WISC-V CDN Interpretive Considerations for Sample Child #1 (08/27/2015)

Interpretive considerations provide additional information to assist you, the examiner, in interpreting Sample Child's performance. *This section should not be provided to the parent or recipient of the report.*

Please review these interpretive considerations before reading the report, as they may suggest that you make changes to the report settings in Q-global. If you make changes to the report settings, you can re-run the report without being charged.

This file contains two full reports: first, the interpretive report, and second, the parent report. Be sure to separate these reports before providing them to the appropriate recipients.

Score Interpretation Considerations

Performance was somewhat low on Similarities, a Verbal Comprehension subtest. On Similarities, Sample Child was read two words aloud that represent common objects or concepts. He was then asked to describe how they are similar. Difficulties with this subtest may be related to poor abstract reasoning ability, low verbal concept formation, or difficulties with verbal expression.

Performance was somewhat low on Vocabulary, a Verbal Comprehension subtest that required Sample Child to name depicted objects and/or define words that were read aloud. Difficulties with this subtest may be related to poor word knowledge, low verbal concept formation, or difficulties with verbal expression. If picture items were administered, a comparison of his performance across picture and verbal items might be informative.

Performance was somewhat low on Information, a Verbal Comprehension subtest that required Sample Child to answer questions about general-knowledge topics. Difficulties with this subtest may be related to difficulty acquiring, retaining, and/or retrieving general factual knowledge.

Recommendation Considerations

Items listed in the 'Recommendations' section at the end of the report are meant to be an aid to you as a clinician, not a substitute for individualized recommendations that should be provided by a professional who is familiar with the examinee. Please read through the automatically generated recommendations carefully and edit them according to the examinee's individual strengths and needs.

The recommendation section entitled 'Recommendations for General Cognitive Functioning' was included in the report because Sample Child's FSIQ score fell below a standard score of 90.

The recommendation section entitled 'Recommendations for Verbal Comprehension Skills' was included in the report because the examinee's VCI fell below a standard score of 90.

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The recommendation section entitled 'Recommendations for Visual Spatial Skills' was included in the report because the examinee's VSI fell below a standard score of 90.

The recommendation section entitled 'Recommendations for Fluid Reasoning Skills' was included in the report because the examinee's FRI fell below a standard score of 90.

The recommendation section entitled 'Recommendations for Working Memory Skills' was included in the report because the examinee's WMI fell below a standard score of 90.

The recommendation section entitled 'Recommendations for Processing Speed' was included in the report because the examinee's PSI fell below a standard score of 90.

End of Interpretive Considerations

WISC®-V CDN

WECHSLER INTELLIGENCE SCALE FOR CHILDREN®– FIFTH EDITION: CANADIAN

WISC®-V^CDN

Wechsler Intelligence Scale for Children®-Fifth Edition: Canadian Interpretive Report (Canadian Norms)

Examinee Name	Sample Child #1	Date of Report	08/27/2015	
Examinee ID		Grade	2	
Date of Birth	12/01/2008	Primary Language	English	
Gender	Male	Handedness	Right	
Race/Ethnicity	White	Examiner Name	Clinical Psychologist	
Date of Testing	08/27/2015	Age at Testing	6 years 8 months	Retest? No

Comments:

PsychCorp

[1.2 / RE1 / QG1]

TEST SESSION BEHAVIOUR

Sample Child arrived on time for the test session accompanied by his parent.

ABOUT WISC-V CDN SCORES

Sample Child was administered 16 subtests from the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V). The WISC-V is an individually administered, comprehensive clinical instrument for assessing the intelligence of children ages 6:0-16:11. The primary and secondary subtests are on a scaled score metric with a mean of 10 and a standard deviation (*SD*) of 3. These subtest scores range from 1 to 19, with scores between 8 and 12 typically considered average. The primary subtest scores contribute to the primary index scores, which represent intellectual functioning in five cognitive areas: Verbal Comprehension Index (VCI), Visual Spatial Index (VSI), Fluid Reasoning Index (FRI), Working Memory Index (WMI), and the Processing Speed Index (PSI). This assessment also produces a Full Scale IQ (FSIQ) composite score that represents general intellectual ability. The primary index scores and the FSIQ are on a standard score metric with a mean of 100 and an *SD* of 15. The primary index scores range from 45 to 155; the FSIQ ranges from 40 to 160. For both the primary index scores and the FSIQ, scores ranging from 90 to 109 are typically considered average.

Ancillary index scores are also provided. The ancillary index scores represent cognitive abilities using different primary and secondary subtest groupings than do the primary index scores. The ancillary index scores are also on a standard score metric with a mean of 100 and an *SD* of 15. The Quantitative Reasoning Index (QRI) and Auditory Working Memory Index (AWMI) scores have a range of 45-155. The remaining three ancillary index scores have a range of 40-160: Nonverbal Index (NVI), General Ability Index (GAI), and the Cognitive Proficiency Index (CPI). Scores ranging from 90 to 109 are typically considered average. Further, the WISC-V provides complementary index scores that measure additional cognitive processes related to academic achievement and learning-related issues. The complementary index scores include the Naming Speed Index (NSI), Symbol Translation Index (STI), and the Storage and Retrieval Index (SRI). Both the complementary subtests and index scores are on a standard score metric with a mean of 100 and an *SD* of 15, with a range of 45-155. Scores ranging from 90 to 109 are typically considered average.

A percentile rank (PR) is provided for each reported composite and subtest score to show Sample Child's standing relative to other same-age children in the WISC-V normative sample. If the percentile rank for his Verbal Comprehension Index score is 1, for example, it means that he performed as well as or better than approximately 1% of children his age. This appears in the report as PR = 1.

The scores obtained on the WISC-V reflect Sample Child's true abilities combined with some degree of measurement error. His true score is more accurately represented by a confidence interval (CI), which is a range of scores within which his true score is likely to fall. Composite scores are reported with 95% confidence intervals to ensure greater accuracy when interpreting test scores. For each composite score reported for Sample Child, there is a 95% certainty that his true score falls within the listed range.

It is common for children to exhibit score differences across areas of performance. Comparing the score differences in relation to three separate benchmarks may yield a richer portrait of a child's strengths and

weaknesses. The three types of score difference comparisons presented in this report use interpretive statements that describe what can be generically understood as strengths or weaknesses. Because many score comparisons are possible within the WISC-V, attention to exactly what the scores are compared to is necessary to understand Sample Child's performance. The first type of comparison may be used to detect a normative strength or weakness, which occurs if a composite or subtest score differs from what is typical in the normative sample. For the purposes of this report, scores that fall above or below the Average qualitative descriptor range suggest either a normative strength or a normative weakness. The report will include phrases such as 'very high for his age' or 'lower than most children his age' when this occurs. The second type of comparison may be used to examine score differences from an intrapersonal perspective. For this comparison, a score is described as a strength or weakness if a primary index or subtest score differs from an indicator of overall performance (i.e., the mean of the primary index scores, the mean of the FSIQ subtest scores, the mean of the primary subtest scores, or the mean of the FSIQ subtest scores). Statistically significant differences are described with phrases such as 'personal strength' or 'personal weakness' or as one of the child's 'strongest or weakest areas of performance'. The third type of comparison may be used to examine scores for a relative strength or weakness, which occurs if a composite or subtest score differs in relation to another score of the same type (e.g., scaled, standard). When a scaled or standard score is compared with another scaled or standard score, the phrases 'relative strength' and 'relative weakness' are used to describe statistically significant differences when comparing performance on one score in relation to another.

If the difference between two scores is statistically significant, it is listed in the report with a base rate to aid in interpretation. The statistical significance and base rate results provide different information. A statistically significant difference suggests that the result is reliable and would likely be observed again if the assessment were repeated (i.e., the difference is not due to measurement error). The base rate (BR) provides a basis for estimating how common or rare a particular score difference was among other children of similar ability in the WISC-V normative sample. For example, a base rate of 6.80% is reported if the composite score for Naming Speed Literacy is 25 points higher than the composite score for Naming Speed Quantity. This appears on the report as NSL > NSQ, BR = 6.80%. This means that 6.80% of children of similar ability level in the WISC-V normative sample obtained a difference of this magnitude or greater between those two scores. In many cases, a statistically significant difference may be accompanied by a base rate of greater than 15%, which indicates that the difference, while reliable and not due to measurement error, is relatively common among children. This result does not necessarily reduce the importance of the difference, but does indicate a difference that large or larger is relatively common.

It is possible for intellectual abilities to change over the course of childhood. Additionally, a child's scores on the WISC-V can be influenced by motivation, attention, interests, and opportunities for learning. All scores may be slightly higher or lower if Sample Child were tested again on a different day. It is therefore important to view these test scores as a snapshot of Sample Child's current level of intellectual functioning. When these scores are used as part of a comprehensive evaluation, they contribute to an understanding of his current strengths and any needs that can be addressed.

INTERPRETATION OF WISC-V RESULTS

FSIQ

The FSIQ is derived from seven subtests and summarizes ability across a diverse set of cognitive functions. This score is typically considered the most representative indicator of general intellectual functioning. Subtests are drawn from five areas of cognitive ability: verbal comprehension, visual spatial, fluid reasoning, working memory, and processing speed. Sample Child's FSIQ score is in the Extremely Low range when compared to other children his age (FSIQ = 64, PR = 1, CI = 60-71). Although the WISC-V measures various aspects of ability, a child's scores on this test can also be influenced by many factors that are not captured in this report. When interpreting this report, consider additional sources of information that may not be reflected in the scores on this assessment. While the FSIQ provides a broad representation of cognitive ability, describing Sample Child's domain-specific performance allows for a more thorough understanding of his functioning in distinct areas. Some children perform at approximately the same level in all of these areas, but many others display areas of cognitive strengths and weaknesses.

Verbal Comprehension

The Verbal Comprehension Index (VCI) measured Sample Child's ability to access and apply acquired word knowledge. Specifically, this score reflects his ability to verbalize meaningful concepts, think about verbal information, and express himself using words. Overall, Sample Child's performance on the VCI was much lower than most children his age (VCI = 67, PR = 1, Extremely Low range, CI = 62-77). Low scores in this area may occur for a number of reasons including poorly developed word knowledge, difficulty retrieving acquired information, problems with verbal expression, or general difficulties with reasoning and problem solving.

With regard to individual subtests within the VCI, Similarities (SI) required Sample Child to describe a similarity between two words that represent a common object or concept and Vocabulary (VC) required him to name depicted objects and/or define words that were read aloud. He performed comparably across both subtests, suggesting that his abstract reasoning skills and word knowledge are similarly developed at this time (SI = 4; VC = 4). In addition to the two subtests that contribute to the VCI, two other verbal comprehension subtests were administered to gain a more detailed understanding of Sample Child's verbal comprehension abilities. For Information (IN), he answered questions about a broad range of general-knowledge topics. His performance was extremely low for his age, suggesting very weak ability to acquire, remember, and retrieve knowledge about the world around him (IN = 3). On Comprehension (CO), a subtest requiring him to answer questions based on his understanding of general principles and social situations, Sample Child's performance was average for his age. This suggests age-appropriate understanding of practical knowledge and ability to verbalize meaningful concepts (CO = 8).

Visual Spatial

The Visual Spatial Index (VSI) measured Sample Child's ability to evaluate visual details and understand visual spatial relationships in order to construct geometric designs from a model. This skill requires visual spatial reasoning, integration and synthesis of part-whole relationships, attentiveness to visual detail, and visual-motor integration. In this area, Sample Child exhibited performance that was

below most other children his age (VSI = 70, PR = 2, Very Low range, CI = 65-81). Low scores in this area may occur due to deficits in spatial processing, difficulty with visual discrimination, poor visual attention, visuomotor integration deficits, or generally low reasoning ability. Overall, he appeared to have significant difficulty putting together geometric designs using a model.

The VSI is derived from two subtests. During Block Design (BD), Sample Child viewed a model and/or picture and used two-coloured blocks to re-create the design. Visual Puzzles (VP) required him to view a completed puzzle and select three response options that together would reconstruct the puzzle. He performed comparably across both subtests, suggesting that his visual-spatial reasoning ability is equally well developed, whether solving problems that involve a motor response and reuse the same stimulus repeatedly while receiving concrete visual feedback about accuracy, or solving problems with unique stimuli that must be solved mentally and do not involve feedback about accuracy (BD = 6; VP = 5). In addition to the BD score, the Block Design No Time Bonus score (BDn) was calculated. BDn is based on the child's performance on Block Design (BD) without including bonus points for rapid completion of items. The score's reduced emphasis on speed may be useful when a child's limitations, problem-solving strategies, or personality characteristics are believed to affect performance on timed tasks, as this score does not award extra points for working quickly. Sample Child's BDn score (BDn = 5) is not significantly different than his BD score, suggesting that both accuracy and speed equally contributed to his performance on this visual spatial task. The Block Design Partial score (BDp) was also calculated, which awards points for the number of blocks correctly placed when the time runs out, even if the child has not finished the entire design. This score reduces the emphasis on speed and attention to detail, providing an estimate of performance in children who are impulsive or who misperceive the design. Sample Child's BDp score (BDp = 3) is similar to his BD score. This suggests that rapid processing of visual-perceptual information and attention to detail do not overly influence his success with visual-spatial tasks. Mental rotation ability is of considerable interest because of its association with intelligence and working memory. Relative to his same-age peers, the number of rotation errors Sample Child made on Block Design is more than expected. Further, he also committed an unusual number of rotation errors on the two Processing Speed subtests: Coding and Symbol Search. A consistent pattern of rotation errors across all three of these subtests may indicate a broader issue regarding his mental rotation processes. It might help to review his item-level performance on the Visual Puzzles subtest. Problems with mental rotation are likely if he had more difficulty with VP items that involve rotated response options. On Block Design, Sample Child made more dimension errors than expected when compared to his same-age peers. Dimension errors occur when the maximum dimension for a square- or diamond-shaped design is exceeded at any time during construction of the block design. Dimension errors that occur with this frequency suggest either slowed decision speed regarding block placement or spatial deficits when looking for correct angles within designs.

