**Sample Psycho-educational Test Report Templates**

**Woodcock-Johnson III Tests of Cognitive Abilities**

To assess **NAME**’s cognitive functioning the *Woodcock Johnson III Tests of Cognitive Abilities* (WJIII-COG) was administered. The *WJIII-COG* can be used to provide information on overall intellectual functioning and to identify specific cognitive strengths and weaknesses. NAME’s overall General Intellectual Ability (GIA) score was ## (90% CI, ###-###), which falls at the ##th,nd,st percentile rank, and is in the **RANGE** range of standard scores. From these results the examiner is able to conclude that **NAME** has the overall cognitive ability to progress academically.

Cluster and corresponding subtest scores are reported below in three tables; (a) overall Performance Clusters, (b) narrowly focused Clinical Clusters, and (c) theoretically driven CHC Clusters. Analysis of these results reveals a pattern of learning strengths and weaknesses. Specifically, .

|  |
| --- |
| **Performance Clusters** |
| **Cluster** Subtest | **Stimuli/****Response** | **Testing Requirements** | **Cognitive Processes**  | **Standard Score**(90% CI) | **%ile**Interpretation |
| **Verbal Ability** |  | **Language development, and comprehension of words & relationships among words** | **###**() | **##**RANGE |
|  Verbal Comprehension | Visual (pictures); Auditory (words)/ Oral (words) | Identifying objects; knowledge of antonyms and synonyms; completing verbal analogies | Object recognition and re-identification; semantic activation, access, and matching; verbal analogical reasoning | ###() | ##RANGE |
|  General Information | Auditory (questions)/ Oral (sentences) | Identifying where objects are found and what people typically do with an object | Semantic activation and access to declarative generic knowledge | ###() | ##RANGE |
| **Thinking Ability** |  | **Thinking used when information in short term memory can’t be automatically processed**  | **97**(94-100) | **42**Average |
|  Visual Auditory Learning | Visual (rebuses)-Auditory (words) during learning; Visual (rebuses) during recognition/ Oral (sentences) | Learning and recalling pictographic representations of words | Paired-associative encoding via directed spotlight attention; storage and retrieval | ###() | ##RANGE |
|  Spatial Relations | Visual (drawings)/Oral (letters) or motoric (pointing) | Identifying the subset of pieces needed to forma a complete shape | Visual feature detection; manipulation of visual images in space; matching | ###() | ##RANGE |
|  Sound Blending | Auditory (phonemes)/Oral (words) | Synthesizing language sounds (phonemes) | Synthesis of acoustic, phonological elements in immediate awareness; matching the sequence of elements to stored lexical entries; lexical activation and access | ###() | ##RANGE |
|  Concept Formation | Visual (drawings)/Oral (words) | Identifying, categorizing, and determining rules | Rule-based categorization; rule switching; induction/inference | ###() | ##RANGE |
|  Retrieval Fluency | Auditory (directions)/Oral (words) | Naming as many examples as possible from a given category | Recognition, fluent retrieval, and oral production of examples of a semantic category | ###() | ##RANGE |
|  Picture Recognition | Visual (pictures)/Oral (words) or motoric (pointing) | Identifying a subset of previously presented pictures within a field of distracting pictures | Formation of iconic memories and matching of visual stimuli to stored representations | ###() | ##RANGE |
|  Auditory Attention | Auditory (words)/Motoric (pointing) | Identifying auditorily presented words amid increasingly intense background noise | Selective auditory attention | ###() | ##RANGE |
|  Analysis Synthesis | Visual (drawings)/Oral (words) | Analyzing puzzles (using symbolic formulations) to determine missing components | Algorithmic reasoning; deduction | ###() | ##RANGE |
| **Cognitive Efficiency** |  | **Ability to process information automatically** | **###**() | **##**RANGE |
|  Visual Matching | Visual (numbers)/Motoric (circling) | Rapidly locating and circling identical numbers from a defined set of numbers | Speeded visual perception and matching | ###() | ##RANGE |
|  Numbers Reversed | Auditory (numbers)/Oral (numbers) | Holding a span of numbers in immediate awareness while reversing the sequence | Span of apprehension and recoding in working memory | ###() | ##RANGE |
|  Decision Speed | Visual (pictures)/Motoric (circling) | Locating and circling two pictures most similar conceptually in a row | Object recognition and speeded symbolic/ semantic comparisons | ###() | ##RANGE |
| Memory for Words | Auditory (words)/Oral (words) | Repeating a list of unrelated words in correct sequence | Formation of echoic memories and verbalizable span of echoic store | ###() | ##RANGE |

