PSYCHOLOGICAL ASSESSMENT REPORT
PRIVATE &CONFIDENTIAL

Name:	Rishab Anil Bhavnani
DOB:	30. 12. 2002
Age:	12 years.
Gender:	Male
Education:	Grade 8
School in which studying:	Gems Modern Academy
Nationality:	Indian

Date of testing:	30. 03. 2015

This report is confidential and should be reviewed by persons with a professional interest in helping Rishab. It addresses the conditions and needs of Rishab at this time.

(Due to ongoing development in children, this report is valid only for 2 years).

Purpose of referral:

The present evaluation was conducted to understand Rishab's current level of mental functioning, following concerns about inconsistencies in academic performance. His teachers and parents feel that he is intelligent but has not been doing well in academics.

ASSESSMENT PROCEDURES:

- Interview with Rishab and his parents.
- Mental Status examination
- Psychological tests
- Feedback of the test results to Rishab's parents
- Written report

BACKGROUND INFORMATION:

In order to gain a better understanding of Rishab's academic and associated difficulties, a comprehensive interview with his parents was conducted. A mental status examination was done, to ascertain the requirement of the assessment.

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Rishab's gestation and delivery were unremarkable. Developmental milestones were said to have been acquired within normal limits. Rishab had a healthy childhood although he suffers from asthma since birth. Hearing and vision were reportedly within normal limits.

He has a younger sister who is 9 years old, doing extremely well academically. Rishab often compares himself with her. They get along fairly well with each other apart from the normal siblings rivalry. His parents are educated, father is into Computers and mother is a full time mother. They are from India, although they speak in their mother tongue, English is also used to communicate at home, as all of them can speak English fluently.

According to Rishab's mother, Rishab has had difficulty with literacy, for some time now. She reported that he tends to have difficulty when writing, as he often knows the answer when asked verbally. She also said that he is easily distracted hence has difficulty concentrating for a longer duration of time. He was said to have been hyperactive when a child, was given homeopathic medication and is much calmer now according to his parents. According to his parents, he can express well verbally, has good command over the English language, but struggles when he has to put his thoughts in written format. His mother says that he is good in English and Mathematics. He often gets confused when asked to write, as he does not know how to begin, and what to write. He does much better when he knows what he is expected to write, like when he is given a format or a structure. He is disorganized, and tends to forget things. He has difficulty completing his homework. He has fairly good communication skills. Although Rishab seems to have fairly good verbal skills, he has difficulty using the right word. According to his parents he is innocent, obedient, honest and happy. His teachers feel that he struggles with putting his thoughts into written format, hence he is given extra time during exams.
He is creative and imaginative. He is more of a visual learner, and learns better when taught using visual mediums.
He is warm, has good social skills, is loving and caring, and is not demanding. He has a good sense of humor. He is motivated and would like to get good grades, but feels that he does not have the skills and has low self-confidence.
His father says that he is an intelligent child, but struggles to get good grades, hence the need for this assessment.

There is no history of any trauma, head injury, fever, or epilepsy reported.
There is no family history of any attention deficit disorder or impulsive behavior.
There is no family history of any other neurological disorders.
There is no family history of any psychosis.

Mental status examination/Behavioral Observation:
Rishab was brought to my office by his parents. He was assessed in two sessions, with frequent breaks in-between. He presented himself as a friendly 12 year old boy. He appeared alert, oriented and well kempt. A rapport was easily established and eye contact was maintained. He was cooperative, motivated and worked diligently. He made no complaints about the length of testing, and he did not request additional breaks beyond those that were given to him.

rate. He was oriented to time, place, person and the environment he was in. His mood was as expected within the normal range. He was seen to be restless but there was no mood disturbance noticed. His motor skills were adequate. Rishab is right handed.

TESTS ADMINISTERED:

- Wechsler Intelligence Scale For Children – fourth edition (WISC-IV)
- Wechsler Individual Achievement Test – second UK edition (WIAT-II)
- Conners Behavior Rating Scale
- Brown's ADD rating scale.
- NEPSY – II
- Draw A Person test.

Tests Findings:

(It should be kept in mind that the test results can be affected by the child's mood, motivations, attention and concentration. Hence a few discrepancies in the test results are likely to occur which is common).