Fluid Reasoning

The Fluid Reasoning Index (FRI) measured Sample Child's ability to detect the underlying conceptual relationship among visual objects and use reasoning to identify and apply rules. Identification and application of conceptual relationships in the FRI requires inductive and quantitative reasoning, broad visual intelligence, simultaneous processing, and abstract thinking. Overall, Sample Child's performance on the FRI was extremely weak for his age (FRI = 69, PR = 2, Extremely Low range, CI = 64-78). Low FRI scores may occur for a number of reasons including poor reasoning ability and difficulties with identifying important visual stimuli, linking visual information to abstract concepts, and understanding conceptual or quantitative concepts. Sample Child's relatively weak performance on the FRI suggests

that he may currently experience some difficulty solving complex problems that require him to identify and apply rules.

The FRI is derived from two subtests: Matrix Reasoning (MR) and Figure Weights (FW). Matrix Reasoning required Sample Child to view an incomplete matrix or series and select the response option that completed the matrix or series. On Figure Weights, he viewed a scale with a missing weight(s) and identified the response option that would keep the scale balanced. He performed comparably across both subtests, suggesting that his perceptual organization and quantitative reasoning skills are similarly developed at this time (MR = 5; FW = 5). In addition to the two subtests that contribute to the FRI, two additional fluid reasoning subtests were administered to gain a more detailed understanding of Sample Child's fluid reasoning skills. For Picture Concepts (PC), he was asked to view two or three rows of pictures and select one picture from each row to form a group with a common characteristic. His performance was slightly below other children his age, suggesting somewhat weak categorical reasoning skills (PC = 6). On Arithmetic (AR), a timed subtest requiring him to mentally solve math problems, Sample Child's performance was below most other children his age. This suggests weak numerical reasoning and applied computational ability (AR = 5).

Working Memory

The Working Memory Index (WMI) measured Sample Child's ability to register, maintain, and manipulate visual and auditory information in conscious awareness, which requires attention and concentration, as well as visual and auditory discrimination. Sample Child's performance on the WMI was significantly lower than other children his age (WMI = 69, PR = 2, Extremely Low range, CI = 64-79). Low WMI scores may occur for many reasons including distractibility, visual or auditory discrimination problems, difficulty actively maintaining information in conscious awareness, low storage capacity, difficulty manipulating information in working memory, or generally poor cognitive functioning. Overall, he showed significant difficulty recalling and sequencing series of pictures and lists of numbers.

Within the WMI, Picture Span (PS) required Sample Child to memorize one or more pictures presented on a stimulus page and then identify the correct pictures (in sequential order, if possible) from options on a response page. On Digit Span (DS), he listened to sequences of numbers read aloud and recalled them in the same order, reverse order, and ascending order. He performed similarly across these two subtests, suggesting that his visual and auditory working memory are similarly developed or that he verbally mediated the visual information on Picture Span (PS = 4; DS = 6). The Digit Span Forward (DSf) scaled process score is derived from the total raw score for the Digit Span Forward task. On this task, Sample Child was required to repeat numbers verbatim, with the number of digits in each sequence increasing as the task progressed. This task required working memory when the number of digits exceeded his ability to repeat the digits without the aid of rehearsal. This task represents basic capacity in the phonological loop. His performance on DSf was weak compared to other children his age (DSf = 4). On the Digit Span Forward task, Sample Child's Longest Digit Span Forward score was recorded (LDSf = 4). This raw score reflects the maximum span length recalled on DSf and offers unique information about performance on this task. Examine the consistency of recall across trials or items with the same number of digits, to determine if Sample Child exhibited variable performance. When performance is variable, this score may provide further insight regarding his performance. The Digit Span Backward (DSb) scaled process score is derived from the total raw score for the Digit Span Backward task. This task invoked working memory because Sample Child was required to repeat the

digits in a reverse sequence than was originally presented, requiring him to mentally manipulate the information before responding. His performance on DSb was slightly low compared to other children his age (DSb = 7). On the Digit Span Backward task, Sample Child's Longest Digit Span Backward score was recorded (LDSb = 2). The Digit Span Sequencing (DSs) scaled process score is derived from the total raw score for the Digit Span Sequencing task. This task required Sample Child to sequence digits according to value, invoking quantitative knowledge in addition to working memory. The increased demands for mental manipulation of information on the Digit Span Sequencing task places additional demands on working memory, as well as attention. His performance on DSs was typical compared to other children his age (DSs = 8). On the Digit Span Sequencing task, Sample Child's Longest Digit Span Sequence score was recorded (LDSs = 3). The Longest Picture Span Stimulus (LPSs) and Longest Picture Span Response (LPSr) raw process scores may help to further evaluate performance on the Picture Span subtest. These scores reflect the number of stimulus and response pictures, respectively, that appear on the last item with a perfect score. Given the variation in the length of response choices across items (i.e., number of responses may decrease when the stimulus span increases), LPSr should be interpreted in relation to LPSs. Sample Child's performance pattern on LPSs and LPSr are worth noting. His Longest Picture Span Stimulus score was (LPSs = 2) and his Longest Picture Span Response score was (LPSr = 2). In addition to the two subtests that contribute to the WMI, Letter-Number Sequencing (LN) was administered to gain a more detailed understanding of Sample Child's working memory proficiency. On this subtest, he was read sequences of numbers and letters, and was then asked to recall the numbers in ascending order and then the letters in alphabetical order. His performance was below most other children his age, suggesting weak sequential processing, mental manipulation, and attention (LN = 5). Sample Child's Longest Letter-Number Sequence score was recorded (LLNs = 2).

Processing Speed

The Processing Speed Index (PSI) measured Sample Child's speed and accuracy of visual identification, decision making, and decision implementation. Performance on the PSI is related to visual scanning, visual discrimination, short-term visual memory, visuomotor coordination, and concentration. The PSI assessed his ability to rapidly identify, register, and implement decisions about visual stimuli. His overall processing speed performance was very weak for his age (PSI = 69, PR = 2, Extremely Low range, CI = 64-82). Low PSI scores may occur for many reasons including visual discrimination problems, distractibility, slowed decision making, motor difficulties, or generally slow cognitive speed.

The PSI is derived from two timed subtests. Symbol Search (SS) required Sample Child to scan a group of symbols and indicate if the target symbol was present. On Coding (CD), he used a key to copy symbols that corresponded with simple geometric shapes. Performance across these tasks was similar, suggesting that Sample Child's associative memory, graphomotor speed, and visual scanning ability are similarly developed (SS = 5; CD = 4). Relative to his same-age peers, the number of rotation errors Sample Child made on Coding and Symbol Search is more than expected. On Coding, when copying symbols using a key, he rotated some of his drawings at least 90 degrees. On Symbol Search, when looking for a match, he incorrectly marked the response choice that was a rotated variation of the target. A consistent pattern of rotation errors may indicate broader issues with mental rotation ability. Further observation and evaluation may provide more information regarding Sample Child's mental rotation processes. On Symbol Search, Sample Child made more set errors than expected when compared to his same-age peers. Specifically, he marked the incorrect response choice containing characteristics similar to that of the target. An unusual number of set errors may indicate impulsivity, lapses in attention, or visual perception issues. In addition to the subtests that contribute to the PSI, Sample Child was

administered Cancellation (CA), another processing speed subtest, to gain a more detailed understanding of his processing speed ability. On this timed subtest, he scanned two arrangements of objects (one random, one structured) and marked target objects. Cancellation measures speed, scanning ability, and visual discrimination. His performance was very weak compared to other children his age (CA = 1).

ANCILLARY INDEX SCORES

In addition to the index scores described above, Sample Child was administered subtests contributing to several ancillary index scores. Ancillary index scores do not replace the FSIQ and primary index scores, but are meant to provide additional information about Sample Child's cognitive profile.

Quantitative Reasoning

Figure Weights and Arithmetic comprise the Quantitative Reasoning Index (QRI), which measures quantitative reasoning skills. Quantitative reasoning is closely related to general intelligence and can indicate a child's capacity to perform mental math operations and comprehend abstract relationships. Sample Child's overall index score was significantly lower than other children his age (QRI = 69, PR = 2, Extremely Low range, CI = 64-78). Low scores in this area may occur for a number of reasons including difficulties with mental math operations, comprehension of quantitative relationships, poor working memory ability, or general problems with abstract conceptual reasoning. Assessment of Sample Child's performance on the QRI may help to predict his reading and math achievement scores, creative potential, standardized test performance, and future academic success.

Auditory Working Memory

The Auditory Working Memory Index (AWMI) is derived from the sum of scaled scores for the Digit Span and Letter-Number Sequencing subtests. These subtests required Sample Child to listen to numbers and letters presented verbally, then recall or sequence them aloud. This index score measured his ability to register, maintain, and manipulate verbally-presented information. His overall auditory working memory performance was very low for his age (AWMI = 72, PR = 3, Very Low range, CI = 67-82). Low scores in this area may occur for a number of reasons including auditory processing difficulties, inattention, distractibility, low auditory working memory storage or manipulation, or poor working memory ability. Sample Child performed similarly across the two subtests that contribute to the AWMI, suggesting that his auditory working memory is similarly developed for tasks having both single- and dual-stimulus demands (DS = 6; LN = 5).

Nonverbal

The Nonverbal Index (NVI) is derived from six subtests that do not require verbal responses. This index score can provide a measure of general intellectual functioning that minimizes expressive language demands for children with special circumstances or clinical needs. Subtests that contribute to the NVI are drawn from four of the five primary cognitive domains (i.e., Visual Spatial, Fluid Reasoning, Working Memory, and Processing Speed). Sample Child's performance on the NVI fell in the Extremely Low range when compared to other children his age (NVI = 64, PR = 1, CI = 60-72). Low scores in this area may occur for many reasons including slow processing speed, poor working memory, abstract and conceptual reasoning difficulties, weak spatial reasoning skills, or low general intellectual ability.

Assessment of Sample Child's performance on the NVI may help to estimate his overall nonverbal cognitive ability.

General Ability

Sample Child was administered the five subtests comprising the General Ability Index (GAI), an ancillary index score that provides an estimate of general intelligence that is less impacted by working memory and processing speed, relative to the FSIQ. The GAI consists of subtests from the verbal comprehension, visual spatial, and fluid reasoning domains. Overall, this index score was significantly lower than other children his age (GAI = 67, PR = 1, Extremely Low range, CI = 62-75). Low GAI scores may occur for a number of reasons, including poor reasoning skills, visual spatial processing difficulties, language deficits, or generally low intellectual ability. The GAI does not replace the FSIQ as the best estimate of overall ability. It should be interpreted along with the FSIQ and all of the primary index scores. Sample Child's FSIQ and GAI scores were not significantly different, indicating that reducing the impact of working memory and processing speed resulted in little or no difference on his overall performance.

Cognitive Proficiency

Sample Child was also administered subtests that contribute to the Cognitive Proficiency Index (CPI). These four subtests are drawn from the working memory and processing speed domains. His index score suggests that he has significant difficulty processing cognitive information in the service of learning, problem solving, and higher-order reasoning (CPI = 66, PR = 1, Extremely Low range, CI = 61-76). Low CPI scores may occur for many reasons, including visual or auditory processing deficits, inattention, distractibility, visuomotor difficulties, limited working memory storage or mental manipulation capacity, or generally low cognitive ability. The CPI is most informative when interpreted as part of a comprehensive evaluation, together with its counterpart, the GAI. The practitioner may consider evaluating the GAI-CPI pairwise comparison, as this may provide additional interpretive information regarding the possible impact of cognitive processing on his ability. Sample Child's GAI and CPI scores were relatively similar, suggesting that general ability is commensurate with cognitive proficiency.

COMPLEMENTARY INDEX SCORES

Storage and Retrieval

The Storage and Retrieval Index (SRI) provides a broad estimate of Sample Child's long-term storage and retrieval accuracy and fluency. His ability to store and accurately retrieve information from long-term memory impacts his reading, writing, and math performance. While his scores on the SRI were diverse, his overall performance was significantly lower than other children his age (SRI = 66, PR = 1, Extremely Low range, CI = 61-75). The SRI is based on the sum of scores for the Naming Speed Index (NSI) and the Symbol Translation Index (STI), each measuring unique aspects regarding the storage and retrieval of information from long-term memory. Low SRI scores can occur for many reasons, including difficulty encoding and/or retrieving information from long-term memory, difficulty acquiring new information, slow processing speed, visual and/or language processing deficits, and/or inattentiveness.

