

Psychoeducational Dyad Report

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School Psychology Program, Rider University

EDPS 581: Practicum in Psychoeducational Assessment and Report Writing

Professor Alicia Gialanella

11 April 2024

Psychoeducational Report
CONFIDENTIAL

Name: Mike Smith

Date of Report: April 11, 2024

Date of Birth: 12/05/2012

Chronological Age: 11:4

Grade: Fifth

School: Rider Elementary School

Parent Name and Address: Mary Smith

123 Main Street

Lawrenceville, NJ 08648

Phone: 123-456-7890

Name of Examiners: Emily Montecinos (B. A.), Jennifer Aussicker (B. A.)

Reason For Referral

Mike was referred for a comprehensive evaluation to determine his present level of functioning and whether he might qualify for a specially designed instruction.

Assessment Methods and Sources of Data

- *Woodcock-Johnson Tests of Cognitive Abilities Fourth Edition (WJ-IV)*
 - Jennifer Aussicker, School Psychology Graduate Student
- *Wechsler Individual Achievement Test Fourth Edition (WIAT-IV)*
 - Emily Montecinos, School Psychology Graduate Student
- *Behavior Assessment System for Children Third Edition (BASC-III)*
 - Mrs. Smith

Background Information and Developmental History

Mike is an eleven-year-old fifth grade student at Rider Elementary School. He was referred as part of a school-based report to better understand cognitive, academic, behavioral, and social-emotional functioning and whether he might qualify for specially designed instruction.

Prenatal, Perinatal and Early Developmental History:

Mrs. Smith reported that Mike was born full term. All of Mike's early developmental milestones were attained within normal limits.

Social-Emotional and Behavioral Functioning:

Mike is described as a social child who easily makes friends. He enjoys playing sports such as soccer and baseball, as well as other extracurricular activities such as Scouts.

Mike is a caring child who is always quick to help others. He is able to recognize their emotions and respond accordingly. Mike has been successful in the classroom, has age-appropriate behaviors, and has several friends at school, sports teams and Scouts group.

Cognitive, Academic and Language Functioning:

Mike does not have any prior cognitive, achievement, or speech-language evaluation results. As reported by his mother, Mike hasn't had any academic issues in previous grades and there are no current academic concerns up to this point in his fifth grade year. Mike is able to answer questions about fractions, synthesize information from two texts, and classify objects based on the physical states of matter.

Strengths:

Mike's strengths include his outgoing personality, willingness to try new things, and always being a helping friend. Additionally, Mike is persistent and not quick to give up. Mike has been described as a sweet child who always tries his best in the classroom, even when tasks are difficult or new. He follows directions well, enjoys school, and spends time with his friends from sports and Scouts often.

Conclusion:

Mike is meeting all of his age-appropriate milestones, progressing at an appropriate level in the fifth grade curriculum, and has no impairing academic, social-emotional, or behavioral problems.

Assessment Results

Cognitive and Academic Functioning

Woodcock-Johnson Tests of Cognitive Abilities Fourth Edition (WJ-IV COG)

The Woodcock-Johnson IV Tests of Cognitive Abilities (WJ-IV COG) is an individually administered assessment instrument for evaluating the cognitive abilities of children, adolescents, and adults (ages 2+). The WJ-IV COG is composed of eighteen tests, ten of which comprise the standard battery, and eight that comprise the extended battery. Through selective testing, the administration of the tests of the WJ-IV COG can be utilized to assess a number of cognitive abilities and derive various scores. Specifically, the administration of this assessment can be used to derive three cognitive composite scores (i.e., General Intellectual Ability, Brief Intellectual Ability, and the Gf-Gc Composite), CHC Factors scores (i.e., Comprehension-Knowledge, Fluid Reasoning, Short-Term Working Memory, Cognitive Processing Speed, Auditory Processing, Long-Term Retrieval, and Visual Processing), as well as narrow ability and other clinical clusters (i.e., Quantitative Reasoning, Auditory Memory Span, Number Facility, Perceptual Speed, Vocabulary, and Cognitive Efficiency). Standard scores falling between 90 and 110 are considered to be within the average range, with a score equal to 100 falling precisely at the mean.