Wechsler Intelligence Scale for Children: (WISC-IV)

Rishab's cognitive abilities were assessed using the Wechsler Intelligence scale for children – the fourth edition (WISC – IV).

The WISC is an individually administered test which assesses a variety of Cognitive strengths and weaknesses in a child. Rishab was administered fifteen subtests of the WISC-IV from which his composite scores were derived. The full scale (FSIQ) is derived from a combination of ten subtest scores and is considered the most representative estimate of **global intellectual functioning**. The WISC-IV groups an individual's ability into four global areas: Verbal Comprehension Index (VCI), which measures verbal ability; Perceptual Reasoning Index (PRI), which involves the manipulation of concrete materials or processing of visual stimuli to solve problems nonverbally; Working memory Index (WMI), which measures short term memory; and Processing Speed Index (PSI), which measures cognitive processing efficiency. It is used to assess the general thinking and reasoning skills of children aged 6 years to 16 years.

The Verbal Comprehension Index indicates how well Rishab did on tasks that required him to listen to questions and give spoken answers to them. These tasks evaluate his skills in understanding verbal information, thinking and reasoning with words, and expressing thoughts as words.

The Perceptual Reasoning score indicates how well Rishab did on tasks that required him to examine and think about things such as designs and pictures, and to solve problems without using words. These tasks evaluate his skills in solving nonverbal problems, sometimes using eye hand coordination, and working quickly and efficiently with visual information.

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The Working Memory score indicates how well Rishab did on tasks requiring him to learn and retain information in memory while utilizing the learned information to complete a task. These tasks measure his skills in attention, concentration, and mental reasoning. This skill is closely related to learning and achievement.

The Processing Speed score indicates how well Rishab did on tasks requiring him to quickly scan symbols and make judgments about them. These tasks measure his skills in speed and mental problem solving, attention, eye hand coordination. These skills may be important to him development in reading, and ability to think quickly in general.

The Full scale score is derived from the combination of the Verbal Comprehension Index, Perceptual Reasoning, Working memory, and Processing speed scores. The WISC – IV Full scale score is one way to view Rishab's overall thinking and reasoning skills.

Rishab was administered fifteen subtests of the Wechsler Intelligence Scale for Children – fourth edition (WISC – IV) from which the composite scores were derived. The full scale IQ (FSIQ) is derived from a combination of ten subtest scores and is considered the most representative estimate of global intellectual functioning.

Rishab's general cognitive ability is within the Average range of intellectual functioning, as measured by the FSIQ. His overall thinking and reasoning abilities exceed those of approximately 55% of children his age (FSIQ = 102). He performed slightly better on nonverbal than on verbal reasoning tasks, but there is no significant meaningful difference between Rishab's ability to reason with and without the use of words.

Rishab's **Verbal Reasoning** abilities as measured by the Verbal Comprehension Index are in the Average range and above those of approximately 66% of his peers (VCI = 106). **The verbal comprehension Index** is designed to measure verbal reasoning and concept formation. These tasks evaluate his skills in understanding verbal information, thinking and reasoning with words, and expressing thoughts as words. Rishab performed comparably on the verbal subtests contributing to the VCI, suggesting that these verbal cognitive abilities are similarly developed.

Rishab performed much better on the general information subtest (Standard score = 13), which addresses a wide range of general knowledge topics. He also did well on tasks that evaluates his ability to abstract categorical reasoning and concept formation tasks that did not require verbal expression (Picture Concepts = 13) which was better than on abstract categorical reasoning and concept formation tasks that required verbal expression (Similarities = 11). His performance on the Comprehension subtest was also above the expected range (Comprehension = 12), indicating that he is good at understanding and expressing in words. This test required Rishab to provide oral solutions to everyday problems and to explain the underlying reasons for certain social rules and concepts and his comprehension of social situations and social judgment as well as his knowledge of conventional standards of social behavior. It provides a good measure of verbal reasoning. On the Similarities subtest he was required to respond orally to a series of word pairs by explaining how the words of each pair are alike. He performed in the average range on the Vocabulary test (Scaled score = 11) and below the expected range on the Word Reasoning test (Scaled score = 8). The Vocabulary subtest required Rishab to explain the meaning of words presented in isolation. **As a direct assessment of word knowledge, this subtest is one**

indication of his overall verbal comprehension. Performance on this test also requires abilities to verbalize meaningful concepts as well as to retrieve information from long term memory.