Naming Speed

The Naming Speed Index (NSI) is based on the Naming Speed Literacy (NSL) and Naming Speed Quantity (NSQ) subtest scores. The NSI provides a broad estimate of the automaticity of basic naming ability. Interpretation of the NSI enhances the assessment of children with suspected learning disabilities, but is not intended to assess intellectual ability. The NSI measured Sample Child's ability to quickly and accurately name familiar objects, colours, and numbers. During the Naming Speed Literacy subtest, Sample Child named elements (e.g., objects of various size and colour, letters and numbers) as quickly as possible. Compared to other children his age, Sample Child's score fell in the Very Low range (NSL = 70). On the Naming Speed Quantity subtest, Sample Child named the quantity of squares inside a series of boxes as quickly as possible. On this subtest, his score fell in the Extremely Low range (NSQ = 45). The NSL-NSQ discrepancy comparison provides information about Sample Child's performance across a pair of subtests designed to measure naming automaticity. These tasks involve naming multiple dimensions and alternating stimuli. The NSL subtest is particularly sensitive to reading and written expression skills, while the NSQ subtest is possibly associated with mathematics skills. Sample Child's performance suggests that he has greater naming facility on tasks related to literacy, rather than mathematical, skills (NSL > NSQ, BR = 6.8%). Although there was variability between Sample Child's NSI subtest scores, his overall performance was significantly lower than other children his age (NSI = 63, PR = 1, Extremely Low range, CI = 58-75). Low NSI scores may occur for many reasons, including visual-processing deficits, information retrieval difficulties, weak language skills, poor naming skills, or generally slow cognitive functioning. The Naming Speed process scores correspond to the NSL items. Sample Child's Naming Speed Colour-Object (NSco) process score reflects his ability to identify elements by their colour and object attributes as quickly as possible, and the Naming Speed Size-Colour-Object (NSsco) process score adds a size attribute to the naming task. When asked to quickly say the name and colour of common objects, his rate was very slow compared to others his age (NSco = 53). However, when he was also required to say the size of each object, his speed became significantly faster, and was somewhat slow compared to his same-age peers (NSsco = 84. A discrepancy comparison between NSco and NSsco provides additional insight regarding how Sample Child's performance on the NSL subtest varied when the size attribute was added to the naming task. Sample Child's performance may suggest a lapse in attention or motivation during the Naming Speed Colour-Object task. It is also possible that he more easily employs successful strategies while progressing across tasks or he more readily improves with experience and practice, relative to his same-age peers (NSsco > NSco; BR = 0.0%). Observational data about his behaviour, attention, concentration, and motivation during this subtest should also be considered. During administration of the Naming Speed Index (NSI) subtests, Sample Child made more than the expected amount of errors on Naming Speed Quantity (BR= <=2%), relative to his same-age peers. It is especially important to consider this result when interpreting the NSI. In fact, his NSI score should be interpreted with caution because the number of errors that Sample Child made is rare compared to his same-aged peers. On Naming Speed Literacy (NSL), an error is counted for each mis-named attribute of an element. Sample Child made more than the expected number of errors on a task that required him to name the colour and object of elements and on a task that required him to name the size, colour and object of elements. On Naming Speed Quantity (NSQ), an error is counted when the child mis-names the quantity of squares inside a box. Sample Child made more than the expected number of errors, relative to his same-age peers. Observation of Sample Child's test behaviours may further clarify interpretation. If he performed a sample item with few or no errors, but then had difficulty on the corresponding item trials, he may have difficulty working under time pressure. Or, it is possible that he had problems with visual tracking due to the additional complexity of the test item pages, which have more stimuli relative to the sample

item pages. In contrast, if he committed several errors on a sample item and responded to feedback, but then committed the same type of errors on the item, a different interpretation is likely warranted. In this case, he might have misunderstood the task or he may require ongoing feedback to perform even simple tasks. If he had no errors or only a few errors on the first trial of an item, but then had an increased number of errors on the second trial, his test behaviours might have impacted his performance. Specifically, impatience, impulsivity, or a desire to finish quickly, without a concern for accuracy resulted in additional errors. In this case, a true naming facility deficit is less likely. Further, if he was not prompted to start again after two consecutive errors, the possibility of an administration or recording issue must be considered.

Symbol Translation

The Symbol Translation Index (STI) provides a broad estimate of visual-verbal associative memory. The STI is based on the Immediate Symbol Translation (IST), Delayed Symbol Translation (DST), and Recognition Symbol Translation (RST) subtest scores. He was shown symbols and taught the word that each symbol represented (i.e., visual-verbal pairs). He was then asked to translate symbol strings into phrases or sentences immediately (IST), after a 20-30 minute delay (DST), and in a multiple-choice recognition format (RST). These measures enhance the assessment of children suspected of having learning problems or declarative memory impairment, rather than the measurement of overall intellectual ability. When interpreting his Symbol Translation subtest scores, it is important to remember that DST and RST performance are dependant upon that of IST. Sample Child's overall performance across these three tasks was evenly developed. He appeared to have difficulty remembering these associations across the three conditions, and his overall performance was Very Low compared to same-age peers (STI = 73, PR = 4, CI = 68-81). Low STI scores may occur for many reasons, including visual or verbal processing deficits, inattention, distractibility, poor information encoding, difficulties accessing information from memory, rapid forgetting, or general memory impairment. Sample Child's performance on the NSI and STI were relatively similar, suggesting that naming facility and associative memory skills are evenly developed. It is also likely that his storage and retrieval automaticity and retrieval fluency, relative to acquisition of new information, are commensurate.

SUMMARY

Sample Child is a 6-year-old boy. The WISC-V was used to assess Sample Child's performance across five areas of cognitive ability. When interpreting his scores, it is important to view the results as a snapshot of his current intellectual functioning. As measured by the WISC-V, his overall FSIQ score fell in the Extremely Low range when compared to other children his age (FSIQ = 64). Sample Child's performance was relatively consistent across all of the Primary index Scores, suggesting that these abilities are developing evenly. Ancillary index scores revealed additional information about Sample Child's cognitive abilities using unique subtest groupings to better interpret clinical needs. His capacity to perform mental math operations and understand quantitative relationships, as measured by the Quantitative Reasoning Index (QRI), fell in the Extremely Low range (QRI = 69). The Auditory Working Memory Index (AWMI) measured his ability to register, maintain, and manipulate information that was presented orally. His index score was Very Low for his age (AWMI = 72). On the Nonverbal Index (NVI), a measure of general intellectual ability that minimizes expressive language demands, his performance was Extremely Low for his age (NVI = 64). He scored in the Extremely Low range on the General Ability Index (GAI), which provides an estimate of general intellectual ability that is less reliant

on working memory and processing speed relative to the FSIQ (GAI = 67). Sample Child's very low performance on the Cognitive Proficiency Index (CPI) suggests that he has significant difficulty processing cognitive information in the service of learning, problem solving, and higher order reasoning (CPI = 66). Complementary index scores measured Sample Child's abilities as they relate to academic achievement and learning-related issues. The Storage and Retrieval Index (SRI) provides a broad estimate of long-term storage and retrieval accuracy and fluency. This score is derived from tasks on the Naming Speed Index (NSI) and Symbol Translation Index (STI). The NSI measures basic naming automaticity. Sample Child's NSI score was in the Extremely Low range (NSI = 63). The STI measures visual-verbal associative memory. His score on the STI fell in the Very Low range (STI = 73). It is important to compare his performance across the three Symbol Translation subtests, when interpreting his associative memory ability. Overall performance within the SRI was consistent and Extremely Low for his age (SRI = 66). When evaluating his performance across the subtests that contribute to the NSI (i.e., NSL and NSQ), it appears that he has greater naming facility on tasks related to reading, rather than mathematical, skills (NSL > NSQ, BR = 6.8%). Potential areas for intervention are described in the following section.

RECOMMENDATIONS

Recommendations for General Cognitive Functioning

Sample Child's FSIQ score fell in the Extremely Low range, which means that his overall level of cognitive ability is greater than 1% of children his age. Children with this level of ability may experience substantial difficulty in many different areas of functioning. They will likely benefit from special education services in school, and an individualized education plan should be considered. A multidisciplinary team may wish to evaluate Sample Child's strengths and weaknesses in order to identify his personalized educational needs. It is recommended that his educational environment be designed in a manner that allows him to feel a sense of accomplishment throughout the day. Adults may wish to set small, measurable goals in each academic content area. Sample Child can be involved in creating a reward system, so that he is reinforced for each goal that is met. Tracking his own success on a chart may also provide him with a sense of accomplishment. In addition to these academic objectives, an adaptive behaviour assessment may identify goals that will help him develop his adaptive functioning. Children with this level of ability will likely benefit from specialized training in areas such as self-care, community interactions, and household chores. It is also recommended that adults involve Sample Child in enjoyable hobbies and extracurricular activities in order to build skills in multiple areas of functioning.

Recommendations for Verbal Comprehension Skills

Sample Child's overall performance on the VCI was very weak compared to other children his age. Relatively weak verbal skills place the child at risk for reading comprehension problems and may make it difficult to keep up with peers in the classroom. Classroom activities often involve listening comprehension, verbal reasoning, and oral communication. It is therefore recommended that interventions are provided in this area. Verbal interventions include shared reading activities, such as dialogic reading. This strategy allows adults to ask the child specific questions that encourage interest, comprehension, and critical thinking. Vocabulary can be enriched by exposing Sample Child to novel

situations and encouraging him to ask the names of unknown objects. Adults can keep a list of words that Sample Child learns and periodically review it with him. Discovering and investigating new concepts can help him to remember vocabulary words. Adults may wish to challenge Sample Child to engage in conversation by creating an open, positive environment for communication. For example, adults can ask open-ended questions and allow him sufficient time to respond, without interruption. Family members can also encourage Sample Child to engage in supervised age-appropriate conversation in the community. For example, he can be encouraged to order his own food at a restaurant or ask a store clerk questions. Further, adults may wish to give him positive feedback when he engages in conversation. Positive feedback can include reciprocal conversation, asking Sample Child to elaborate on his thoughts, and complimenting his contributions to the conversation.

Recommendations for Visual Spatial Skills

Sample Child's visual spatial skills were weak compared to other children his age. Children with relatively low visual spatial skills may have difficulty understanding information that is presented nonverbally. Teachers may best support Sample Child's needs by explicitly presenting information verbally. He may benefit from interventions aimed at analyzing and synthesizing visual information. Examples of these interventions include learning to read maps and creating maps of his house, school, or neighbourhood. He may be taught strategies to complete puzzles, such as identifying puzzle pieces with similar colours and lines. Mental rotation activities, such as drawing a simple shape from different perspectives, may also be helpful. A variety of digital games are available that might engage the child's visual spatial abilities. In addition to having difficulty understanding purely visual information, children with this pattern of functioning can sometimes be awkward in social situations because they may not understand others' subtle nonverbal cues. In such cases, it can be useful to prepare for novel situations. For example, before a new situation, adults can talk to Sample Child about what to expect. If he is anxious about how to respond or behave, role playing may help.

Recommendations for Fluid Reasoning Skills

Sample Child exhibited Extremely Low performance on the FRI. Children who have relative difficulty with fluid reasoning tasks may have difficulty solving problems, applying logical reasoning, and understanding complicated concepts. Sample Child may benefit from structure and practice when approaching tasks that are challenging to him. With regard to specific fluid reasoning interventions, he can be asked to identify patterns or to look at a series and identify what comes next. Encourage him to think of multiple ways to group objects and then explain his rationale to adults. Performing age-appropriate science experiments may also be helpful in building logical thinking skills. For example, adults can help him form a hypothesis and then perform a simple experiment, using measurement techniques to determine whether or not his hypothesis was correct. Asking questions about stories can further build fluid reasoning skills. For example, when reading a book or watching a movie, Sample Child can be asked to identify the main idea of the story. Further, he could be encouraged to answer open-ended questions such as, 'What do you think would happen if...' and then think logically about his responses. Reinforcing his ideas with positive feedback may encourage him to grow in this area.

Recommendations for Working Memory Skills

Sample Child's working memory scores fell in the Extremely Low range. With working memory skills lower than many children his age, he may have difficulty concentrating and attending to information that is presented to him. This may impact his school performance. Relatively weak working memory skills can lead to reading comprehension problems as text becomes more complex in future grades. Several recommendations are made based upon his performance pattern. Digital interventions may be helpful in building his capacity to exert mental control, ignore distraction, and manipulate information in his mind. Other strategies that may be useful in increasing working memory include teaching Sample Child to chunk information and connect new information to concepts that he already knows. As part of a comprehensive intervention plan, literacy goals such as identifying the main idea of stories can be identified. It is important to reinforce Sample Child's progress during these interventions. Goals should be small and measurable, and should steadily increase in complexity as his skills grow stronger.

Recommendations for Processing Speed

Overall, Sample Child's processing speed scores are an area of relative weakness, indicating that this is a potential area for intervention. Children with relatively low processing speed may work more slowly than same-age peers, which can make it difficult for them to keep up with classroom activities. It is important to identify the factors contributing to Sample Child's performance in this area; while some children simply work at a slow pace, others are slowed down by perfectionism, problems with visual processing, inattention, or fine-motor coordination difficulties. In addition to interventions aimed at these underlying areas, processing speed skills may be improved through practice. Interventions can focus on building Sample Child's speed on simple timed tasks. For example, he can play card-sorting games in which he quickly sorts cards according to increasingly complex rules. Fluency in academic skills can also be increased through similar practice. Speeded flash card drills, such as those that ask the student to quickly solve simple math problems, may help develop automaticity that can free up cognitive resources in the service of more complex academic tasks. Digital interventions may also be helpful in building his speed on simple tasks. During the initial stages of these interventions, Sample Child can be rewarded for working quickly rather than accurately, as perfectionism can sometimes interfere with speed. As his performance improves, both accuracy and speed can be rewarded.

RECOMMENDATIONS

Recommendations for Building Verbal Skills

Sample Child's family is encouraged to set aside time each evening to discuss the day's events. It is important that distractions are minimized during this time, allowing each family member to be given the full attention of those around them. Such activities may help to develop Sample Child's verbal expression skills.

In order to build Sample Child's verbal skills, adults should ask him open-ended questions. Adults are encouraged not to interrupt Sample Child, but instead listen carefully and ask open-ended follow-up questions.

Children who struggle with verbal skills may be reluctant to express themselves. It is therefore important that adults give Sample Child positive feedback when he engages in conversation with them. Positive feedback includes engaging in reciprocal conversation, asking Sample Child to elaborate, and making positive comments about his contributions to the conversation.

An evidence-based shared reading strategy such as dialogic reading may be useful in building early literacy and vocabulary skills. This shared reading intervention encourages adults to ask the child specific questions to encourage interest, comprehension, and enjoyment of reading.

To assist Sample Child in developing analogical reasoning skills, his parents/teachers may wish to play a game in which he is requested to finish the following types of statements: "Pears are bigger than cherries and cherries are bigger than..." Additionally, he can be requested to finish sentences such as "Humans are to homes as birds are to..."

Sample Child's family and teachers could participate in activities to improve Sample Child's language development and verbal categorization ability. For example, naming games can be developed in which Sample Child is asked to list as many objects as he can based on a specific characteristic (e.g., red, round, soft, furry). He can also classify common objects through simple activities such as sorting laundry or putting away toys.

Sample Child may benefit from practicing new skills in several different ways. For example, to reinforce his learning of new vocabulary words, he could finger-paint or mold letters with clay into words, practice with flash cards, and create sentences with the words.