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| **Clinical Clusters** |
| **Cluster** Subtest | **Stimuli/****Response** | **Testing Requirements** | **Cognitive Processes**  | **Standard Score**(68% CI) | **%ile**Interpretation |
| **Phonemic Awareness** |  | **Analysis and synthesis of speech sounds** | **###**() | **##**RANGE |
|  Sound Blending | Auditory (phonemes)/Oral (word) | Synthesizing language sounds (phonemes) | Synthesis of acoustic, phonological elements in immediate awareness; matching the sequence of elements to stored lexical entries; lexical activation and access | ###() | ##RANGE |
|  Incomplete Words | Auditory (words)/Oral (word) | Identifying words with missing phonemes | Analysis of a sequence of acoustic, phonological elements in immediate awareness: activation of a stored representation of the word from an incomplete set of phonological features | ###() | ##RANGE |
| **Working Memory** |  | **Holding information in immediate awareness while mentally manipulating the it** | **###**() | **##**RANGE |
|  Numbers Reversed | Auditory (numbers)/Oral (numbers) | Holding a span of numbers in immediate awareness while reversing the sequence | Span of apprehension and recoding in working memory | ###() | ##RANGE |
|  Auditory Working Memory | Auditory (words, numbers)/ Oral (words, numbers) | Holding a mixed set of numbers and words in immediate awareness while reordering into two sequences | Recoding of acoustic, verbalizable stimuli held in immediate awareness | ###() | ##RANGE |
| **Broad Attention** |  | **Focused, sustained, and divided attention** | **###**() | **##**RANGE |
|  Numbers Reversed | Auditory (numbers)/Oral (numbers) | Holding a span of numbers in immediate awareness while reversing the sequence | Span of apprehension and recoding in working memory | ###() | ##RANGE |
|  Auditory Working Memory | Auditory (words, numbers)/ Oral (words, numbers) | Holding a mixed set of numbers and words in immediate awareness while reordering into two sequences | Recoding of acoustic, verbalizable stimuli held in immediate awareness | ###() | ##RANGE |
|  Auditory Attention | Auditory (words)/Motoric (pointing) | Identifying auditorily presented words amid increasingly intense background noise | Selective auditory attention | ###() | ##RANGE |
|  Pair Cancellation | Visual (pictures)/Motoric (circling) | Identifying and circling instances of a repeated pattern rapidly | Controlled, focal attention; vigilance | ###() | ##RANGE |
| **Cognitive Fluency** |  | **Speed/ease of cognitive task performance** | **###**() | **##**RANGE |
|  Retrieval Fluency | Auditory (directions)/Oral (words) | Naming as many examples as possible from a given category | Recognition, fluent retrieval, and oral production of examples of a semantic category | ###() | ##RANGE |
|  Decision Speed | Visual (pictures)/Motoric (circling) | Locating and circling two pictures most similar conceptually in a row | Object recognition and speeded symbolic/ semantic comparisons | ###() | ##RANGE |
|  Rapid Picture Naming | Visual (pictures)/Oral (words) | Recognizing objects, then articulating their names rapidly | Speed/fluency of retrieval and oral production of recognized objects | ###() | ##RANGE |
| **Executive Processes** |  | **Strategic planning, proactive inference control, and ability to shift mental set** | **###**() | **##**RANGE |
|  Concept Formation | Visual (drawings)/Oral (words) | Identifying, categorizing, and determining rules | Rule-based categorization; rule switching; induction/inference | ###() | ##RANGE |
|  Planning | Visual (drawing)/Motoric (tracing) | Tracing a pattern without removing the pencil from the paper or retracing any lines | Means-end analysis | ###() | ##RANGE |
|  Pair Cancellation | Visual (pictures)/Motoric (circling) | Identifying and circling instances of a repeated pattern rapidly | Controlled, focal attention; vigilance | ###() | ##RANGE |