Mike earned the following scores on the WJ-IV COG:

CLUSTER Test	Standard Score	95% Confidence Interval	Percentile Rank	Descriptive Category
GENERAL INTELLECTUAL ABILITY	94	86 – 102	35	Average
Oral Vocabulary	103	91 – 114	57	Average
Number Series	100	91 – 108	49	Average
Verbal Attention	96	84 – 107	38	Average
Letter-Pattern Matching	93	77 – 108	31	Average
Phonological Processing	78	67 – 89	7	Low

Story Recall	112	104 – 120	79	High Average
Visualization	97	87 – 108	43	Average
Gf-Gc COMPOSITE	113	106 – 121	81	High Average
Oral Vocabulary	103	91 – 114	57	Average
Number Series	100	91 – 108	49	Average
General Information	109	98 – 120	73	Average
Concept Formation	126	113 – 140	96	Superior
COMPREHENSION-KNOWLEDGE (<i>Gc</i>)	107	98 – 115	67	Average
Oral Vocabulary	103	91 – 114	57	Average
General Information	109	98 – 120	73	Average
FLUID REASONING (<i>Gf</i>)	115	105 – 125	85	High Average
Number Series	100	91 – 108	49	Average
Concept Formation	126	113 – 140	96	Superior
SHORT-TERM WORK MEMORY (<i>Gwm</i>)	96	86 – 106	39	Average
Verbal Attention	96	84 – 107	38	Average
Numbers Reversed	97	85 – 109	43	Average
COGNITIVE EFFICIENCY	94	82 – 106	34	Average
Letter-Pattern Matching	93	77 – 108	31	Average
Numbers Reversed	97	85 – 109	43	Average

Intellectual Ability

General Intellectual Ability (GIA) represents a measure of Mike’s overall intelligence. His GIA standard score fell within the average range (Standard Score = 94; 35th percentile), suggesting that he is performing academically similar to his peers. *Phonological Processing* measures word activation, fluency of word access, and word restructuring via phonological codes. Mike’s phonological processing standard score fell within the low average range

(Standard Score = 78; 7th percentile). *Story Recall* measures formation of mental representations while listening to a story and then oral reconstructing the story details. Mike was required to recall details of increasingly complex stories within this subtest and performed within the high average range (Standard Score = 112; 79th percentile). The **Gf-Gc Composite** is a combined measure of Mike's lexical (word) knowledge; general cultural knowledge; and quantitative, deductive, and inductive reasoning. His composite standard score fell within the high average range (Standard Score = 113; 81st percentile). *Concept Formation* measures verbal (language-based) inductive reasoning. It required Mike to use inductive reasoning in categorical thinking. His performance on this subtest fell within the superior range (Standard Score = 126; 96th percentile).

Cognitive Clusters

Comprehension-Knowledge (Gc) is a language-based measure of Mike's declarative knowledge. It includes semantic memory and the ability to communicate his knowledge and understanding verbally. Mike's comprehension-knowledge skills measured within the average range (Standard Score = 107; 67th percentile).

Fluid Reasoning (Gf) is a measure of Mike's ability to use inductive, deductive, and quantitative reasoning to form concepts and solve problems. Mike's overall fluid reasoning abilities fell within the high average range (Standard Score = 115; 85th percentile).

Short-Term Working Memory (Gwm) measured Mike's ability to attend to, hold, and manipulate information in working memory. Mike's short-term working memory skills measured within the average range (Standard Score = 96; 39th percentile).

Cognitive Efficiency is a combined index of Mike's ability to perform visual-perceptual matching tasks both rapidly and accurately, as well as his level of working memory capacity. These are both foundational for complex cognitive functioning. Mike's cognitive efficiency skills fell within the average range (Standard Score = 94; 34th percentile).

Wechsler Individual Achievement Test Fourth Edition (WIAT-IV)

The Wechsler Individual Achievement Test – Fourth Edition (WIAT-4) is a standardized academic achievement test that aids in identifying academic strengths and weaknesses. It is used

to measure a student’s knowledge and academic ability in the areas of listening, reading, mathematics, and written and oral language. The assessment included eighteen subtests which were each administered based on the examinee’s grade level.