Sample Child's family and teacher could assist him by participating in activities that teach attributes of objects. For example, adults could describe an object in the room and Sample Child can name the object based on its attributes.

Sample Child's teacher and family can assist with Sample Child's language development by participating in story-time activities. For example, a story is read several times, with each reading including a change to the characters, action, or sequence. Sample Child's task is to identify and describe the part of the story that has changed. Sample Child could also be asked to complete an incomplete story or to participate in dramatization of a story.

Several classroom strategies can be used to increase Sample Child's comprehension of class content. Prior to the lesson, Sample Child can be introduced to upcoming content and can learn the meaning of important keywords. During the lesson, the teacher can use visual supports in the form of pictures, diagrams, or graphs. Additionally, the teacher can give Sample Child verbal cues to prepare Sample Child for important information. During the lesson, Sample Child can be provided with a written outline of main ideas to follow along. After the lesson, Sample Child should immediately review his learning by paraphrasing important information in the lesson.

Decrease overall complexity of classroom discourse and discussions by controlling vocabulary level, reducing multistep commands, controlling sentence length and grammatical complexity, and providing written support.

Organizing new information into visual categories that are meaningful may help Sample Child remember the information more easily and accurately.

Teachers may elect to use visual cues to teach operations or skills involving sequencing to help Sample Child retain the facts and skills being taught.

Provide visual supports for lessons and text in the form of pictures, diagrams, or graphs.

Parents and teachers should focus on exposing Sample Child to new vocabulary. For example, when in a store, adults should encourage Sample Child to name objects that he knows, and to identify objects that he cannot name. Adults can then tell him the name of the object.

Further evaluation by a speech-language pathologist is recommended to further explore the nature of Sample Child's speech and language difficulties.

Recommendations for Building Visual Spatial and Fluid Reasoning Skills

Family and teachers can encourage activities that teach the relationship between part and whole. For example, Sample Child can be taught to complete puzzles by matching colours and shapes in each piece that correspond to the completed picture.

To teach sequencing skills, Sample Child can be asked to watch the teacher or family member perform a number of activities in sequence. He can then be asked to imitate the actions. The complexity and number of activities can be varied.

Teachers and family are encouraged to assist Sample Child by participating in activities designed to teach sequential reasoning skills. For example, a story could be developed in which Sample Child is the central character. Sample Child can then be asked to draw/select pictures that illustrate the sequence of events. He can then "read" the story back to his parents/teacher. Another way of developing Sample Child's sequencing skills is to ask him to identify what happened before and after an event in a story. While sequential reasoning skills are important for literacy, they also are useful when learning mathematics and science.

Sample Child could benefit from increased opportunities at home to improve his visual spatial abilities. Such activities may involve visual-motor skills, for example cutting, pasting, tracing, and colouring.

Several evidence-based interventions are available to build children's spatial skills. These include teaching children strategies for mental rotation skills and visual cues that assist in spatial decision-making.

Because of Sample Child's difficulties with tasks requiring visual processing, teachers are encouraged to avoid crowded or "busy" worksheets and leave adequate white space between items.

Because of Sample Child's difficulties with tasks requiring visual processing, teachers are encouraged to extend the time for the completion of assignments that require these skills.

Recommendations for Building Processing Speed and Working Memory Skills

Given Sample Child's struggles with working memory and processing speed, he may benefit from computerized intervention programs. Evidence-based interventions are available to enhance working memory skills and increase speed of processing.

CogMed is an evidence-based computerized intervention program aimed at enhancing working memory skills and increasing processing speed. It is recommended that Sample Child participate in a CogMed training program in order to build his skills in these areas.

When learning new information, Sample Child may benefit from using mnemonic devices or visual imagery to help him remember information. These strategies include mental pictures (using imagery and visualizations) and first-letter cues (to remember the words in a series or statement).

Sample Child may benefit from "chunking" information, a strategy in which pieces of information are grouped together into larger chunks so that fewer pieces of information need to be remembered. For example, the seven digits of a telephone number can be grouped into four numbers: 555-5678 becomes five, fifty-five, fifty-six, seventy-eight.

Because of Sample Child's working memory difficulties, it may be challenging for him to remember new information. It may help him to remember new information if he links the new information to information that he already knows.

Because Sample Child has difficulty working quickly, he may benefit from extended time on tests and quizzes. When evaluating whether Sample Child requires extended time, his parents and teachers should monitor how often he uses extended time in regular class work and provincial tests.

An occupational therapy evaluation is strongly recommended. This type of evaluation will identify specific areas for intervention with regard to Sample Child's fine- and gross-motor challenges. Addressing these issues may help Sample Child develop greater speed on fine-motor tasks.

Recommendations for Executive Functioning

Sample Child's parents or guardians are encouraged to provide immediate reinforcement for demonstrations of increased self-control or longer periods of maintaining attention.

Sample Child's parents and teachers can facilitate his development of executive functioning by praising him for working hard, rather than telling him that he is "smart." When children are praised for working hard, they may learn to persevere when faced with difficult concepts.

Mindfulness is a technique in which Sample Child can learn to ignore distracting thoughts and concentrate on the task at hand. Children of all ages can benefit from mindfulness training, which can help them to develop impulse control.

Learning to delay gratification has been shown to help children regulate their impulses and promotes positive social interactions.

To improve self-control, Sample Child and his parents can play a game in which they are asked to "freeze" when they hear a certain sound, e.g., a bell. Another game may involve clapping during a song, except during certain words. These games can build in complexity, such as clapping twice during certain words but not clapping during other words. Such activities can help to build his ability to inhibit motor impulses and regulate his motor output.

Parents, guardians, and teachers are encouraged to set appropriate time limits for clearly defined tasks and to allow Sample Child to monitor his own progress with a timing device.

Sample Child's sense of time may be enhanced by having him estimate the length of time needed to complete specific activities.

Sample Child can build his time management skills by learning to use a schedule. Deadlines, appointments, and homework assignments can be recorded on a calendar and he can check his progress daily.

Sample Child's family is encouraged to teach him to set realistic goals and monitor his progress toward those goals.

Parents, guardians, and teachers may wish to use a contract approach, when appropriate, to help Sample Child develop independence and self-direction. Involve Sample Child in development of contracts to ensure his investment in the outcome.

In order to complete multistep assignments in a timely manner, Sample Child may be taught to break larger tasks into smaller, more manageable steps. He can then learn to set realistic goals for each step and monitor his progress.

Sample Child may need to be taught the steps required to solve a problem or complete a task and be given the opportunity to rehearse the steps. Whenever possible, Sample Child can be offered a logical structure or procedure in solving problems.

Sample Child may need encouragement to assume responsibility for completing assignments and turning in work on time. Clear rules and timeliness can be established and maintained.

Recommendations for Attention Difficulties

Sample Child may maximize his productivity during study time by eliminating outside distractions, extraneous noise, and unnecessary interruptions. At school, Sample Child should be given a quiet place to work away from other students. At home, Sample Child's family may help him complete his homework assignments by providing a location where he can be monitored. It is recommended that he not do his homework in an unsupervised room, as this affords too many opportunities for distraction.

To help Sample Child maintain focus on cognitive tasks, teachers are encouraged to provide "motor breaks." These are periods of 3 to 5 minutes of physical movement or motor activity, and occur after every 15 to 20 minutes of cognitive effort. Sample Child would additionally benefit from stretch breaks. This means that he should be allowed, when appropriate, to stand up and stretch during extended periods of cognitive effort.

Sample Child may benefit from assistance in channelling his excess energy into appropriate activities. For example, teachers may allow him to stand during seatwork or use activity (e.g., running an errand, arranging classroom materials, cleaning the chalkboard) as a reinforcement for task completion.

Children with attention problems may find it useful to relieve excess physical energy by fidgeting during class. To allow him to fidget, Sample Child can be given a "wiggle seat" or stress ball to squeeze during class. This allows him a chance to relieve his excess physical energy in a socially appropriate manner.

Sample Child may benefit from techniques utilizing "self-talk" in situations where attention is vital. These inner reminders might include statements such as "Sit up straight, eyes on the speaker," "I need to keep looking at the person speaking," and "I need to write this down." Additionally, he should be encouraged to self-monitor by asking himself, "Did I get everything this person said?" and by double-checking with the speaker.

Children with attention problems often find it helpful to keep track of their on- and off-task behaviour. For example, Sample Child can keep a chart at his desk that is divided in half. At regular intervals, a timer can cue him to mark whether he was on or off task during that interval. He can be encouraged to calculate his performance by determining what percentage of the time he was on or off task. As his ability to attend to task improves, these intervals can become longer.

A prearranged, unobtrusive, non-punitive signal, such as a tap on the shoulder, may be used as a means of bringing Sample Child back on task. Teachers are encouraged to use such cues when Sample Child is engaged in off-task behaviours such as daydreaming or talking to peers. It is recommended that the teacher discuss the use of this cue with Sample Child prior to implementation, allowing Sample Child to decide the type of cue that would be most helpful to him.

Because of Sample Child's difficulties remembering task instructions and details, he may benefit from increased assistance from peers. For example, he could be assigned a classmate whom he can call with questions. He may also benefit from working in small groups, with one other student, or with a peer tutor to share ideas and "talk through" tasks.

Sample Child's teachers may wish to use behavioural techniques to keep him on task by reinforcing target behaviours or charting successful completion of assignments.

Sample Child should benefit from a mixture of high- and low-interest tasks. For example, teachers could follow a lecture with a hands-on activity. He is more likely to maintain attention when presented with a variety of tasks rather than a series of either high-interest or low-interest activities.

Sample Child's tasks should be short, well within his attention span, varied, and should gradually increase in length. Long or complex tasks should be broken into smaller pieces that he can easily complete. For example, if a task consists of three steps, Sample Child should be given one step at a time rather than all at once.

Family and teachers are encouraged to establish eye contact with Sample Child before giving instructions.

Teachers are encouraged to use multiple teaching modalities when teaching Sample Child new material, as he will have significant difficulty attending to the same modality for extended periods of time.

Sample Child would benefit from a well-structured learning environment that is carefully planned and consistently implemented in terms of the physical arrangement, schedule of activities, and expected behaviours.

Teachers could facilitate Sample Child's attention to important information by having him use highlighting or underlining to emphasize task directions or other areas of difficulty.

Because Sample Child may not remember everything at once, he can be encouraged to start with main ideas, until that information becomes part of his general fund of knowledge. He can then classify new information based on these main ideas. He should attempt to classify information into clusters based on similarities in meaning, making it easier for him to remember.

Because Sample Child is prone to rushing through his work, he should be encouraged to proofread his work before a grade is assigned. This will be most effective if Sample Child proofreads his work a few hours or days after he completed the initial draft. Sample Child should also be encouraged to proofread his tests for errors and mistakes. If appropriate, he could then be reinforced (e.g., receive partial credit) for correcting assignments.

Sample Child should be taught to advocate for his own needs, requesting additional time for scheduled tests, and separating himself from sources of distraction.

Recommendations to Build Reading Skills

Sample Child should receive an evidence-based intervention to remediate reading difficulties. It is important that Sample Child's reading progress is carefully monitored so that the intervention can be tailored to his needs.

Sample Child is encouraged to highlight important material (e.g., key words, instructions, main ideas) in texts or handouts.

Read complete and incomplete sentences (fragments) to Sample Child and ask him to identify each.

Read sentences to Sample Child and ask him to identify nouns, verbs, adjectives, or adverbs.

Model declarative, interrogative, compound, and negative sentences and have the student identify each type.

An evidence-based shared reading strategy such as dialogic reading may be useful in building early literacy and vocabulary skills. This shared reading intervention encourages adults to ask the child specific questions to encourage interest, comprehension, and enjoyment of reading.

To build orthographic awareness, Sample Child and his family can play a game in which Sample Child spells the same word as many ways as possible. For example, for the word "table," acceptable responses would be "tabel," "taebul," "taybull," etc. A small prize can be given for the person who generates the most acceptable spellings while maintaining the same pronunciation. This type of activity helps Sample Child to expand his knowledge of the letters and letter combinations that correspond to specific phonemes.

Sample Child demonstrates weaknesses in phonological processing that appear to interfere with his reading and writing skills. In addition to using an evidence-based intervention to build Sample Child's phonological processing skills, it may also help to practice playing word games that require rhyming, blending sounds together to form a word, removing a sound from a word to form another word, and saying a word one syllable or one sound at a time. In some cases, incorporating letters (orthography) is helpful for supporting and building phonological processing. For example, use letter cards to build a word and then change one or more letters or letter combinations to form a different word.

Reading teachers are encouraged to focus on developing Sample Child's reading fluency and de-emphasize individual word analysis. Teachers can combine fluency techniques such as imitative reading, repeated reading, radio reading, phrase reading, paired reading, and echo reading with basic sight-word recognition, decoding, vocabulary development, and comprehension lessons.

Read sentences to Sample Child that contain correct and incorrect grammatical forms (e.g., runned; mouses). Ask him to identify the incorrect instances. (Note that dialectal rules allow different options.)

Sample Child should be encouraged to ask adults to define unfamiliar words. He can write down these words in a log and make flashcards, reviewing these words until they have become part of his sight-word vocabulary.

Sample Child's progress in reading fluency and comprehension should be monitored daily or weekly by collecting data. Graphing this data can assist in understanding his progress and setting appropriate literacy goals.

Sample Child's progress in reading fluency and comprehension should be monitored daily or weekly by collecting data. Computerized systems such as aimsweb can be useful in monitoring progress. Graphing this data can assist in understanding his progress and setting appropriate literacy goals.

Teachers and family could record brief passages from a story in which Sample Child is interested, yet is too difficult for him to read. Sample Child could then follow the script while listening to the passage on tape. Sample Child could repeat the process until he is able to read the passage on his own.

Because of Sample Child's reading difficulties, recorded textbooks may be an appropriate accommodation. Sample Child can listen to the textbook while following along.

Sample Child's parents and teachers are encouraged to provide him with high-interest, low-readability books that will allow him to read for pleasure. He may need assistance finding books that are appropriate to his reading level.