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| **CHC Clusters** |
| **Cluster** Subtest | **Stimuli/****Response** | **Testing Requirements** | **Cognitive Processes**  | **Standard Score**(68% CI) | **%ile**Interpretation |
| **Comprehension Knowledge (*Gc)*** |  | **Breadth/depth of acquired knowledge, ability to communicate knowledge, & to reason using prior learning** | **###**() | **##**RANGE |
|  Verbal Comprehension | Visual (pictures); Auditory (words)/Oral (words) | Identifying objects; knowledge of antonyms and synonyms; completing verbal analogies | Object recognition and re-identification; semantic activation, access, and matching; verbal analogical reasoning | ###() | ##RANGE |
|  General Information | Auditory (questions)/Oral (sentences) | Identifying where objects are found and what people typically do with an object | Semantic activation and access to declarative generic knowledge | ###() | ##RANGE |
| **Long Term Retrieval (*Glr)*** |  | **Store information and quickly remember it** | **###**() | **##**RANGE |
|  Visual Auditory Learning | Visual (rebuses)-auditory (words) during learning; Visual (rebuses) during recognition /Oral (sentences) | Learning and recalling pictographic representations of words | Paired-associative encoding via directed spotlight attention; storage and retrieval | ###() | ##RANGE |
|  Retrieval Fluency | Auditory (directions)/Oral (words) | Naming as many examples as possible from a given category | Recognition, fluent retrieval, and oral production of examples of a semantic category | ###() | ##RANGE |
| **Visual-Spatial Thinking (*Gv)*** |  | **Perceive, analyze, synthesize and think with visual patterns, includes the ability to store and recall** | **###**() | **##**RANGE |
|  Spatial Relations | Visual (drawings)/Oral (letters) or motoric (pointing) | Identifying the subset of pieces needed to forma a complete shape | Visual feature detection; manipulation of visual images in space; matching | ###() | ##RANGE |
|  Picture Recognition | Visual (pictures)/Oral (words) or motoric (pointing) | Identifying a subset of previously presented pictures within a field of distracting pictures | Formation of iconic memories and matching of visual stimuli to stored representations | ###() | ##RANGE |
|  Planning | Visual (drawing)/Motoric (tracing) | Tracing a pattern without removing the pencil from the paper or retracing any lines | Means-end analysis | ###() | ##RANGE |
| **Auditory Processing (*Ga)*** |  | **Analyze, synthesize, discriminate auditory stimuli, including the ability to process/discriminate speech sounds under distorted conditions** | **###**() | **##**RANGE |
|  Sound Blending | Auditory (phonemes)/Oral (word) | Synthesizing language sounds (phonemes) | Synthesis of acoustic, phonological elements in immediate awareness; matching the sequence of elements to stored lexical entries; lexical activation and access | ###() | ##RANGE |
|  Incomplete Words | Auditory (words)/Oral (word) | Identifying words with missing phonemes | Analysis of a sequence of acoustic, phonological elements in immediate awareness: activation of a stored representation of the word from an incomplete set of phonological features | ###() | ##RANGE |
|  Auditory Attention | Auditory (words)/Motoric (pointing) | Identifying auditorily presented words amid increasingly intense background noise | Selective auditory attention | ###() | ##RANGE |
| **Fluid Reasoning (*Gf)*** |  | **Reasoning, forming concepts, and solving problems using familiar or novel information/procedures** | **###**() | **##**RANGE |
|  Concept Formation | Visual (drawings)/Oral (words) | Identifying, categorizing, and determining rules | Rule-based categorization; rule switching; induction/inference | ###() | ##RANGE |
|  Analysis Synthesis | Visual (drawings)/Oral (words) | Analyzing puzzles (using symbolic formulations) to determine missing components | Algorithmic reasoning; deduction | ###() | ##RANGE |
|  Planning | Visual (drawing)/Motoric (tracing) | Tracing a pattern without removing the pencil from the paper or retracing any lines | Means-end analysis | ###() | ##RANGE |