Verbal Comprehension Subtest Score Summary

Subtests	Raw Score	Scaled Score	Percentile Rank
Similarities	27	11	63
Vocabulary	42	11	63
Comprehension	30	12	75
Information	23	13	84
Word Reasoning	14	8	25

Rishab's nonverbal reasoning abilities as measured by the **Perceptual Reasoning Index** are in the High **Average range** and above those of approximately 79% of his peers (PRI = 112). The PRI is designed to measure fluid reasoning in the perceptual domain with tasks that assess nonverbal concept formation, visual perception and organization, simultaneous processing, visual motor coordination, learning and the ability to separate figure and ground in visual stimuli.

Rishab performed much better on tasks that required spatial perception, visual abstract processing and problem solving (Picture concepts = 13), suggesting that his visual-spatial reasoning and perceptual organizational skills are similarly developed. Here he was presented with two or three rows of easily identifiable pictures and was asked to choose one picture from each row to form a group with a common characteristic. This subtest is designed to measure fluid reasoning and abstract categorical reasoning ability. The task invokes verbal concepts, but does not require verbal responses.

His performance on the Block Design subtest was slightly below the expected level (Block Design = 10). This test required him to use two color cubes to construct replicas of two dimensional, geometric patterns. This subtest assesses nonverbal fluid reasoning and the ability to mentally organize visual information as well as his ability to analyze part-whole relationships when information is presented spatially. **Performance on this task may also be influenced by visual – spatial perception and visual perception fine motor coordination and planning ability which may not be one of his strengths.**

Rishab also performed very well on the Matrix Reasoning subtest (Scaled score = 13). The Matrix Reasoning subtest required him to look at an incomplete matrix and select the missing portion from five response options. This subtest assesses fluid visual information processing and abstract reasoning skills.

The **perceptual reasoning score** indicates how well Rishab did on tasks that required him to examine and solve problems without using words, which is in the High Average range.

Perceptual Reasoning subtest Score summary

Subtests	Raw Score	Scaled Score	Percentile Rank
Block Design	40	10	50
Picture Concepts	22	13	84
Matrix Reasoning	29	13	84
Picture Completion	28	11	63

The **Working Memory score** indicates Rishab's ability to learn and retain information in memory while utilizing the learned information to complete a task. His ability to sustain attention, concentrate and exert mental control is in the High Average range.

His general working memory Index is 110 (75th %ile), which is in the High Average range.

Rishab's ability to sustain attention, concentrate and exert mental control is similarly developed as his nonverbal and better than his verbal reasoning abilities. His ability to repeat long strings of numbers backward is evidence of good mental control. Good mental control may facilitate the processing of complex information and ease the learning of new material.

He did much better on Digit Span subtest (Scaled Score = 12) than on the Letter number sequencing subtest (Scaled Score = 12). A direct assessment of Rishab's short term auditory memory, performance on the Letter - Number sequencing subtest requires attention, concentration, and mental control and can be influenced by the ability to correctly sequence information.

Mental control is the ability to attend to and hold information in short term memory while performing some operation or manipulation with it and then to correctly produce the transformed information, as in solving mathematical problems without pencil and paper (Arithmetic scaled score = 10). Rishab has the ability to focus, but tends to get easily distracted and preoccupied. This affects his academic performance drastically.

Working Memory Subtest Score summary

Subtests	Raw Score	Scaled Score	Percentile Rank
Digit Span	20	12	75
Letter number sequencing	21	12	75
Arithmetic	25	10	50

Processing Speed:

Rishab's ability in **processing** simple or routine visual material without making errors is in the Extremely Low **range** when compared to his peers. He performed better than approximately only 2% of his peers on the processing speed tasks (Processing Speed Index = 68).

Rishab performed much better on Cancellation subtest (Scaled score = 8), which is more demanding of attention to detail and mental control than on Coding subtest (Scaled score = 2) which is more demanding of fine motor skills, short term memory, and learning ability. This reflects his speed of simple information processing and cognitive resources for the processing of more complex information, which helps with new learning. He also performed much better on Symbol Search (Scaled score =6), which is more demanding of attention to detail and mental control.

Processing visual material quickly is an ability that Rishab performs poorly as compared to his nonverbal reasoning ability.