Sample Child's teachers should scaffold his reading activities by discussing the subject matter prior to reading, pre-reading end-of-chapter questions and boldfaced headings, and pausing at the end of each sentence (or paragraph) to summarize or paraphrase the information.

In order to bolster his sense of accomplishment, parents and teachers should keep a list of all the books that Sample Child has read. He should be able to choose a reward when he has read a pre-determined number of books.

Open communication with Sample Child regarding his reading difficulties is encouraged to assist him in gaining acceptance and understanding of his areas of difficulty, as well as the ways in which he can compensate for his difficulties.

Because of Sample Child's reading difficulties, teachers are encouraged to reduce the number of questions or problems to be completed at one time. For example, the teacher could indicate the essential items to be completed and give bonus points for additional items that Sample Child completes.

A number of digital resources are available to develop all aspects of Sample Child's reading skills. Sample Child should be taught to search for these resources on his own and to choose activities that are both fun and educational.

Sample Child's teacher, parents, or guardians are encouraged to visit the International Dyslexia Association (IDA) and the Learning Disabilities Association of Canada (LDAC) websites for information and resources.

Due to Sample Child's reading difficulties, it is recommended that he receive additional time to complete tests, quizzes, and assignments requiring this skill.

Recommendations to Build Writing Skills

Sample Child should participate in an evidence-based writing intervention aimed at his specific areas of weakness. It is important that his progress is carefully monitored throughout this intervention to ensure that the intervention is meeting his needs and tailor the instruction as needed.

Sample Child's family may help him learn to spell words by playing games in which Sample Child is asked to make words (or made-up words) from a group of letters.

Sample Child is encouraged to practice weekly spelling and sight-vocabulary words by using different modalities. For example, he could use a computer, chalkboard, or plastic magnetic letters to work on these skills.

Give Sample Child two simple sentences and a conjunction (e.g., and, but, or), and have him combine them into a compound sentence to increase complexity of language use.

Sample Child could develop a list of his problem words, that is, words that he commonly misspells. He could then concentrate on learning these words and could add and remove words from the list as appropriate.

Sample Child's language development may be enhanced through writing activities. For example, Sample Child could write a short story and then rewrite the story by substituting synonyms or rhyming words for existing words.

Because of Sample Child's persistent difficulties with spelling, his teachers are encouraged to not penalize him for misspelled words in subjects other than spelling. However, these mistakes should be pointed out to help Sample Child identify words that he commonly misspells.

Because of Sample Child's difficulties with visual-motor coordination, spatial visualization, and written language, teachers are encouraged to not penalize him for poor handwriting.

On tests with written responses that are not directly measuring writing skills, Sample Child should be allowed to dictate responses to an adult rather than write them during testing. This will reduce the impact of writing/fine motor skills on his test performance.

Parents and teachers should consider allowing Sample Child to use speech-to-text software, which allows him to speak his thoughts rather than writing or typing them. This type of software should supplement, but not replace, writing instruction.

Given Sample Child's fine-motor difficulties, he should be allowed to type his responses on assignments that are not directly assessing writing skills. Reducing demands on fine-motor skills may allow him to concentrate more on the content of his writing.

An occupational therapy evaluation is strongly recommended. This type of evaluation will identify specific areas for intervention with regard to Sample Child's fine- and gross-motor challenges. Addressing these issues may help Sample Child develop greater speed on fine-motor tasks.

Recommendations to Build Maths Skills

To develop rote counting skills and one-to-one correspondence, Sample Child's parents may wish to use an egg carton and ask him to place objects (e.g., toys, blocks) into a specified number of holes.

Because poor visual organizational skills may make the alignment of multiple-digit numbers more difficult, teachers are encouraged to allow Sample Child to use graph paper. This will allow him to align rows and columns of numbers more easily.

To help Sample Child build automaticity in his retrieval of basic math facts, practice counting by 2s, 3s, 4s, 5s, 6s, etc. (multiplication is repeated addition, and fast counting facilitates quick addition), teach him strategies and tricks for remembering math facts (e.g., finger trick for multiplying by 9), use mnemonics and rhymes, and use flash cards and digital games with immediate feedback and reinforcement.

Teachers are encouraged to incorporate the use of manipulatives, drawing, and other hands-on activities when teaching Sample Child mathematical concepts or skills.

To teach relational skills specific to mass, Sample Child's parents/teachers may wish to fill plastic bags with materials (e.g., Styrofoam, sand, or beans) to demonstrate varying weights. Sample Child should then be asked to identify which of 2 bags is heavier or lighter.

To develop money skills, Sample Child's parents/teachers may wish to attach coins of different denominations to index cards. Pictures could be drawn around each coin to illustrate (e.g., picture of a girl named "Penny"). Review the coins and provide prompts if Sample Child has difficulty with recall.

Because of Sample Child's difficulties with math, he is encouraged to generalize any new skills to "real world" applications (e.g., shopping, making change, cooking). Parents should demonstrate their use of mathematical concepts in everyday life, for example in determining how long it will take them to drive to work.

When completing math tests, quizzes, and assignments that are designed to assess Sample Child's procedural knowledge rather than his computational skills, allowing him to use a calculator is recommended.

Teachers may elect to use visual cues to teach operations or skills involving sequencing or serialization to help Sample Child retain the facts and skills being taught.

Sample Child should participate in an evidence-based math intervention. An intervention should be chosen that specifically targets his areas of weakness. Sample Child's progress should be closely monitored. If he does not make adequate progress, a more intensive intervention should be implemented.

Because of Sample Child's difficulties with math, he will require extended time to complete math tests and quizzes.

Recommendations for School Difficulties

When possible, Sample Child should be presented with new material in a small-group setting. This will allow for fewer distractions and will allow the teacher to monitor Sample Child's learning more closely.

Teachers are encouraged to provide frequent, immediate, and specific feedback on Sample Child's task performance. This is particularly important as Sample Child is learning new skills. For example, rather than using a vague statement such as "Try again," a more effective phrase could be, "You added these two numbers, but you should have added these two instead." Immediate feedback regarding incorrect practice or response patterns should reduce the need for retraining.

Teachers are encouraged to make tasks concrete whenever possible by providing manipulatives, pictures, models, diagrams, and graphs.

Teachers are encouraged to repeat new concepts in a variety of ways to provide Sample Child ample opportunity to generalize and internalize the new material.

Teachers are encouraged to provide maintenance activities for newly mastered skills and concepts to ensure that Sample Child retains novel learning.

It is recommended that assigned tasks and activities be appropriately challenging for Sample Child's ability level. Positive reinforcement can be given at home and school before, during, and after Sample Child successfully completes a task. Giving Sample Child appropriately challenging work can help build his self-esteem and sense of accomplishment.

Sample Child's activities could be shortened and then gradually lengthened. For example, if Sample Child is required to complete ten arithmetic problems, the teacher might first give him two problems and then gradually increase the number presented.

Sample Child is encouraged to seek extra help from teachers or students when he does not understand an assignment. The teacher can suggest names of specific students with whom he may work best to enable him to feel more comfortable pursuing this help. Also, Sample Child may be more willing to seek help from those teachers who make it known to him that they are available when needed or who set up specific times to help.

Sample Child should be encouraged to ask frequent questions to ensure his understanding of task requirements or academic material.

It is recommended that Sample Child learns to type more fluently through either a class or digital program. This may help him to work more efficiently when using a computer.

Sample Child's family is encouraged to support his efforts in completing homework while avoiding an overemphasis on high grades. His family may wish to focus upon the quality of work and timely completion of assignments. When Sample Child completes assignments successfully, his family should consider displaying his work at home.

In order to ensure Sample Child's understanding of a task, it may be helpful if directions are presented one at a time and he is asked to rephrase the directions prior to proceeding with the task.

Participation in a mentoring or tutoring program for younger students may enhance Sample Child's self-confidence and ability to identify personal areas of strength.

Because Sample Child has experienced academic difficulty, school staff, as well as parents or guardians, are encouraged to monitor his academic work.

Teachers are encouraged to complete weekly progress reports to assist Sample Child in monitoring his accomplishments and areas in need of improvement.

Sample Child could bring his homework home and review materials covered in class. The teacher may wish to assist him in developing a homework log in which assignments are noted. At the end of each school day, Sample Child can review which assignments are due and which materials he needs to bring home.

Sample Child's family, teachers, therapists, school counsellor, and/or school psychologist are encouraged to maintain regular communication to ensure that they use consistent approaches throughout Sample Child's day. Homework should reflect concepts learned in class and should include information to parents that indicate how tasks should be completed.

A multi-disciplinary conference is recommended to evaluate Sample Child's current level of functioning and plan appropriate educational programs, placement, or services.

A number of digital resources are available to develop all aspects of Sample Child's math skills. Sample Child should be taught to search for these resources on his own and to choose activities that are both fun and educational.

Sample Child would benefit from the assistance of a mentor to support him in the school environment.

It is recommended that Sample Child's family set realistic expectations, goals, or responsibilities on Sample Child that build on his strengths and skills or target desired emerging behaviours.

Sample Child would benefit from positive reinforcement throughout his day. Teachers and parents should make an effort to identify positive behaviours and point them out to Sample Child. For example, they might say "I like the way you are completing that assignment," or "I like the way you are drawing that picture."

Sample Child's teachers are encouraged to provide as much structure as possible. For example, the homeroom teacher can post a schedule of daily activities or classroom periods, provide a designated place to pick up assignments and leave completed assignments, and provide frequent and specific feedback on Sample Child's performance.

It is recommended that Sample Child's abilities or skills be tested further with an individual achievement measure, an assessment of basic conceptual knowledge, or an assessment of emerging literacy skills.

While creating an intervention plan for Sample Child, it is important to consider the learning environment. It is recommended that an assessment of the learning environment is conducted to identify aspects that could be changed to allow Sample Child to better access the curriculum.

Recommendations for Speech and Language Difficulties

When giving directions, pause frequently at appropriate junctures (e.g., at the end of clauses), and/or reduce speaking rate to allow the student time to process information.

Redirect Sample Child to promote attention and listening by providing verbal, visual, or written cues.

Providing written lesson outlines and instructions may promote increased understanding of lesson content and teacher expectations.

Teachers may need to paraphrase or rephrase directions to ensure that Sample Child has understood each task.

Sample Child should be seated close to the source of auditory information or instructions (e.g., the teacher, television, speaker).

Family and teachers should encourage Sample Child to ask the meaning of unfamiliar words.

Provide visual supports for lessons and text in the form of pictures, diagrams, or graphs.

Introduce key concepts of the lesson (e.g., main idea, characters, conflict) before reading text and review them after reading.

Given Sample Child's difficulty with reading comprehension, he may need to be taught specific comprehension strategies such as reading for the main idea, using context clues to determine word meaning, and identifying cause and effect.

Give visual or verbal cues to prepare Sample Child for key information.

Because of Sample Child's challenges with auditory comprehension, he will have difficulty comprehending material presented in lectures. He should therefore be allowed to record lectures so that he can review content at a later time.

Build schema by capitalizing on Sample Child's past experiences or popular concepts. Connecting new information to previous knowledge may help him to remember new information.

Read complete and incomplete sentences (fragments) to Sample Child and ask him to identify each.

Read sentences to Sample Child and ask him to identify nouns, verbs, adjectives, or adverbs.

Model declarative, interrogative, compound, and negative sentences and have Sample Child identify each type.

Read sentences to Sample Child that contain correct and incorrect grammatical forms (e.g., runned; mouses). Ask him to identify the incorrect instances. (Note that dialectal rules allow different options.)

Give Sample Child two simple sentences and a conjunction (e.g., and, but, or), and have him combine them into a compound sentence to increase complexity of language use.

Give Sample Child two simple sentences and a transitional word such as a relative pronoun (e.g., who) or an adverb (e.g., when), and have him combine them into a complex sentence.

Prepare Sample Child for transitions by writing and posting the steps that will be required.

Provide strategies for immediate recall (e.g., association, acronyms) to help Sample Child remember facts and details of complex text.

Create and review scripts with Sample Child that involve responding to praise and criticism.

Create and review scripts for polite behaviour and responses inside and outside the classroom.

Create and review scripts with Sample Child for conversations via telephone, texting, email, or social media.

Minimize interruptions created by students in the class by providing separate areas for group interaction and quiet activities.

Minimize any echoing effect or reverberation of sounds in the classroom by strategically placing dividers or mobile bulletin boards to separate noisy areas.

Minimize the amount of competing noise from adjoining classrooms and hallways by closing the door or by placing group interaction areas as far from the doorway as possible.

To compensate for Sample Child's hearing difficulties, the teacher should adjust the volume and intonation of his/her voice based on background noise and the size of the classroom. An FM system may be an appropriate accommodation.

Decrease overall complexity of classroom discourse and discussions by controlling vocabulary level, reducing multistep commands, controlling sentence length and grammatical complexity, and providing written support.

Read various statements of fact and opinion. Ask Sample Child to identify which are fact or opinion and why. For more advanced directions, ask Sample Child to change statements of fact to opinion and vice versa.

Read aloud definitions of various words. Sample Child must name the word that best fits the definition.

Students form teams. One partner builds a block tower out of sight of his partner, and must only use his language skills to give instructions to his partner who must build the exact same structure.

Read a comic strip to Sample Child. Cut the comic strip apart and present the frames (shuffled) to Sample Child. Tell Sample Child to sequence the frames and re-create the story.

Give each student a sheet of graph paper with the same starting point marked on each. Have Sample Child follow your directions to create a drawing. Check the completed drawings against your original drawing.

Create a fictional menu of popular food items, and gather pictures of the foods. Sample Child can take the order (or more than one order to increase difficulty), and serve the pictures of the food to the "customer(s)."

Recommendations for Emotional and Behavioural Difficulties

Sample Child may benefit from application of the problem-solving approach to problematic situations. Steps in this approach include identifying the problem, evaluating all possible solutions, choosing a strategy or behaviour, and evaluating the outcome. Concrete examples may be used to teach the approach (e.g., the teacher describes a hypothetical situation where a student is studying and another student begins to talk).