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| **CHC Clusters (continued)** |
| **Cluster** Subtest | **Stimuli/****Response** | **Testing Requirements** | **Cognitive Processes**  | **Standard Score**(68% CI) | **%ile**Interpretation |
| **Processing Speed (*Gs)*** |  | **Ability to perform simple/automatic cognitive tasks quickly** | **###**() | **##**RANGE |
|  Visual Matching | Visual (numbers)/Motoric (circling) | Rapidly locating and circling identical numbers from a defined set of numbers | Speeded visual perception and matching | ###() | ##RANGE |
|  Decision Speed | Visual (pictures)/Motoric (circling) | Locating and circling two pictures most similar conceptually in a row | Object recognition and speeded symbolic/ semantic comparisons | ###() | ##RANGE |
|  Rapid Picture Naming | Visual (pictures)/Oral (words) | Recognizing objects, then articulating their names rapidly | Speed/fluency of retrieval and oral production of recognized objects | ###() | ##RANGE |
|  Pair Cancellation | Visual (pictures)/Motoric (circling) | Identifying and circling instances of a repeated pattern rapidly | Controlled, focal attention; vigilance | ###() | ##RANGE |
| **Short-Term Memory (*Gsm)*** |  | **Apprehend and hold information in immediate awareness and use it within a few seconds** | **###**() | **##**RANGE |
|  Numbers Reversed | Auditory (numbers)/Oral (numbers) | Holding a span of numbers in immediate awareness while reversing the sequence | Span of apprehension and recoding in working memory | ###() | ##RANGE |
|  Auditory Working Memory | Auditory (words, numbers)/ Oral (words, numbers) | Holding a mixed set of numbers and words in immediate awareness while reordering into two sequences | Recoding of acoustic, verbalizable stimuli held in immediate awareness | ###() | ##RANGE |
|  Memory for Words | Auditory (words)/Oral (words) | Repeating a list of unrelated words in correct sequence | Formation of echoic memories and verbalizable span of echoic store | 68(63-74) | 2Very Low |

**Naglieri Nonverbal Ability Test**

To assess **NAME**’s reasoning skills, the *Naglieri Nonverbal Ability Test* (NNAT) was administered. The *NNAT* can be used to provide information on general reasoning skill. **NAME**’s obtained standard score on this measure was **###** (90% CI, **###** - **###**; **##th/nd/st** %ile rank), is in the **RANGE** range of scores.

**Woodcock-Johnson III Tests of Achievement**

The *Woodcock-Johnson III Tests of Achievement* (WJIII ACH) is a nationally standardized measure of academic achievement. **NAME**’s obtained test scores on this measure are as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| ***Cluster****Subtest* | *Standard Score* | *90% Confidence Interval* | *%ile**Rank* |
| **Broad Reading** | **###** | **###-###** | **##** |
| Letter-Word Identification | ### | ###-### | ## |
| Reading Fluency | ### | ###-### | ## |
| Passage Comprehension | ### | ###-### | ## |
| **Broad Math**  | **###** | **###-###** | **##** |
| Calculation | ### | ###-### | ## |
| Math Fluency | ### | ###-### | ## |
| Applied Problems | ### | ###-### | ## |
| **Broad Written Language**  | **###** | **###-###** | **##** |
| Spelling | ### | ###-### | ## |
| Writing Fluency | ### | ###-### | ## |
| Writing Samples | ### | ###-### | ## |
| **Academic Skills**  | **###** | **###-###** | **##** |
| **Academic Fluency** | **###** | **###-###** | **##** |
| **Academic Applications** | **###** | **###-###** | **##** |
| **Total Achievement** | **###** | **###-###** | **##** |

**Kaufman Test of Educational Achievement**

The *Kaufman Test of Educational Achievement* (2nd ed., KTEA-II) is a nationally standardized measure of academic achievement. Results are as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Composite**Subtests | Raw Score | Standard Score | 90% Confidence Interval | %ile Rank |
| **Reading**  | **###** | **###** | **###-###** | **##** |
| Letter & Word Recognition | ## | ### | ###-### | ## |
| Reading Comprehension | ## | ### | ###-### | ## |
| Nonsense Word Decoding | ## | ### | ###-### | ## |
| **Math**  | **###** | **###** | **###-###** | **##** |
| Concepts & Applications | ## | ### | ###-### | ## |
| Computation | ## | ### | ###-### | ## |
| **Written Language**  | **###** | **###** | **###-###** | **##** |
| Written Expression | ## | ### | ###-### | ## |
| Spelling | ## | ### | ###-### | ## |