Mike earned the following scores on the WIAT-4:

Composite	Standard Score	95% Confidence Interval	Percentile Rank	Descriptive Category
Total Achievement	94	89 – 99	34	Average
Oral Language	99	90 – 108	47	Average
Reading	81	74 – 88	10	Low Average
Basic Reading	99	95 – 103	47	Average
Decoding	96	92 – 100	39	Average
Reading Fluency	93	87 – 99	32	Average
Phonological Processing	105	99 – 111	63	Average
Orthographic Processing	99	93 – 105	47	Average
Dyslexia Index	95	91 – 99	37	Average
Written Expression	104	96 – 112	61	Average
Mathematics	98	92 – 104	45	Average
Math Fluency	97	91 – 103	42	Average
Subtest	Standard Score	95% Confidence Interval	Percentile Rank	Descriptive Category
Listening Comprehension	99	87 – 111	47	Average
Oral Expression	100	89 – 111	50	Average
Word Reading	91	85 – 97	27	Average
Essay Composition	110	100 – 120	75	High Average

Reading Comprehension	75	62 – 88	5	Very Low
Pseudoword Decoding	104	97 – 111	61	Average
Phonemic Proficiency	107	99 – 115	68	Average
Oral Reading Fluency	87	79 – 95	19	Low Average
Orthographic Fluency	94	83 – 105	34	Average
Sentence Composition	96	85 – 107	39	Average
Sentence Writing Fluency	116	100 – 132	86	High Average
Spelling	105	98 – 112	63	Average
Math Problem Solving	93	84 – 102	32	Average
Numerical Operations	103	93 – 113	58	Average
Math Fluency - Addition	90	79 – 101	25	Average
Math Fluency - Subtraction	102	91 – 113	55	Average
Math Fluency - Multiplication	98	89 – 107	45	Average

Mike’s scores on the WIAT-IV indicate he may be experiencing difficulty with reading. He scored within the average range for all composites, except for reading in which he scored within the low average range (Standard Score = 81; 10th percentile). The Reading Comprehension subtest measures Mike’s skills at the level of the word, sentence, and passage. Mike was required to match pictures with words, read a sentence and then answer a literal question about it, and read a narrative and an expository passage to answer literal and inferential questions about it. Mike was allowed to refer to the passage as needed to answer the questions. His reading comprehension score fell within the very low range (Standard Score = 75; 5th percentile). The Oral Reading Fluency subtest required Mike to read two passages aloud. The subtest’s standard score is based on the average number of words read correctly per minute across the two passages. Mike was then asked to answer comprehension questions after each passage to encourage reading with comprehension, but this question and/or response does not contribute to

the score. His oral reading fluency score fell within the low average range (Standard Score = 87; 19th percentile). The Sentence Writing Fluency subtest measures sentence composition fluency. Mike was asked to write a sentence for as many items as he could complete within five minutes using each item's 'target word.' He scored within the high average range (Standard Score = 116; 86th percentile). The Essay Composition subtest measures impromptu writing fluency at discourse level. Mike was asked to write a descriptive expository essay within a 10-minute time limit. The essay was scored for semantics, grammar, and mechanics. The content and organization was also evaluated through a qualitative rubric. Mike fell within the high average range of ability (Standard Score = 110; 75th Percentile) for this subtest.

Social-Emotional and Behavioral Functioning

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

The Behavior Assessment System for Children, Third Edition (BASC-3) is an integrated system designed to facilitate the differential diagnosis and classification of a variety of emotional and behavioral conditions in children. It possesses validity scales and several clinical scales, which reflect different dimensions of a child's personality. T-scores between 40 and 60 are considered average. Scores greater than 70 ($T > 70$) are in the Clinically Significant range and suggest a high level of difficulty. Scores in the at-risk range (T-Score 60–69) 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. On the Adaptive Scales, scores 30 or below are considered clinically significant while scores between 31 and 39 are considered at-risk.