Processing speed is an indication of the rapidity with which Rishab can mentally process simple or routine information without making errors. Because learning often involves a combination of routine information processing (such as reading) and complex information processing (such as reasoning), a strength in the speed of processing routine information may take the task of comprehending novel information easier and less time consuming for Rishab. Thus this weakness in simple visual scanning and tracking may leave him less time and mental energy for the complex task of understanding new material.

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Processing Speed Subtest Scores summary

Subtests	Raw Score	Scaled scores	Percentile Rank
Coding	26	2	0.4
Symbol Search	17	6	9
Cancellation	71	8	25

Composite Scores Summary:

Scale	Sum of Scaled Scores	Composite Scores	Percentile Rank	Qualitative Description
Verbal Comprehension (VCI)	34	106	66	Average
Perceptual Reasoning (PRI)	36	112	79	High Average
Working Memory (WMI)	24	110	75	High Average
Processing Speed (PSI)	8	68	2	Extremely Low
Full Scale (FSIQ)	102	102	55	Average

Achievement Test

Wechsler Individual Achievement Test (WIAT-II UK) is a comprehensive, individually administered test for assessing achievement of children aged between 4 and 16 years. This helps in measuring a child's broad range of academic skills. The test includes 9 subtests that measures reading, mathematics, written language and oral language skills.

Reading	Word Reading
	Reading Comprehension
	Pseudo word Decoding
Mathematics:	Numerical Operations
	Mathematical Reasoning
Written Language:	Spelling
	Written Expression
Oral Language:	Listening Comprehension
	Oral Expression

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Reading:

Rishab presents a diverse set of skills on different aspects of reading.

He performed much better on tasks that assessed his capability to read sentences and paragraphs and answer questions about what was read (Reading Comprehension standard score = 98) and correctly read a series of printed words (Word Reading standard score = 98) than on tasks that required him to correctly apply phonetic decoding rules when reading a series of nonsense words (Pseudoword Decoding standards score = 88). A strength in reading words in isolation and within test relative to decoding non words may indicate that Rishab has acquired an adequate sight word vocabulary and may be able to derive meaning from text by using context clues. However he may still be experiencing difficulty in applying phonological principles to decoding unfamiliar words out of context.

Reading Subtests Scores:

Subtests	Raw scores	Standard Scores	Percentile Rank	Age Equivalent
Word Reading	111	98	45	12.00
Reading Comprehension	130	98	45	11.00
Pseudoword Decoding	34	88	21	8.04

Mathematics:

Rishab's skills in mathematics are diverse and may not be adequately summarized by a single number. He performed much higher on tasks that evaluated his ability to add, subtract, multiply and divide divide one to three digit numbers (Numerical Operations standard score = 121) than on tasks that required him to understand number, consumer mathematics concepts, geometric measurement, basic graphs, and solve one step word problems (Mathematical Reasoning SS = 77), which is in the Borderline range and better than approximately 6% of children his age.

His numerical operations subtest score is above that of approximately 92% of his peers, placing these skills in the superior range.

Mathematics Raw Scores:

Subtests	Raw Scores	Standard Scores	Percentile Rank	Age Equivalent
Numerical Operations	39	121	92	16.00
Mathematical Reasoning	38	77	6	8.04

Oral Language:

Rishab performed in the Average range in overall language skills, as indicated by his standard score on the Oral Language Composite (94). However, his skills in this area exceed those of only approximately 34% of students his age.

Rishab performed comparably on tasks that required him to identify the picture that best represents an orally presented descriptor or generate a word that matches the picture (listening comprehension standard score = 101). And generate words within a category, describe scenes, and give directions (Oral expression standard score = 91).

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Oral Language Scores

Subtests	Raw Score	Standard Scores	Percentile Ranks	Age Equivalent
Listening Comprehension	30	101	53	12.00
Oral Expression	30	91	27	8.08

Written Language:

In overall written language skills, Rishab performed in the Low Average range, as indicated by his Written language composite standard score (83).

His achievement in this area is better than of only approximately 3% of students his age. His performance on tasks that required him to generate words within a category, generate sentences to describe visual cues, combine sentences, and compose an organized paragraph (Written expression standard score = 72) is not as god as his performance on tasks that required him to correctly spell verbally presented words (Spelling standard score = 96). His spelling subtest score is above that of approximately 39% of his peers, placing these skills in the Average range.