**Gray Oral Reading Test**

The *Gray Oral Reading Test* (Fifth Edition, GORT-5) is a measure of oral reading fluency and comprehension. On this measure Kyra obtained the following scores:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Subtest | RawScores | ScaledScore | %ile Rank | Age Equivalent | Grade Equivalent |
| Rate |  |  |  |  |  |
| Accuracy |  |  |  |  |  |
| Fluency |  |  |  |  |  |
| Comprehension |  |  |  |  |  |
| **Oral Reading Quotient** |  |  |  |  |

**Test of Word Reading Efficiency**

The *Test of Word Reading Efficiency* (2nd Edition; TOWRE2; Form A) is a measure of an individual’s ability to read out loud printed text accurately and quickly (reading fluency). On it **NAME** was asked to read as many printed words as possible in 45 seconds (Sight Word Efficiency), and as many pronounceable printed non-words (e.g., “mibgus”) as possible in 45 seconds (Phonemic Decoding Efficiency). The following Table provides a summary of **NAME**’s *TOWRE* performance.

|  |  |  |  |
| --- | --- | --- | --- |
| *Subtest* | *Raw Score* | *Percentile Rank* | *Standard Score* |
| Sight Word Efficiency |  |  |  |
| Phonemic Decoding Efficiency |  |  |  |
| Total Word Reading Efficiency |  |  |  |

**Test of Silent Word Reading Efficiency**

The *Test of Silent Word Reading Efficiency* (Form A; TOSWRE) is a measure of an individual’s ability to recognize printed words accurately and quickly (reading fluency). On it **NAME** was presented with rows of words that had no spaces between them (e.g., dimhowfigblue). **S/He** was then given three minutes to draw lines between the boundaries of as many words as possible. On this test **NAME** obtained a raw score of ###, which when compared to the performance of same aged peers, fell at the ##th,nd,st percentile rank and corresponded to a standard score of ###, and age equivalent of ##-## (CA: ##-##), and a grade score of #.#. Such a result is described by the *TOSWRE’s* manual as “**RANGE**.”

**Test of Auditory Processing Skills**

The *Test of Auditory Processing Skills* (3rd ed.; TAPS-3) is a measure of auditory skills important to the development, use, and understanding of the language used in academic instruction. It includes subtests designed to assess basic phonological skills (which are important to learning to read), memory abilities (essential to processing information), and auditory cohesion (which requires not only understanding, but also the ability to use inference, deduction and abstraction to comprehend the meaning of verbally presented information). On this measure **NAME** obtained an overall auditory processing standard score of ### (90% CI, ###-###; ##th,nd,st %ile rank), which falls within the **RANGE** range. Subtest and Index results are as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| ***Index****Subtest* | *Standard Scores* | *90% Confidence Interval* | *%ile Rank* |
| **Phonological** | **###** | **###-###** | **##** |
| Word Discrimination | ### | ###-### | ## |
| Phonological Segmentation | ### | ###-### | ## |
| Phonological Blending | ### | ###-### | ## |
| **Memory**  | **###** | **###-###** | **##** |
| Number Memory Forward | ### | ###-### | ## |
| Number Memory Reversed | ### | ###-### | ## |
| Word Memory | ### | ###-### | ## |
| Sentence Memory | ### | ###-### | ## |
| **Cohesion**  | **###** | **###-###** | **##** |
| Auditory Comprehension | ### | ###-### | ## |
| Auditory Reasoning | ### | ###-### | ## |