It is recommended that Sample Child be referred for individual counselling.

A mental health professional at Sample Child's school is encouraged to schedule weekly contact with him to discuss any concerns he might have.

Sample Child and his family may wish to become involved with a support program for children with similar challenges. This will allow the family to share experiences and gain emotional support.

Parents and teachers are encouraged to reduce stress on Sample Child by providing Sample Child with clear behavioural expectations. For example, instead of telling Sample Child, "pay attention," they might say, "put both feet on the floor and face the front of the room."

Sample Child's teachers are encouraged to explain classroom rules and consequences in a clear manner. When Sample Child's behaviour does not comply with class rules, he should be asked in a non-punitive manner whether his behaviour is consistent with class rules. Consequences should be consistent, fair, and predictable.

Sample Child would benefit from a well-structured learning environment that is carefully planned and consistently implemented in terms of the physical arrangement, schedule of activities, and expected behaviours.

Sample Child's teachers are encouraged to provide as much structure as possible. For example, the homeroom teacher can post a schedule of daily activities or classroom periods, provide a designated place to pick up assignments and leave completed assignments, and provide frequent and specific feedback on Sample Child's performance.

To help Sample Child develop appropriate interpersonal relationships and social behaviours at home and school, family and teachers are encouraged to share behaviour-management strategies so that limits are well defined and consistently applied.

Sample Child's teachers are encouraged to reinforce his appropriate behaviours by rewarding him with free-time tokens or time to do his favourite activity. Immediate verbal feedback may also be used to reinforce appropriate behaviour. For example, the teacher might say, "I like the way you are sitting next to Jim. You are not touching him and you are keeping your hands in your lap." It is important that feedback is immediate and specific.

To reduce Sample Child's problem behaviour, it can be useful to reinforce alternate behaviours that are incompatible with the problem behaviour. For example, if out-of-seat behaviour is problematic, the teacher can reinforce Sample Child for staying seated for increasingly long periods of time.

Sample Child would benefit from positive reinforcement throughout his day. Teachers and parents should make an effort to identify positive behaviours and point them out to Sample Child. For example, they may say "I like the way you are completing that assignment," or "I like the way you are drawing that picture."

Sample Child's teachers and parents or guardians are encouraged to create opportunities for appropriate behaviour to occur. For example, to increase helping behaviours, Sample Child can be asked to assist in classroom demonstrations or with appropriate household chores.

Focus on reinforcing positive behaviours rather than punishing negative behaviours. For example, if Sample Child interacts positively with others, one might say, "Thank you for picking up those puzzle pieces. You are a good helper."

It is recommended that Sample Child's family set realistic expectations, goals, or responsibilities on Sample Child that build on his strengths and skills or target desired emerging behaviours.

Sample Child's appropriate behaviours can be reinforced with tokens that he can redeem for desired activities and/or possessions. It is important to revisit the desired activities and reinforcers periodically with Sample Child to ensure that they remain motivating over time.

Sample Child's teachers may implement verbal or nonverbal interruption of self-stimulating behaviour. For example, for nonverbal interruption, the teacher can tape five short strips of paper to the side of Sample Child's desk. If Sample Child rocks during a lesson, a strip is removed. If he attends appropriately during a lesson, a strip is added. The strips can serve as tokens for purchasing desired rewards, such as extra computer time or the job of line leader.

Sample Child's family is encouraged to consider family counselling to help resolve possible family issues that may be causing stress for Sample Child, as this stress may be related to his irritable, argumentative, and aggressive behaviour.

Participation in family counselling may help Sample Child and his family to discuss their feelings and alleviate stress.

When upcoming events may require additional control or new skills, Sample Child may benefit from role-playing those events ahead of time with an adult.

Sample Child's family may help him identify and cope with his feelings by encouraging him to verbally label and openly discuss emotions, or by demonstrating that everyone experiences emotions. If Sample Child has difficulty identifying his feelings, many "feeling charts" are available that allow Sample Child to choose his feelings from multiple options.

Sample Child is encouraged to communicate his displeasure, anger, frustration, and other similar feelings in a socially acceptable manner. Family and teachers may need to assist him in determining how to communicate these feelings appropriately.

Family and teachers are encouraged to give Sample Child appropriate chores or responsibilities to be performed regularly to build his sense of worth and value as a member of the home and classroom. Chores appropriate to Sample Child's age and ability will reduce the likelihood of failure. It is important that Sample Child see such chores as genuine involvement, not as punishment.

Exercise and physical activity may alleviate Sample Child's depressive symptoms.

Sample Child's family may help him cope with failures by openly discussing difficulties and emphasizing successes. Sharing examples of others' failures will help demonstrate open discussion.

Avoid trying to "talk Sample Child out of depression" and instead present concrete evidence of his accomplishments and completion of assignments or chores. Examine task performance with Sample Child when he states that he is terrible at a task or is a failure.

Teachers and family may choose to work with Sample Child to establish realistic goals and keep a record of the goals that are accomplished. Because depressed children often set unrealistically high expectations and then feel disappointed when they do not meet them, it is important to emphasize realistic expectations.

Family or teachers could ask Sample Child what his peers do for fun and develop a program requiring him to do one thing for fun each day. (The question must be phrased this way because depressed children often respond that they do not have any fun when directly asked what they do for fun.)

Participation in a mentoring or tutoring program for younger students may enhance Sample Child's self-confidence and ability to identify personal areas of strength.

Instruct Sample Child in the use of positive coping statements when he encounters difficult situations or experiences failure (e.g., "Oh, I made a mistake. Next time I'll be more careful and maybe I'll get it right").

Sample Child may benefit from relaxation techniques, such as deep breathing, progressive muscle relaxation, and meditation when facing an upcoming, potentially stressful event.

Sample Child appears to have significant anxiety when faced with testing situations. It is recommended that he receive assistance from professionals who are knowledgeable about ways of reducing test anxiety and other test-taking strategies.

Sample Child's family is encouraged to consider family counselling to help resolve possible family issues that may be causing stress for Sample Child, as this stress may be related to his difficulty concentrating.

Further psychological assessment of Sample Child's depression is recommended.

It is recommended that Sample Child's family consult a therapist regarding potential strategies to reduce Sample Child's anxiety.

Recommendations to Build Social Skills

Sample Child would likely benefit from structured peer activities that allow him to excel. For example, scouting, sports, or band may allow Sample Child to interact with peers in a structured, non-threatening manner.

Sample Child may need encouragement to learn ways of handling social situations appropriately and successfully without conflict. Role-playing is an engaging method for practicing these skills.

Sample Child could be assisted by others who model socially appropriate behaviours, such as initiating a conversation, maintaining appropriate eye contact, and body distancing during conversations. It is important that adults model behaviour that is similar to other children Sample Child's age, rather than modelling overly dramatic or formal behaviour.

Sample Child's family is encouraged to engage in activities that promote communication and enrich Sample Child's verbal environment. For example, family members could take turns recounting the day's events, asking questions, and telling stories.

Sample Child may be encouraged to maintain appropriate eye contact with adults and peers. If eye contact is uncomfortable for him, he can be encouraged to employ compensatory strategies such as looking between or slightly above peers' eyes when speaking.

Teachers, other adults, and family are encouraged to engage Sample Child in social communication as often as possible.

Rather than punishing Sample Child for lack of communication, teachers and family members are encouraged to reward any appropriate behaviours as they are observed.

Sample Child is encouraged to participate in an evidence-based intervention to build his social skills. This type of intervention should include structured, enjoyable, and appropriately challenging activities. Sample Child's progress should be monitored over time.

Recommendations for Adaptive Functioning Skills

An incentive system designed to help Sample Child develop independence may be helpful. Small, simple incentives could motivate Sample Child to complete tasks without being told. He may also assist in identifying appropriate incentives.

Sample Child would benefit from further development of his adaptive skills. His family and teachers should identify specific areas for adaptive skill development and set realistic goals in those areas.

Sample Child is encouraged to develop a personal hygiene program. For example, he could create a visual and/or written checklist of personal hygiene activities that need to be completed each day and check them off as they are completed.

Sample Child's family is encouraged to positively reinforce small improvements in his performance of simple routines. It is important to maintain consistent limits and establish simple routines. As Sample Child masters simple tasks, additional tasks may be added to develop simple routines. For example, "Brush your teeth and come tell me when you are through" can be gradually increased to "Brush your teeth, use the bathroom, put on your pyjamas, and bring me a story to read."

Adults should assist Sample Child in dividing daily routines into simple steps. Sample Child can then use a checklist to complete the routine until he has mastered it. For example, the larger activity of "getting ready for school" can be divided into smaller steps such as "brush teeth, wash face, choose clothes," etc. Sample Child can then use self-talk during each task to reinforce the sequencing of the steps required for successful completion.

Given Sample Child's challenges with mobility, it is strongly recommended that he is assessed by a mobility specialist. This type of evaluation will result in specific recommendations to increase Sample Child's mobility and independence.

A variety of assistive technology options may be available to Sample Child. An assistive technology evaluation is recommended.

Recommendations for Further Evaluation

Children's problematic behaviour can sometimes serve a purpose for the child. A functional analysis of behaviour (FBA) can be useful in identifying the reason that a child performs a particular behaviour. Findings from an FBA can result in targeted areas for behavioural intervention.

While creating an intervention plan for Sample Child, it is important to consider the learning environment. It is recommended that an assessment of the learning environment is conducted to identify aspects of the learning environment that could be changed to allow Sample Child to better access the curriculum.

A multi-disciplinary conference is recommended to evaluate Sample Child's current level of functioning and plan appropriate educational programs, placement, or services.

A comprehensive neuropsychological evaluation is recommended to better understand the nature of Sample Child's difficulties and to design interventions tailored to Sample Child's unique needs.

It is recommended that Sample Child's abilities or skills be tested further with an individual achievement measure, an assessment of basic conceptual knowledge, or an assessment of emerging literacy skills.

Because no current hearing difficulties are reported, an audiological screening and review of Sample Child's medical and developmental history is recommended to identify possible physical reasons for Sample Child's language difficulties.

Given Sample Child's challenges in the verbal domain, it is recommended that he receive a comprehensive speech and language evaluation. This type of evaluation will identify specific areas of weakness and lead to specific interventions.

Further psychological assessment of Sample Child's depression is recommended.

It is recommended that Sample Child's family consult a therapist regarding potential strategies to reduce Sample Child's anxiety.

It is recommended that Sample Child's medication regimen be evaluated by a physician to determine if any changes, such as type and dosage, are warranted.

Given Sample Child's challenges with mobility, it is strongly recommended that he is assessed by a mobility specialist. This type of evaluation will result in specific recommendations to increase Sample Child's mobility and independence.

A variety of assistive technology options may be available to Sample Child. An assistive technology evaluation is recommended.

Thank you for the opportunity to assess Sample Child. Please contact me with any questions you have about these results.

This report is only valid if signed by a qualified professional:

_____ _____

Clinical Psychologist Date

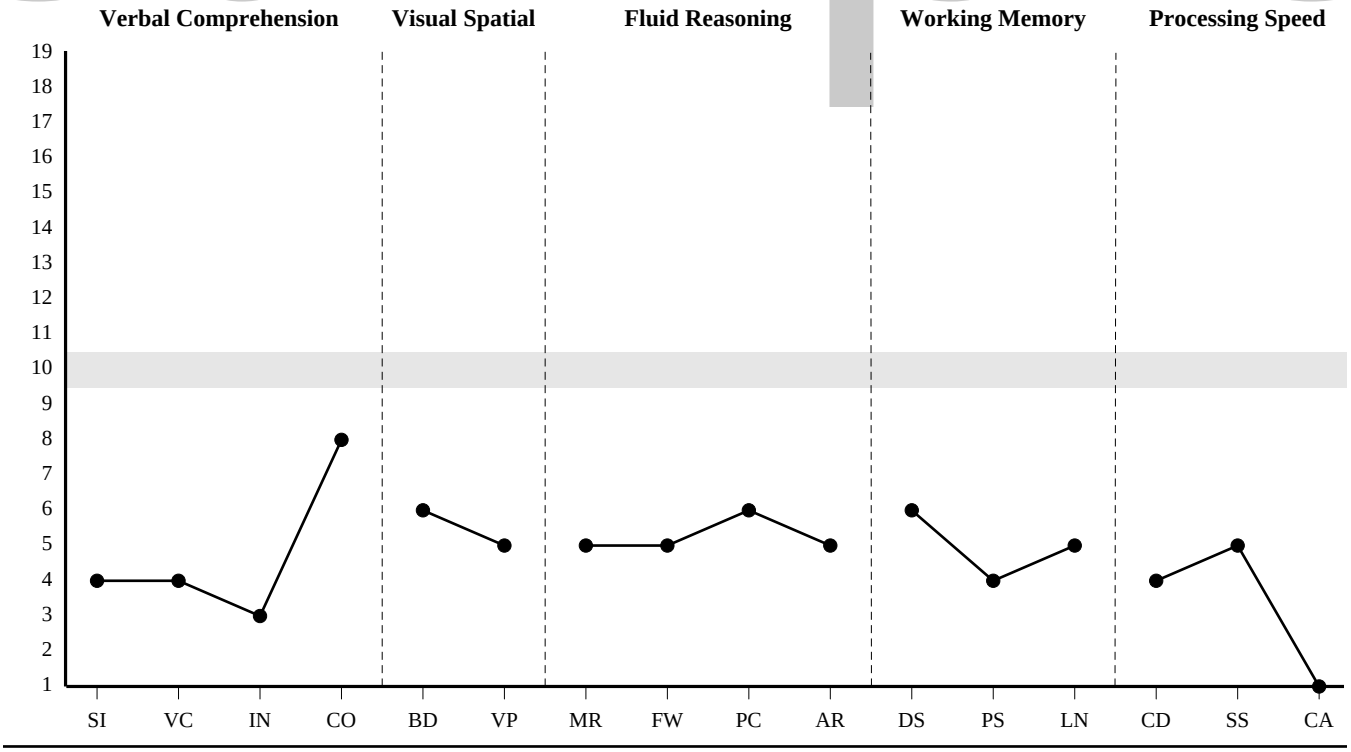
PRIMARY SUMMARY

Subtest Score Summary

Scale	Subtest Name		Total Raw Score	Scaled Score	Percentile Rank	Age Equivalent	*SEM*
Verbal	**Similarities**	SI	4	4	2	<6:2	0.95
Comprehension	**Vocabulary**	VC	6	4	2	<6:2	1.08
	(Information)	IN	4	3	1	<6:2	1.20
	(Comprehension)	CO	8	8	25	<6:2	1.44
Visual Spatial	**Block Design**	BD	5	6	9	<6:2	1.16
	Visual Puzzles	VP	4	5	5	<6:2	0.99
Fluid Reasoning	**Matrix Reasoning**	MR	5	5	5	<6:2	0.90
	Figure Weights	FW	6	5	5	<6:2	0.79
	(Picture Concepts)	PC	4	6	9	<6:2	1.20
	(Arithmetic)	AR	4	5	5	<6:2	0.99
Working Memory	**Digit Span**	DS	10	6	9	<6:2	0.90
	Picture Span	PS	5	4	2	<6:2	1.04
	(Letter-Number Seq.)	LN	3	5	5	<6:2	0.95
Processing Speed	**Coding**	CD	12	4	2	<6:2	1.41
	Symbol Search	SS	8	5	5	<6:2	1.24
	(Cancellation)	CA	17	1	0.1	<6:2	1.34

Subtests used to derive the FSIQ are bolded. Secondary subtests are in parentheses.