He could be having motor problems related to handwriting, a condition called **dysgraphia** (Greek word meaning impaired letter form production by hand), **that is handwriting problems despite motor function that falls within the normal range. His formation of words and letters are adequate. Spacing between words is also good. However he misspells words and has difficulty using the right choice of words. Grammatical errors are often seen. He is slow in translating his thoughts into written format.**

Rishab has difficulty in communicating both orally and in writing. This disability affects both the physical reproduction of letters and words **and the organization of thoughts and ideas in oral and written compositions.**

He has difficulty to organize and write words spontaneously and to organize words into meaningful thoughts. His sentences lack logical cohesion.

Written Language scores:

Subtests	Raw Scores	Standard Scores	Percentile Rank	Age Equivalent
Spelling	35	96	39	10.08
Written Expression	10	72	3	8.00

Summary of WIAT - II

Composites	Raw	STD	PR	Classification
Reading	284	92	30	Average
Math	198	98	45	Low Average
Written Language	168	83	13	Below Average
Oral Language	192	94	34	Below Average
Total	842	90	25	Below Average

Rishab demonstrated personal strength in Numerical Operations, Word Reading and Listening Comprehension. He demonstrated relatively weak skills in Mathematical Reasoning, Written Expression and Oral expression.

Draw a person test:

This is a non-structured test developed by Goodenough to assess mental age and personality of an individual. Rishab was asked to draw a picture of a person, without any time limit. The picture is analyzed on a number of dimensions. Aspects such as the size of the head, placement of arms and even the presence of teeth are said to reveal a range of personality traits.

Rishab's drawing is age appropriate. However qualitative analysis indicates Low self-esteem, although wants to do well, hence projects confidence. He is highly anxious due to his inability to perform academically when compared to his peers. Rishab loves attention and praise. Rishab gets easily frustrated when things don't go his way. This could lead to deep sense of sadness.

CONNERS Comprehensive Behavior Rating Scales:

This rating scale is a multi-modal assessment of psycho-pathology and behavior problems in children and adolescents. The (CSR-R) evaluates problem behavior by obtaining reports from teachers, parents and adolescents. It helps in identifying behavior problems in children according to the DSM-IV-TR.

The scores as rated by his parents and teacher indicate elevation on scales off:

Worrying (T score of 90) indicating that he tends to worry a lot, including social and anticipatory worries.

Emotional Distress (T score of 90), indicating worrying tendency, including possible social anxieties.

Language (T score of 64) indicating problems with reading, writing, spelling or communication skills),

Hyperactivity /Impulsivity (T score of 90) indicating high activity levels may have problems with impulse control.

Defiant aggressive behavior (T score of 81) indicating that he can be argumentative, and may have poor control of anger.

Perfectionistic behavior (T score of 80) indicating rigidity, inflexible, has repetitive behaviors.

Physical Symptoms (T score of 82) Complains about aches, pains or feeling sick.

Scores attained on the scales:

Scale	Raw Score	T Score	Common characteristics
Worrying	6	63	Tendency to worry a lot, including social and anticipatory anxiety.
Emotional Distress	34	85	Tendency to worry a lot, including possible social anxieties, may seem socially isolated.
Academic difficulties	27	88	Problems with learning, understanding and remembering academic material.

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Math	8	85	Problems with anger.
Separation fears	3	65	Fears being separated from parents.
Physical Symptoms	6	62	May complain about aches, pains or feeling sick.
Hyperactivity	20	83	High activity levels and can be restless.

Brown Attention Deficit Disorder Scales:

This 40 item Attention Deficit Disorder scale By Thomas E. Brown is divided into five clusters; Organizing and activating to work, Sustaining attention and concentration, Sustaining energy and effort, managing affective interference, and utilizing "working memory" and accessing recall.

Threshold interpretation Scale of Total Score

	Activation	Attention	Effort	Affect	Memory	Total Score
Raw Score	10	22	18	11	15	77
T Score	51	72	72	63	88	71
Threshold interpretation	ADD possible but not likely	ADD highly probable	ADD highly probable	ADD highly probable	ADD highly probable	ADD highly probable.