**Comprehensive Test of Phonological Processing**

The *Comprehensive Test of Phonological Processing* (CTOPP) assesses phonological awareness, phonological memory, and rapid naming. Students with deficits in one or more of these abilities may have difficulty learning to read. The Phonological Awareness Quotient measures awareness of, and access to, the phonological (or sound) structure of oral language. The Phonological Memory Quotient measures the ability to hold phonological information (numbers and word parts) in working or short-term memory. The Rapid Naming Quotient measures the ability to quickly and efficiently retrieve phonological information from long-term memory. The following Table summarizes **NAME**’s *CTOPP* performance.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Subtest* | *Raw Score* | *%ile Rank* | *Standard Score* | *Composite* | *%ile Rank* | *Standard Score* |
| Elision |  |  |  | Phonological Awareness |  |  |
| Blending Words |  |  |  | Phonological Memory |  |  |
| Memory for Digits |  |  |  | Rapid Naming |  |  |
| Rapid Digit Naming |  |  |  |  |
| Nonword Repetition |  |  |  |
| Rapid Letter naming |  |  |  |

**Developmental Test of Visual-Motor Integration**

The *Developmental Test of Visual-Motor Integration* (VMI) is a developmental sequence of geometric forms to be copied with pencil and paper. This test measured **NAME**’s ability to integrate a visual perception with a fine motor response (eye-hand coordination). On it **NAME** obtained a raw score of ##, which when compared to the performance of same aged peers, falls at the ##th,rd,st percentile rank and corresponds to a standard score of **##**. This result is considered to be .

**Behavior Assessment System for Children, Second Edition: Self-Report of Personality**

To assess **NAME**’s social-emotional functioning **s/he** was asked to respond to the *Behavioral Assessment System for Children, Second Edition: Self-Report of Personality* (BASC-2 SRP). On this measure **NAME** responded to 175 statements about **his/her** behavior, emotions, thoughts and perceptions. Clinical Scales provide an estimate of **NAME**’s level of distress in a variety of areas, while Adaptive Scales focus on positive psychological adjustment.

|  |  |  |
| --- | --- | --- |
| ***Clinical Scales******(Level of Distress)*** | ***Scale Definitions*** | ***T-Scores***Scores 60 or higher are of concern |
| Attitude to School | The tendency to feel alienated, hostile, or dissatisfied toward school |  |
| Attitude to Teachers | The tendency to resent or dislike teachers or think they are unfair |  |
| Sensation Seeking | The tendency to take risks and seek excitement |  |
| **School Problems** |  |  |
|  |  |  |
| Atypicality | Excessive thoughts and behaviors that are often considered odd or unusual |  |
| Locus of Control | The belief that rewards and punishments re controlled by external events or other people |  |
| Social Stress | Feeling lonely, isolated, or “picked on” in social situations |  |
| Anxiety | The tendency to be nervous, fearful, or worried about real or imagined problems |  |
| Depression | Excessive feelings of unhappiness, sadness, or stress |  |
| Sense of inadequacy | The tendency to feel unsuccessful or generally inadequate |  |
| Somatization | The tendency to be overly sensitive or to complain about relatively minor physical problems/discomfort |  |
| **Internalizing Problems** |  |  |
|  |  |  |
| Attention Problems | The tendency to be easily distracted and unable to concentrate for an extended period of time |  |
| Hyperactivity | The tendency to be overly active, rush through work or activities, and act without thinking |  |
| **Inattention/Hyperactivity** |  |  |
|  |  |  |
| **Emotional Symptoms Index** |  |  |

|  |  |  |
| --- | --- | --- |
| ***Adaptive Scales*** ***(Positive Psychological Adjustment)*** | ***Scale Definitions*** | ***T-Scores***Scores 40 or lower are of concern |
| Relations with Parents | The tendency to feel valued and supported by parents |  |
| Interpersonal Relations | Feeling liked and respected by peers |  |
| Self-Esteem | Feelings of self-respect and self-worth |  |
| Self-Reliance | Thinking that one is dependable and being confident of one’s abilities |  |
| **Personal Adjustment** |  |  |