Mike's scores on the BASC-3 were as follows:

Mrs. Mary Smith (Mother)			
Clinical Scales	T-Score	95% Confidence Interval	Percentile Rank
Hyperactivity	53	45 – 61	69
Aggression	43	34 – 52	28
Anxiety	47	40 – 54	46
Depression	50	43 – 57	63

Conduct Problems	51	44 – 58	63
Somatization	61*	53 – 69	86*
Atypically	53	46 – 60	73
Withdrawal	53	45 – 61	72
Attention Problems	51	44 – 58	58
Adaptive Scales	T-Score	95% Confidence Interval	Percentile Rank
Adaptability	53	45 – 61	61
Social Skills	58	52 – 64	75
Leadership	56	48 – 64	70
Activities of Daily Living	48	39 – 57	39
Functional Communication	50	43 – 57	45
Composite Scores	T-Score	95% Confidence Interval	Percentile Rank
Externalizing Problems	49	44 – 54	54
Internalizing Problems	53	48 – 58	69
Behavioral Symptoms Index	51	47 – 55	60
Adaptive Skills	53	49 – 57	60

* At-risk Rating ** Clinically Significant Rating

Mike’s ratings on the BASC-3 by Ms. Smith indicated an at-risk rating on the somatization index (t-score = 61, percentile = 86th). Mike's mother reports Mike displays several health-related concerns. When a serious health problem is not present, these concerns may be indications of an underlying emotional problem. Though Mike’s scores are at-risk for the somatization index, they are not clinically significant. All other composites and clinical scales were of average range. In review of BASC-3 teacher and parent ratings, it appears that Mike is not experiencing any significant levels of social, emotional, and/or behavioral difficulties within the school or home setting at this time as no clinically elevated ratings were reported.

Conceptualization and Classification

Multiple data sources and methods of assessment inform the conceptualization of Mike Smith's cognitive, academic, social-emotional and behavioral functioning, including whether he qualifies for special education support. Details in support of these findings are offered below.

Cognitive and Academic Functioning

Mike's General Intellectual Ability (GIA) measured on the WJ-IV COG was in the average range, with a standard score of 94 and fell within the 35th percentile, indicating that he possesses well-developed cognitive abilities for a child his age. Mike's standard scores ranged from Low (Phonological Processing SS=78, 7th percentile) to Superior (Concept Formation SS=126, 96th percentile) limits. As such, Mike presents with only the normative weaknesses of phonological processing (SD= -1.78), compared to his age-related peers. Mike presents with strengths in Fluid Reasoning (SD= +1.77) and Concept Formation (SD= +2.39). On the WIAT-4, Mike presented with a total achievement standard score of 94 which fell within the 34th percentile rank, and is considered average. Mike showed well-developed skills in the composite areas of Oral Language (SS=99, 47th percentile), Basic Reading (SS=99, 47th percentile), Decoding (SS=96, 39th percentile), Reading Fluency (SS=93, 32nd percentile), Phonological Processing (SS=105, 63rd percentile), Orthographic Processing (SS=99, 47th percentile), Dyslexia Index (SS=95, 37th percentile), Written Expression (SS=104, 61st percentile), Mathematics (SS=98, 45th percentile), and Math Fluency (SS=97, 42nd percentile). Mike fell into the Low Average range for Reading (SS=81, 10th percentile). Mike was in the Average range for all subtests except Reading Comprehension (Very Low, SS=75, 5th percentile), Oral Reading Fluency (Low Average, SS=87, 19th percentile), and Sentence Reading Fluency (High Average, SS=116, 86th percentile). As such, it appears that Mike mostly presents with Average skills in all measured academic domains at this time, with exceptions for Reading Comprehension, Oral Reading Fluency, and Sentence Reading Fluency. There are no reported parent concerns regarding Mike's academic development at this time.

Social, Emotional, and Behavioral Functioning

It has been reported that Mike is a caring child, who is able to interact and communicate with adults and peers in an age-appropriate fashion. BASC-3 parent ratings revealed Mike was rated

to be average in all clinical and adaptive scales in both the school and home settings, apart from At-Risk ratings on Somatization. Mike sometimes shows health-related concerns such as being worried about being sick. When a serious health concern is not present, these concerns may be indications of an underlying emotional problem.

Conclusion

Based on multiple methods and sources of evaluation including rating scales and assessment results, it is determined that Mike does not qualify for special education support at this time. Mike is performing at an average level compared to his age-related peers and is currently meeting grade-level expectations. Mike's overall cognitive ability and academic achievement in reading, writing, and math fell within Average limits or higher on standardized measures, with the exception of falling below average in Oral Reading Fluency, Reading Comprehension. There were no clinically elevated levels of concern reported regarding Mike's social, emotional, or behavioral skills at this time.