Subtest Scaled Score Profile



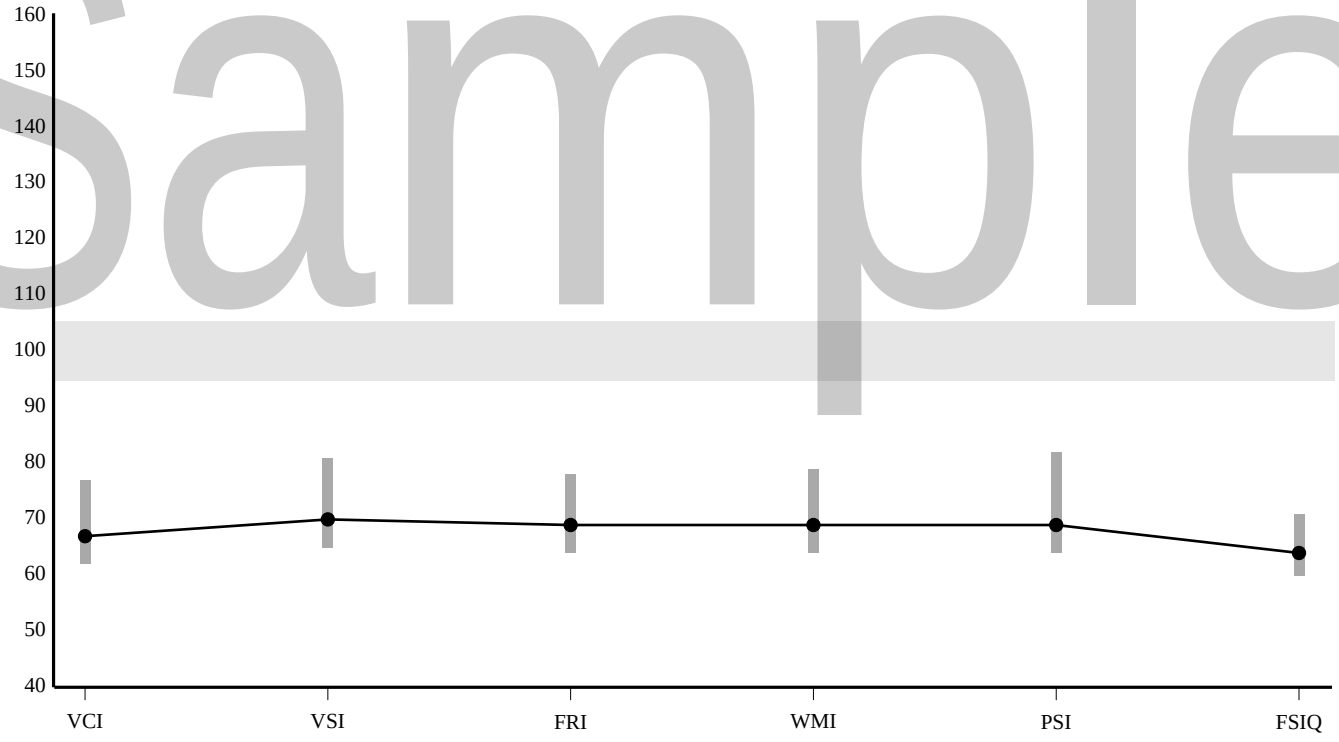
PRIMARY SUMMARY (CONTINUED)

Composite Score Summary

Composite		Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Description	*SEM*
Verbal Comprehension	VCI	8	67	1	62-77	Extremely Low	3.97
Visual Spatial	VSI	11	70	2	65-81	Very Low	4.50
Fluid Reasoning	FRI	10	69	2	64-78	Extremely Low	3.35
Working Memory	WMI	10	69	2	64-79	Extremely Low	3.97
Processing Speed	PSI	9	69	2	64-82	Extremely Low	5.61
Full Scale IQ	FSIQ	34	64	1	60-71	Extremely Low	2.60

Confidence intervals are calculated using the Standard Error of Estimation.

Composite Score Profile



Note. Vertical bars represent the Confidence Intervals.

PRIMARY ANALYSIS

Index Level Strengths and Weaknesses

Index	Score	Comparison Score	Difference	Critical Value	Strength or Weakness	Base Rate
VCI	67	68.8	-1.8	9.35		>25%
VSI	70	68.8	1.2	10.26		>25%
FRI	69	68.8	0.2	8.33		>25%
WMI	69	68.8	0.2	9.35		>25%
PSI	69	68.8	0.2	12.23		>25%

Comparison score mean derived from the five index scores (MIS).
Statistical significance (critical values) at the .05 level.
Base rates are reported by ability level.

Index Level Pairwise Difference Comparisons

Index Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference	Base Rate
VCI - VSI	67	70	-3	11.76	N	43.5%
VCI - FRI	67	69	-2	10.18	N	44.3%
VCI - WMI	67	69	-2	11.00	N	55.3%
VCI - PSI	67	69	-2	13.47	N	59.8%
VSI - FRI	70	69	1	11.00	N	48.4%
VSI - WMI	70	69	1	11.76	N	47.2%
VSI - PSI	70	69	1	14.10	N	39.8%
FRI - WMI	69	69	0	10.18	N	
FRI - PSI	69	69	0	12.81	N	
WMI - PSI	69	69	0	13.47	N	

Statistical significance (critical values) at the .05 level.
Base rates are reported by ability level.

PRIMARY ANALYSIS (CONTINUED)

Subtest Level Strengths and Weaknesses

Subtest	Score	Comparison Score	Difference	Critical Value	Strength or Weakness	Base Rate
SI	4	4.8	-0.8	2.56		>25%
VC	4	4.8	-0.8	2.86		>25%
BD	6	4.8	1.2	3.05		>25%
VP	5	4.8	0.2	2.65		>25%
MR	5	4.8	0.2	2.44		>25%
FW	5	4.8	0.2	2.19		>25%
DS	6	4.8	1.2	2.44		>25%
PS	4	4.8	-0.8	2.77		>25%
CD	4	4.8	-0.8	3.65		>25%
SS	5	4.8	0.2	3.24		>25%

Comparison score mean derived from the ten primary subtest scores (MSS-P).
Statistical significance (critical values) at the .05 level.

Subtest Level Pairwise Difference Comparisons

Subtest Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference	Base Rate
SI - VC	4	4	0	3.08	N	
BD - VP	6	5	1	3.22	N	42.7%
MR - FW	5	5	0	2.74	N	
DS - PS	6	4	2	2.90	N	29.5%
CD - SS	4	5	-1	3.63	N	46.0%

Statistical significance (critical values) at the .05 level.

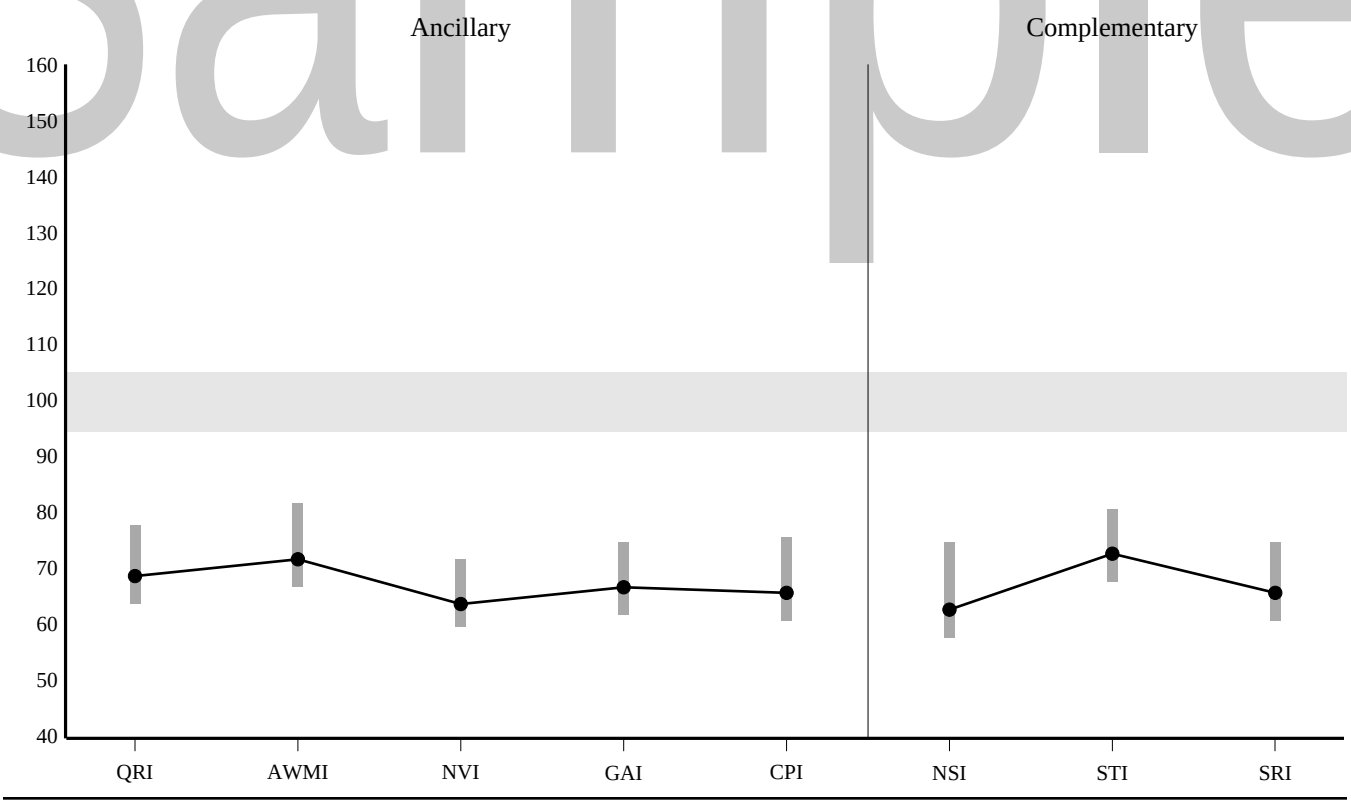
ANCILLARY & COMPLEMENTARY SUMMARY

Index Score Summary

Composite		Sum of Scaled/ Standard Scores	Index Score	Percentile Rank	95% Confidence Interval	Qualitative Description	*SEM*
Ancillary							
Quantitative Reasoning	QRI	10	69	2	64-78	Extremely Low	3.97
Auditory Working Memory	AWMI	11	72	3	67-82	Very Low	3.97
Nonverbal	NVI	29	64	1	60-72	Extremely Low	3.00
General Ability	GAI	24	67	1	62-75	Extremely Low	3.00
Cognitive Proficiency	CPI	19	66	1	61-76	Extremely Low	3.97
Complementary							
Naming Speed	NSI	115	63	1	58-75	Extremely Low	5.20
Symbol Translation	STI	218	73	4	68-81	Very Low	3.35
Storage & Retrieval	SRI	136	66	1	61-75	Extremely Low	3.67

Ancillary index scores are reported using scaled scores and complementary index scores are reported using standard scores.

Ancillary/Complementary Index Score Profile



Note. Vertical bars represent the Confidence Intervals.

ANCILLARY & COMPLEMENTARY SUMMARY (CONTINUED)

Subtest Score Summary

Scale	Subtest/Process Score		Total Raw Score	Standard Score	Percentile Rank	Age Equivalent	*SEM*
Naming Speed	Naming Speed Literacy	NSL	600	70	2	<6:2	5.81
	Naming Speed Quantity	NSQ	300	45	<0.1	<6:2	6.87
Symbol Translation	Immediate Symbol Translation	IST	22	69	2	<6:2	5.20
	Delayed Symbol Translation	DST	20	80	9	<6:2	5.41
	Recognition Symbol Translation	RST	7	69	2	<6:2	5.20

ANCILLARY & COMPLEMENTARY ANALYSIS

Index Level Pairwise Difference Comparisons

Index Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference	Base Rate
Ancillary						
GAI - FSIQ	67	64	3	3.58	N	24.3%
GAI - CPI	67	66	1	9.75	N	24.4%
WMI - AWMI	69	72	-3	6.47	N	28.6%
Complementary						
NSI - STI	63	73	-10	12.12	N	19.7%

Statistical significance (critical values) at the .05 level.
For comparisons between GAI and other index scores, base rates are reported by GAI ability level. For remaining comparisons, base rates are reported by FSIQ ability level.