The above scores indicate that Rishab has difficulty in focusing and sustaining attention for longer duration of time. He also has difficulty with organizing his work, taking initiative, understanding, and recalling of learned material.

Activation (51) indicating that he probably has difficulties in getting organized and getting started on work related tasks such as homework, difficulty getting out of bed, starting and organizing the day.

Effort (72) indicating he has problems in keeping up consistent energy and effort for work related tasks, slow processing of information, inadequate task completion, and inconsistent performance.

Affect (63) indicating that he probably is highly sensitive to criticism and has difficulties with mood.

Working Memory (88) indicating that he has forgetfulness in daily routines and problems in recall of learned material.

Sustaining Attention (72) indicating difficulty in sustaining attention to work related tasks.
Total score of (71) indicates Attention deficit disorder to a moderate degree.

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Attention and Executive Functions:

Rishab was administered selected subtests from the NEPSY –II. He demonstrated variable performances on these subtests. **On qualitative analysis**, his performance was average on subtests assessing his nonverbal planning and problem solving abilities. He was able to complete some very difficult problems on some tests, yet he struggled on some easier ones, indicating inability to sustain attention. His performance varied on selective auditory subtests. He did perform well on some of the tests but was below average on some others indicating problems with **inattention** and **impulsivity**. On the visual attention tests, his speed was much slower than expected. Overall Rishab's attention span on structured tests is fairly adequate. He clearly demonstrated variable ability to stay on task due to significant problems remaining alert. It is very likely that his level of alertness impacts his performances and confounds the diagnosis of attention difficulties. He had some difficulty with repetitive tapping due to slow speed in performance.

Summary and Conclusion:

From a detailed clinical history, (from parents), mental status examination, Psychological assessment, and teacher's report the following conclusions were made.

Rishab is a 12 year old boy, brought by his parents for a psychological evaluation to assess his current level of mental functioning due to inadequate academic achievement.

His **general overall cognitive ability**, as estimated by the WISC – IV, is in the **Average range**. Rishab's general verbal comprehension abilities were in the Average range (VCI = 106), and general perceptual reasoning were in the high average range (PRI = 112). Rishab's general working memory abilities are in the **High Average range** (WMI = 110), and general processing speed abilities in the Extremely Low range (PSI = 68**). Rishab's ability to process visual material quickly is a weakness relative to his abilities to sustain attention, concentrate and exert mental control. Rishab's ability to process visual material quickly is also a weakness relative to his reasoning ability.**

On the **academic achievement tests**, his performance is significantly better in Numerical Operations, word reading and Reading Comprehension and Listening Comprehension. He demonstrated weakness in mathematical reasoning, Written and oral expression. **His lowest score was on Oral expression, and mathematical reasoning when compared to his peers.** He has difficulty in written expression (has difficulty expressing his thoughts and ideas in written format). His performance across the different tests differs significantly which are his areas of weaknesses.

Diagnosis:

Rishab has difficulty finding the exact word when expressing himself, both when speaking and writing. He struggles with using the right choice of words. He performs better when the material is presented visually. He has difficulty when speaking and while writing which is called **learning disability/Dyslexia**. (Learning disability is a disability where in he has difficulty to communicate verbally and while writing, which is substantially below the level expected). His literacy attainments are not within the expected range. His speed of using the right words when expressing both orally and when writing is significantly discrepant from the expected levels based on his overall intellectual ability.

Conners rating scale indicate Emotional distress, Social anxiety, academic difficulties, hyperactivity / inattention, physical symptoms.

Brown's ADD scale indicates attention deficit disorder (moderate).

Rishab's low achievement scores and low scores on processing speed indicates that he has a learning disability (Dyslexia and dysgraphia); it is a relative one that he has average intellectual abilities, but is functioning below the expected level. He is not functioning to his full capability, due to his learning difficulties.

He has moderate inattention, impulsivity, as indicated by the tests. Theories have suggested that ADD can lead to deficits in processing speed.

A typical definition of Dyslexia by the British Psychological Society is that "Dyslexia is a delay in a child's reading and spelling levels, coupled with specific phonological difficulties. The problem is usually severe and persistent despite appropriate teaching. In addition, 70-80% of dyslexics display significant weaknesses with short term memory and processing speed" A recent review by the UL government in 2008, describes dyslexia as occurring across the range of intellectual abilities and as a continuum, not a distinct category. Characteristics include difficulties in phonological awareness, verbal memory and verbal processing speed, and an inability to break down instructions. He also has difficulties in aspects of language, motor coordination, mental calculation, attention and concentration and personal organization, emotional and social reciprocity.