Summary and Recommendations

Mike Smith was referred for an evaluation to determine whether he qualified for specially designed instruction and to better understand his cognitive, academic, behavioral, and social-emotional functioning. Mike's overall cognitive ability and performance on measures of academic achievement were in the Average range, with the exception of reading comprehension ("very low," Standard Score = 75, 5th percentile) and oral reading fluency ("low average," Standard Score = 87, 19th percentile). There were not any significant academic or social/emotional/ behavioral concerns noted for Mike in the school or home setting. He is currently performing within grade-level expectations in the fifth grade classroom. Considering multiple data sources and methods of assessment, Mike will benefit from a continued general education curriculum to help him continue to progress at expected levels of academic performance as he is achieving now.

The following recommendations can help Mike strengthen the areas of reading comprehension and oral reading fluency:

1. *Reading Comprehension:*

- a. *Concept Maps*: A concept map is a visual organizer that can enrich students' understanding of a new concept. Using a graphic organizer, students think about the concept in several ways. Most concept map organizers engage students in answering questions such as, "What is it? What is it like? What are some examples?" Concept maps deepen understanding and comprehension.
- b. *Paragraph Shrinking*: The paragraph shrinking strategy allows each student to take turns reading, pausing, and summarizing the main points of each paragraph. Students provide each other with feedback as a way to monitor comprehension.
- c. *Think-Pair-Share*: Think-pair-share is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. This strategy requires students to think individually about a topic or answer to a question and also share ideas with classmates. Discussing with a partner maximizes participation, focuses attention, and engages students in comprehending the reading material.

2. *Oral Reading Fluency*:

- a. *Choral Reading*: Choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built-in support. Additionally, it helps improve the ability to read sight words.
- b. *Timed Repeated Readings*: Timed repeated readings are an instructional strategy used to improve students' reading fluency. The goal of timed repeated readings is to increase reading speed, accuracy, and expression through repeated practice of a specific passage or text.

Emily Montecinos

Jennifer Aussicker

4/11/2024

Emily Montecinos, B.A.

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School Psychology Graduate Student

School Psychology Graduate Student

Psychoeducational Report Writing Rubric

Target	Acceptable	Unacceptable
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- Identifying Information (5 points)**
 - Personally identifiable information removed
 - Relevant information included

Target	Acceptable	Unacceptable
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- Reason for Referral (5 points)**
 - Person making referral identified
 - Specific concern(s) about the student provided

Target	Acceptable	Unacceptable
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- Background Information (10 Points)**
 - Relevant medical, educational, and family information presented
 - Sources of information identified
 - Value-laden statements avoided

Target	Acceptable	Unacceptable
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- Assessment Methods (10 Points)**
 - Listed alone or with explanation

Target	Acceptable	Unacceptable
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- Test Results (10 Points)**
 - Presented in chart format using Standard scores, grade equivalent scores, percentiles, and descriptive categorization (e.g., low average, average, high average)

Target	Acceptable	Unacceptable
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- Assessment Results (10 Points)**
 - Logical sequence with headings and subheadings as needed
 - Findings reported using Standard scores/percentile ranks/grade equivalents/descriptive classification
 - Results interpreted with conclusions drawn for the reader

Target	Acceptable	Unacceptable
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Conclusions (10 Points)

- Reason for referral restated
- Brief synthesis of most important findings
- Areas of strength and weakness explained
- Only previously described data presented

Target	Acceptable	Unacceptable
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Recommendations (10 Points)

- Most important information appears first
- Directly relates to prior data and interpretation
- Sufficient detail to be able to monitor progress of intervention recommendations
- Signature and title ends report

Target	Acceptable	Unacceptable
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Supporting Documentation (10 Points)

- Test protocol cover sheets included as needed

Target	Acceptable	Unacceptable
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Communication (20 Points)

- Varied sentence styles and lengths
- Clear statements using accurate terms
- Verb tense controlled
- Abbreviations defined first

Overall Score (out of 100 points):

___ Target (95 - 100)

___ Acceptable (87 – 94.75)

___ Unacceptable (below 87)