement was:
 - A. Above Average
 - B. Average
 - C. Below Average
 - D. Well Below Average

2. Compared to other students, Kevin's Word Reading score on the Test of Academic Achievement was:
 - A. Above Average
 - B. Average
 - C. Below Average
 - D. Well Below Average

3. On what Comprehensive Intellectual Ability Test index did Kevin score the highest?
 - A. Processing Speed
 - B. Verbal Comprehension
 - C. Working Memory
 - D. Perceptual Reasoning

4. Compared to other students, Kevin's Working Memory score on the Comprehensive Intellectual Ability Test was:
 - A. Above Average
 - B. Average
 - C. Below Average
 - D. Well Above Average

5. Compared to other students, Kevin's Math Calculation score on the Test of Academic Achievement was:
 - A. Above Average
 - B. Average
 - C. Below Average
 - D. Well Below Average

6. Compared to other students, Kevin's Reading Comprehension score on the Test of Academic Achievement was:
 - A. Above Average
 - B. Average
 - C. Below Average
 - D. Well Below Average

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7. Compared to other students, Kevin's Perceptual Reasoning score on the Comprehensive Intellectual Ability Test was:
 - A. Above Average
 - B. Average
 - C. Below Average
 - D. Well Above Average

8. Compared to other students, Kevin's Verbal Comprehension score on the Comprehensive Intellectual Ability Test was:
 - A. Above Average
 - B. Average
 - C. Below Average
 - D. Well Below Average

9. Compared to other students, Kevin's Written Expression score on the Test of Academic Achievement was:
 - A. Above Average
 - B. Average
 - C. Below Average
 - D. Well Below Average

10. In which academic area did Kevin score the lowest?
 - A. Written Expression
 - B. Reading Comprehension
 - C. Math Reasoning
 - D. Word Reading
 - E. Math Calculation

11. Compared to other students, Kevin's Processing Speed score on the Comprehensive Intellectual Ability Test was:
 - A. Above Average
 - B. Average
 - C. Below Average
 - D. Well Below Average

12. According to the report, Kevin's Overall IQ on the Comprehensive Intellectual Ability Test was:
 - A. Above Average
 - B. Average
 - C. Below Average
 - D. Well Below Average

Psychoeducational Report Satisfaction Form

This report was easy to understand:

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

This report clearly described the child:

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

Rate YOUR overall level of satisfaction with the way information was presented in the report.

1	2	3	4	5
Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied

Thank you for your participation.