It can be seen that there is certainly a discrepancy in the ability/achievement scores. There is also a relative difficulty in aspects of processing speed.

Rishab should be reassessed after some specific interventions have been tried for at least a year. He is functioning in the low average range but has specific difficulties in Oral expression, and writing skills. His intellectual ability is in the average range barring his Processing speed scores. (Children with specific learning disabilities typically show a cognitive processing weakness that is contributing to their academic achievement weakness. In addition they also show a pattern of significant difference between their cognitive processing strengths and their cognitive processing weaknesses). Overall, the results from the analysis of Rishab's pattern of strengths and weaknesses support the identification of a specific learning disability. He often finds it hard to process verbal and written information rapidly and efficiently, as demonstrated in Rishab's academic difficulties. Classroom teachers will have to be sensitive to this, as he may be unable to work as quickly as his classmates.

I would certainly describe Rishab as needing some recognition for his difficulties and some support in his school.

The following are some **Recommendations:**
- Recognition of his average intellectual ability.
- His weak achievement scores indicate that he is not functioning according to his intellectual ability
- Rishab requires help with processing information as quickly as he can as he can be easily distracted.

- He also needs support in developing his writing and oral skills (fluency and using the right of choice of words when speaking and writing)
- Help in Oral expression, using the right word.
- Help with focusing and attending to a task.
- Help with effective Communication and dealing with associated behaviors.
- **It will help him if the questions are read aloud to him during the exam.**
- **Support with management of time, note taking and organization.**
- **Extra time during examinations and class tests (50%).**
- If possible try and reduce excessive memory loads, use teaching strategies to compensate for the difficulties and also use multi-sensory learning that is visual / auditory/ and kinesthetic modalities. Strategies should include paying attention, rehearsing, repeating, using preview questions in text and using external aids.
- Rishab's **processing skills** which could lead to weak working memory are also significantly discrepant from his general intellectual skills and thus relatively weak. He will need to rehearse and consolidate things he is taught. In order to process accurately and fully he may need more time than other children in his class. To prevent him from feeling pressured to keep up with his peers, he will need to be reassured that he can produce good quality work by working carefully at his own pace. Rishab will benefit if he is provided with clearly set out notes to the lesson, hence he will not struggle to keep up with copying text and will also be able to focus on what is happening in class, thus reducing his distractions.
- Listening Comprehension and inferential skills can be strengthened by asking Rishab to answer factual and inferential questions about stories and paragraphs that have been read to him.
- Reading Comprehension can be improved by increasing Rishab's attention span through use of stimulating material that he enjoys. Taking turns and reading paragraphs aloud with Rishab and each person asking comprehension questions about each paragraph (i.e.; reciprocal reading) may be useful for sustaining his attention and increasing his awareness of important content. Questions should emphasize prediction, cause and effect, main ideas and supporting details.
- Thinking aloud – Rishab can be asked to stop his reading at different points in the passage and discuss what he is thinking about. This should be done in a random manner.
- As far as his writing skill (Dysgraphia) is concerned, I would recommend the use of mind maps and writing frames to develop his skills. He would also benefit from some support in note taking in general and organizational skills. He will benefit if the teacher could provide the content of the class in a separate form. This should be done in the beginning of the lesson to avoid other distractions.
- Please develop an individual education plan by a special educator, for supporting Rishab at home and at school. This should also include one on one remedial teaching by a special educator. He will also benefit if he could attend Occupational therapy sessions regularly. This will help him to organize his thought and improve motor coordination.
- Automatic routines: As routines become more and more automatic, speed of processing can increase. This will help Rishab if the instructions at school, everyday living at home and social routines are automated or repeated.
- Rishab should be encouraged to ask for help aloud in class when he has not understood what is being taught, such as "Could you repeat that for me please?"