Subtest Level Pairwise Difference Comparisons

Subtest Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference	Base Rate
Ancillary						
FW - AR	5	5	0	2.57	N	
DS - LN	6	5	1	2.97	N	41.9%
Complementary						
NSL - NSQ	70	45	25	17.63	Y	6.8%
IST - DST	69	80	-11	14.71	N	4.9%
IST - RST	69	69	0	14.41	N	
DST - RST	80	69	11	14.71	N	11.6%

Statistical significance (critical values) at the .05 level.
Base rates are reported by overall sample for ancillary subtests and by ability level for complementary subtests.

PROCESS ANALYSIS

Total Raw Score to Standard Score Conversion

Process Score		Raw Score	Standard Score
Naming Speed Colour-Object	NSco	300	53
Naming Speed Size-Colour-Object	NSsco	300	84

Process Level Pairwise Difference Comparisons (Standard Scores)

Process Score Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference	Base Rate
NSco - NSsco	53	84	-31	15.54	Y	0.0%

Statistical significance (critical values) at the .05 level.
Base rates are reported by ability level.

Total Raw Score to Scaled Score Conversion

Process Score		Raw Score	Scaled Score
Block Design No Time Bonus	BDn	5	5
Block Design Partial Score	BDp	6	3
Digit Span Forward	DSf	4	4
Digit Span Backward	DSb	3	7
Digit Span Sequencing	DSs	3	8
Cancellation Random	CAr	8	4
Cancellation Structured	CAs	9	2

Process Level Pairwise Difference Comparisons (Scaled Scores)

Process Score Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference	Base Rate
BD - BDn	6	5	1	3.56	N	36.7%
BD - BDp	6	3	3	3.42	N	0.1%
DSf - DSb	4	7	-3	3.60	N	20.3%
DSf - DSs	4	8	-4	3.74	Y	13.9%
DSb - DSs	7	8	-1	3.51	N	40.7%
LN - DSs	5	8	-3	3.48	N	15.4%
CAr - CAs	4	2	2	3.59	N	23.0%

Statistical significance (critical values) at the .05 level.

PROCESS ANALYSIS (CONTINUED)

Total Raw Score to Base Rate Conversion

Process Score		Raw Score	Base Rate
Longest Digit Span Forward	LDSf	4	93.8%
Longest Digit Span Backward	LDSb	2	96.3%
Longest Digit Span Sequence	LDSs	3	72.5%
Longest Picture Span Stimulus	LPSs	2	98.8%
Longest Picture Span Response	LPSr	2	100.0%
Longest Letter-Number Sequence	LLNs	2	98.7%
Block Design Dimension Errors	BDde	1	<=10%
Block Design Rotation Errors	BDre	1	<=5%
Coding Rotation Errors	CDre	2	<=10%
Symbol Search Set Errors	SSse	2	<=2%
Symbol Search Rotation Errors	SSre	2	<=2%
Naming Speed Literacy Errors	NSLe	9	<=25%
Naming Speed Colour-Object Errors	NScoe	5	<=10%
Naming Speed Size-Colour-Object Errors	NSscoe	4	>25%
Naming Speed Quantity Errors	NSQe	5	<=2%

Base rates are reported by age group.

Process Level Pairwise Difference Comparisons (Raw Scores)

Process Score Comparison	Raw Score 1	Raw Score 2	Difference	Base Rate
LDSf - LDSb	4	2	2	80.0%
LDSf - LDSs	4	3	1	78.8%
LDSb - LDSs	2	3	-1	80.0%

Base rates are reported by age group.

End of Report

WISC®-V^CDN

Wechsler Intelligence Scale for Children®-Fifth Edition: Canadian

Parent Summary Report (Canadian Norms)

Examinee Name	Sample Child #1	Date of Report	08/27/2015	
Examinee ID		Grade	2	
Date of Birth	12/01/2008	Primary Language	English	
Gender	Male	Handedness	Right	
Race/Ethnicity	White	Examiner Name	Clinical Psychologist	
Date of Testing	08/27/2015	Age at Testing	6 years 8 months	Retest? No

PsychCorp

[1.2 / RE1 / QG1]

TEST SESSION BEHAVIOUR

Sample Child arrived on time for the test session accompanied by his parent.

ABOUT THE WISC-V CDN

The WISC-V is used to measure the general thinking and reasoning skills of children aged 6 to 16 years. This assessment provides a composite score that represents Sample Child's overall intellectual ability (FSIQ), as well as primary index scores that measure the following areas of cognitive functioning: verbal comprehension, visual spatial processing, fluid reasoning, working memory, and processing speed. Sample Child was also administered subtests contributing to five ancillary index scores that provide additional information about his cognitive skills. In addition, he was administered subtests contributing to three complementary index scores. These subtests provide additional information about his learning styles.

WISC-V scores show how well Sample Child performed compared to a group of children his age from Canada. A primary index score can range from 45 to 155, while the FSIQ ranges from 40 to 160. For both the primary index scores and the FSIQ, scores ranging from 90 to 109 are typically considered average.

Scores on the WISC-V can be influenced by motivation, attention, interests, and opportunities for learning. For these reasons, some scores might be slightly higher or lower if Sample Child was tested again at another time. It is therefore important to view these test scores as a snapshot of Sample Child's current level of intellectual functioning. When these scores are used as part of a comprehensive evaluation, they contribute to an understanding of his current strengths and any needs that can be addressed.

WISC-V CDN SCORE INTERPRETATION

Primary Index Scores

Sample Child's FSIQ score, a measure of overall intellectual ability, was in the Extremely Low range compared to other children who are 6 years and 8 months old (FSIQ = 64). Overall, his performance on these tasks was better than approximately 1 out of 100 examinees in his age group.

The Verbal Comprehension Index (VCI) measured Sample Child's ability to use word knowledge, verbalize meaningful concepts, and reason with language-based information. His overall score on the VCI fell in the Extremely Low range (VCI = 67). This means that he performed better than approximately 1 out of 100 examinees in the same age group. Examinees with verbal scores in this range may benefit from practice on verbally-based tasks and interventions aimed at strengthening verbal skills.

On the Visual Spatial Index (VSI), which measures the ability to evaluate visual details and understand part-whole relationships, Sample Child's overall score was in the Very Low range (VSI = 70). Tasks in this index involve constructing designs and puzzles under a time constraint. His performance was better than approximately 2 out of 100 examinees his age. Examinees with VSI scores in this range may benefit from interventions aimed at developing visual spatial skills.

The Fluid Reasoning Index (FRI) measured Sample Child's logical thinking skills and his ability to use reasoning to apply rules. His overall score on the FRI fell in the Extremely Low range (FRI = 69). This means that he performed better than approximately 2 out of 100 examinees in the same age group. Examinees with FRI scores in this range may benefit from interventions that bolster logical thinking skills.

The Working Memory Index (WMI) measured Sample Child's attention, concentration, and mental control. His overall score on the WMI fell in the Extremely Low range (WMI = 69). This means that he performed better than approximately 2 out of 100 examinees in the same age group. Examinees with WMI scores in this range may benefit from interventions aimed at increasing working memory capacity.

On the Processing Speed Index (PSI), which measures the ability to quickly and correctly scan visual information, Sample Child's overall score was in the Extremely Low range (PSI = 69). His performance was better than approximately 2 out of 100 examinees his age. Examinees with PSI scores in this range may benefit from interventions aimed at increasing the speed with which they process visual information.

Ancillary Index Scores

The Quantitative Reasoning Index (QRI) measured Sample Child's ability to perform mental math operations. His overall performance on the QRI fell in the Extremely Low range, and was higher than approximately 2 out of 100 examinees his age (QRI = 69). Examinees with QRI scores in this range may benefit from interventions aimed at improving mathematical skills.

On the Auditory Working Memory Index (AWMI), which measures the ability to remember information presented verbally, Sample Child's overall score was in the Very Low range (AWMI = 72). His performance was better than approximately 3 out of 100 examinees his age. Examinees with AWMI scores in this range may benefit from interventions that allow him to practice listening and remembering.

The Nonverbal Index (NVI) is a measure of general ability that minimizes verbal expression. Sample Child's overall performance on the NVI fell in the Extremely Low range, and was higher than approximately 1 out of 100 examinees his age (NVI = 64).

The General Ability Index (GAI) provides an estimate of general intelligence that is less reliant on working memory and processing speed ability, relative to the FSIQ. His overall score on the GAI fell in the Extremely Low range. He performed better than approximately 1 out of 100 examinees his age (GAI = 67).

The Cognitive Proficiency Index (CPI) provides a summary of Sample Child's working memory and processing speed performance. His overall performance on the CPI fell in the Extremely Low range, and was higher than approximately 1 out of 100 examinees his age (CPI = 66). Examinees with CPI scores in this range may benefit from interventions that focus on improving processing speed and working memory.

Complementary Index Scores

The Naming Speed Index (NSI) measured Sample Child's basic naming ability. Sample Child's performance on the NSI fell in the Extremely Low range, and was higher than approximately 1 out of 100 examinees his age (NSI = 63).

On the Symbol Translation Index (STI), which measures visual-verbal associative memory, Sample Child's overall score was in the Very Low range, and was better than approximately 4 out of 100 examinees his age (STI = 73).

The Storage and Retrieval Index (SRI) provides an estimate of Sample Child's ability to store and retrieve information. His overall performance on the SRI fell in the Extremely Low range, and was higher than approximately 1 out of 100 examinees his age (SRI = 66).

Thank you for the opportunity to assess Sample Child. Please contact me with any questions you have about these results.

This report is only valid if signed by a qualified professional:

_____ _____

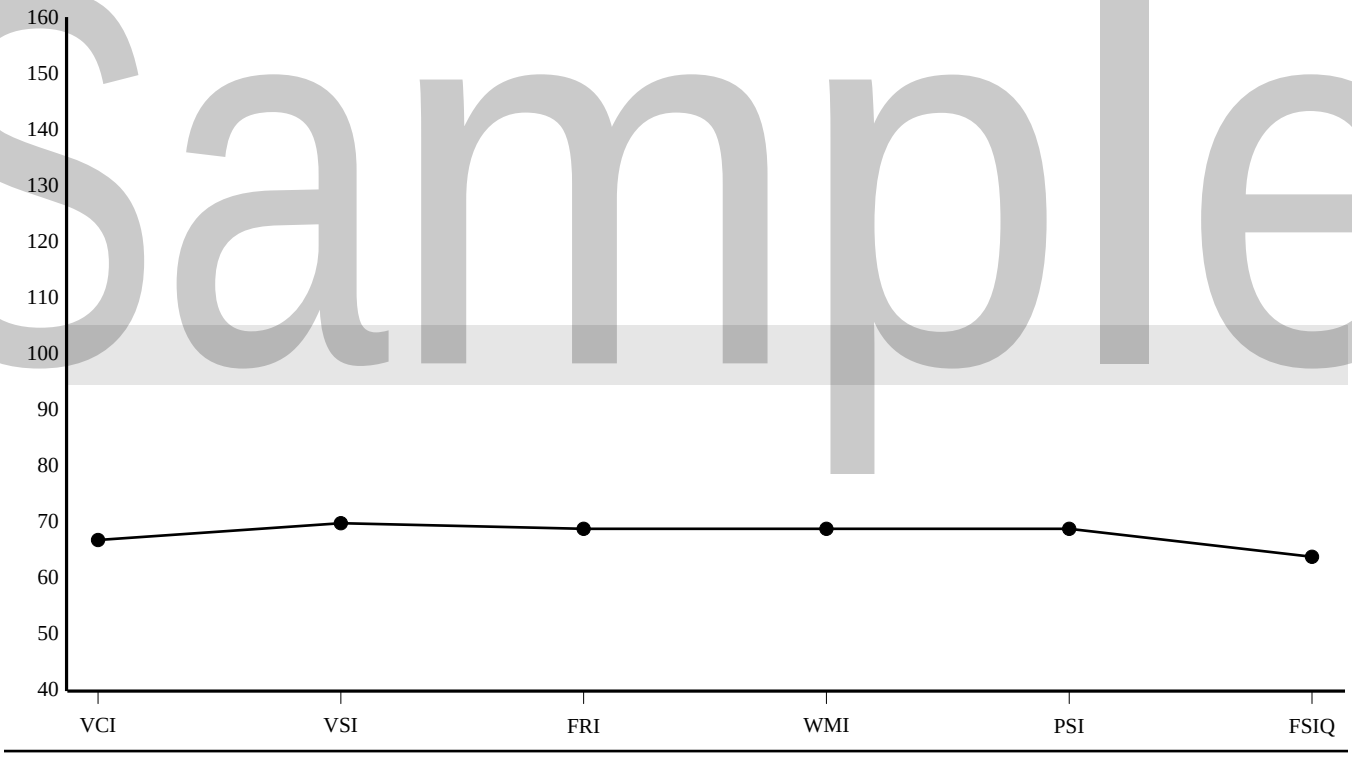
Clinical Psychologist Date

WISC-V CDN TEST SCORES

Score Summary

Composite		Score	Percentile Rank	Qualitative Description
Verbal Comprehension	VCI	67	1	Extremely Low
Visual Spatial	VSI	70	2	Very Low
Fluid Reasoning	FRI	69	2	Extremely Low
Working Memory	WMI	69	2	Extremely Low
Processing Speed	PSI	69	2	Extremely Low
Full Scale IQ	FSIQ	64	1	Extremely Low

Composite Score Profile



Ancillary/Complementary Score Summary

Composite		Score	Percentile Rank	Qualitative Description
Ancillary				
Quantitative Reasoning	QRI	69	2	Extremely Low
Auditory Working Memory	AWMI	72	3	Very Low
Nonverbal	NVI	64	1	Extremely Low
General Ability	GAI	67	1	Extremely Low
Cognitive Proficiency	CPI	66	1	Extremely Low
Complementary				
Naming Speed	NSI	63	1	Extremely Low
Symbol Translation	STI	73	4	Very Low
Storage & Retrieval	SRI	66	1	Extremely Low

Ancillary/Complementary Index Score Profile