**Behavior Assessment System for Children, Second Edition: Parent and Teacher Rating Scales**

To assess **NAME**’s social-emotional functioning **his/her** caregivers were asked to respond to the *Behavioral Assessment System for Children, Second Edition: Parent* and *Teacher Rating Scales* (BASC-2 PRS; BASC-2 TRS). On this measure his mother, father, and teacher responded to statements about **NAME**’s behavior and feelings. Clinical Scales provides an estimate of **NAME**’s disruptive behaviors or internal problems, while Adaptive Scales focused on positive psychological features and skills. Results are as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Clinical Scales******(Disruptive behaviors/Internal Problems)*** | ***Scale Definitions*** | ***Mother*** | ***Father*** | ***Teacher*** |
| Hyperactivity |  |  |  |  |
| Aggression |  |  |  |  |
| Conduct Problems |  |  |  |  |
| **Externalizing Problems** |  |  |  |  |
|  |  |  |  |  |
| Anxiety |  |  |  |  |
| Depression |  |  |  |  |
| Somatization |  |  |  |  |
| **Internalizing Problems** |  |  |  |  |
|  |  |  |  |  |
| Atypicality |  |  |  |  |
| Withdrawal |  |  |  |  |
| Attention Problems |  |  |  |  |
| Learning Problems |  |  |  |  |
| School Problems |  |  |  |  |
|  |  |  |  |  |
| **Behavioral Symptoms Index** |  |  |  |  |
| ***Adaptive Scales******(Positive Psychological Features/Skills)*** | ***Scale Definitions*** | ***Mother*** | ***Father*** | ***Teacher*** |
| Adaptability |  |  |  |  |
| Social Skills |  |  |  |  |
| Leadership |  |  |  |  |
| Activities of Daily Living |  |  |  |  |
| Functional Communication |  |  |  |  |
| Study Skills |  |  |  |  |
| **Adaptive Skills** |  |  |  |  |

**Child/Adolescent Report of Posttraumatic Symptoms**

The *Child/Adolescent Report of Posttraumatic Symptoms* (CROPS) is a 26 item self-report screening questionnaire designed to measure a broad range of posttraumatic symptoms. On this measure **NAME** obtained a raw score of ## (score range = 0 to 52). Items endorsed by **NAME** as being especially true for her in the past week (i.e., rated “Lots”) were:

As the cut-off score for clinical concern is 19, this result suggests

**Reynolds Child Depression Scale**

The *Reynolds Child Depression Scale* (RCDS) is designed to screen for depression in children in grades 3 to 6). It provides a self reported measure of the severity of a child’s depressive symptoms. On this measure **NAME** obtained a raw score of ## (score range = 30 to 121), which falls at the ##th,rd,st percentile rank.

**Conners 3**

The *Conners 3* offers a thorough assessment of ADHD and frequently comorbid disorders such as Oppositional Defiant Disorder and Conduct Disorder. **NAME**’s **mother**/**father** was asked to respond to the Parent version of this scale. Results are summarized in the following table:

|  |  |  |  |
| --- | --- | --- | --- |
| ***Scale*** | ***Characteristics of High Scores*** | ***T-score******(Percentile)*** | ***Score Guideline*** |
| Inattention | May have poor concentration/attention or difficulty keeping his/her mind on work. May make careless mistakes. May be easily distracted. May give up easily or be easily bored. May avoid schoolwork. | ## () |  |
| Hyperactivity/Impulsivity | High activity levels, may be restless and/or impulsive. May have difficulty being quiet. May interrupt others. May be easily excited. | ## () |  |
| Learning Problems | Struggles with reading, spelling, and/or math. May have difficulty remembering concepts. | ## () |  |
| Executive Functioning | May have difficulty starting or finishing projects, may complete projects at the last minute. May have poor planning, prioritizing, or organizational skills. | ## () |  |
| Defiance/Aggression | Physically and/or verbally aggressive. May show violent or destructive tendencies. May bully others. May be argumentative. May have poor control of anger and/or aggression. May be manipulative or cruel. May have legal issues. | ## () |  |
| Peer Relations | May have difficulty with friendships, poor social skills, limited social skills. May appear to be unaccepted by group. | ## () |  |
|  |  |  |  |
| **Global Index Total** | **May be moody and emotional, or restless, impulsive or inattentive** | **## ()** |  |
| **DSM-IV-TR ADHD Inattentive** | **## ()** |  |
| **DSM-IV-TR ADHD Hyperactive-Impulsive** | **## ()** |  |
| **DSM-IV-TR Conduct Disorder** | **## ()** |  |
| **DSM-IV-TR Oppositional Defiant Disorder** | **## ()** |  |