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- He should be given advance organizers / teacher's notes which can be simple as a check list or routine of a task. Often it is a graphic organizer for the task (e.g.; a series of photographs that indicate the sequence of an activity; a series of boxes and connecting arrows depicting the key elements of a story and their organization).
- He will benefit if the information is repeated and provide nonverbal support where possible (pictures, symbols, written outlines gestures etc.), which will help him in comprehending what is being said.
- It will help if he can have a copy mate, whose notes he can photocopy, so that he can focus on the delivery of information. Provide him with good models of writing and encourage him to copy the writing.
- To help him increase his vocabulary, he should be allowed to use word glossary. It will help to include specific supports such as :

  1) Provide him with a word bank for written expression tasks

  2) Provide a glossary of terms that he can refer to, when completing reading assignments

  3) Ensure that test questions do not include vocabulary terms that are unknown

  4) Review vocabulary words when he is asked to read from content based texts

  5) Write key words and terms on the board when learning on new content areas

  6) Ensure that instructions contain words that Ziad is aware of.

  7) Simplify instructions by extending upon unknown words with words that are familiar to him.

- The five step spelling strategy is another effective, multisensory approach to help him with improving his spellings. 1. Say the word, 2. Write and say the word. 3. Check the spelling. 4. Trace and say the word, 5. Write the word from memory and check.
- It is important that Rishab learns to spell words for writing and not just for spelling tests. Transfer to spelling in everyday writing is important.
- Use the following sequence to teach segmentation. Begin with tasks that require Rishab to break apart compound words (e.g.; raincoat). When he learns to break words into syllables, teach him how to segment short words and then into individual phonemes.
- Increased time spent reading may increase his exposure to printed words and may result in an increase in the number of words that he can recognize.
- Multi-sensory approaches, (Visual, auditory and kinesthetic) will help him to learn better.
- Always break tasks into small achievable steps.
- Try and help Rishab with organizing his work. This can be done by helping him to plan and paying attention to details.
- If possible allow him to use a Computer whenever possible. Using graphic organizers to depict information visually will help increase his retention of ideas.
- Shorten assignments so they can be accomplished within the time allotted.
- Emphasize **accuracy rather than speed** when evaluating him in all subject areas.
- Using of test formats with reduced written output formats (e.g. multiple choice, true/false), will help in grading him better due to his slow writing fluency.
- Provide him a considerable amount of over learning.

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- Please do not introduce abstract concepts until you are sure that Rishab has mastered the prerequisite skills. Kindly provide him with a list of procedures to follow when working with tasks that involve problem solving.

- As Rishab enjoys attention, and loves praise and attention, this could be utilized in modifying his maladaptive behavior into more appropriate ones. Behavior modification techniques (Reward and Punishment) will help him to focus and learn better. He should not be singled out nor put down in class when he looks blank or makes a mistake. Remember he is not doing this on purpose.

- Do not have any unspoken expectation from him, as this could be a source of confusion and anxiety. He should have clear understanding of what is expected of him at all times and keep expectations realistic. They should never be too high, that could promote failure.

- Try and keep a record of his increasing skills and reward them appropriately.

- Longer tasks should be divided into smaller parts that can be completed at different times. Working in small group, and talking through tasks will enhance learning.

- Always ask questions that do not threaten his competence level, as not answering them could lead to embarrassment.

- **Place him closer to the teacher at all times, and give him the feeling that he is given importance.** *He will benefit from any physical cues (a wink, touch, tap on the table, show him the page or the para that is being read) that the teacher could give him as a support. This should be done without the knowledge of other students.*

- It will help Rishab, if he is given constant praise for any of his adaptive behaviors, such as "I like your positive attitude" or "I like the way you are working today".

- **Permit him to learn one language if possible, as learning more than one language could lead to added stress.**

- **Close cooperation between parents and teachers is necessary to help him with organizing his work and focusing on the essentials.**

It has been a pleasure meeting Rishab, and his parents. I wish him all the best in his future. I am happy to discuss any part of the above report, if it would be helpful for his overall development. This will be done only with the permission of Rishab's parents.
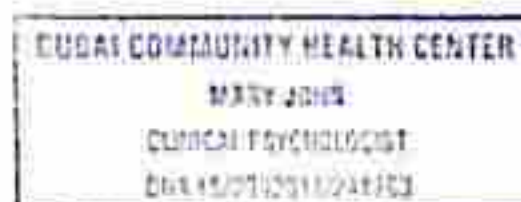
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