Name: SMITH, Jane
School: Friendly Public School
Date of Birth: 09/16/2000
Grade Level: 08
Age: 13

Testing Dates: August 1, 2 and 3, 2013

REASON FOR REFERRAL

Mr. and Mrs. Smith requested an updated assessment for Jane to ease her transition from elementary to high school.

ASSESSMENT PROCEDURES

- Interview with Mrs. Smith (Jane's mother)
- Teacher Observation of Academic Functioning (Cornerstone Form)
- Wechsler Intelligence Scale for Children - 4th Edition (WISC-IV)
- Beery-Buktenica Developmental Test of Visual-Motor Integration - 6th Ed (VMI-VI)
- Wide Range Assessment of Memory and Learning - 2nd Edition (WRAML2)
- Conners Rating Scales - 3rd Edition (Conners-3) (Parent**)
- Conners’ Continuous Performance Test II (CPT-II)
- Behavior Rating Inventory of Executive Function (BRIEF) (Parent**)
- Wisconsin Card Sorting Test - 64 (WCST-64)
- Delis-Kaplan Executive Function System (D-KEFS)
- Woodcock-Johnson III Tests of Achievement (WJ-III Ach)
- Test of Word Reading Efficiency (TOWRE-2)
- Comprehensive Test of Phonological Processing (CTOPP)
- California Verbal Learning Test- Children (CVLT-C)
- BarOn Emotional Quotient Inventory; Youth Version (EQI:YV)
- Behavior Assessment System for Children - 2nd Edition (BASC-2)
- School Motivation and Learning Strategies Inventory (SMALSI)
- Informal Interview with Jane

Document Review

- Previous Psychological Assessment (Cornerstone, November 2007)
- Grade 6 and 7 Report Cards (YRDSB)
- IEP (Grades 6 and 7)

- CONFIDENTIAL-
BACKGROUND INFORMATION

Jane was born in Canada. She lives with her parents and younger sister. Their home life is described as family oriented, stable and supportive.

Mrs. Smith recalled that her pregnancy with Jane was normal although Jane was delivered via a C-section because of an irregular heartbeat during labor. Nevertheless, she rallied quickly and did not require any further medical intervention. While Jane had a light case of pneumonia in Grade 2 as well as some minor elbow surgery, she otherwise has been healthy with no other reported hospitalizations, high fevers, long-term illnesses, head injuries, seizures or accidents. Likewise, her hearing and vision were each described as good although she has been susceptible to having ear infections recently and so she is being monitored by an ENT. Of note, depression and ADHD run in the family.

As a baby and toddler, Jane was described as friendly, exceptionally good-natured and easy to manage. For the most part, she met her developmental milestones at the expected rates and, according to her mother, she spoke early and well. Typically, Jane has been a friendly and social child who is well liked. She displays a good sense of humor, she generally is in a happy mood and she is responsive to the needs of others. Although considered adaptable, Jane sometimes needs to get used to new situations and/or to prepare for transitions.

Despite the strengths just noted, Jane is distracted by small things in her environment, she is inattentive to details and she is prone to making careless mistakes. She finds it hard to sit and concentrate on tasks for long periods of time and she fatigues in situations that require sustained mental effort. Similarly, while she has good intentions, she can be impatient, blurt or interrupt. In December 2007, she was diagnosed as a child with ADHD of a predominantly inattentive type (see Previous Assessments section below). Various forms of medication have been used with some success. However, at present, Jane has not been on a regular therapeutic dose.

Academically, Mrs. Smith sensed that Jane is a real world learner and that she prefers these types of activities to theoretical concepts. Still, Jane appears to understand most information that is communicated to her, she can converse well and she can be creative and have good ideas. At the same time, she struggles to capture what she knows from her head into writing, she rarely applies language conventions and she displays limited note taking and spelling skills. Consistent with this, she reads slowly, she finds it hard to understand the "main point" and she has difficulties in all areas of math.

Contributing to these academic difficulties, Mrs. Smith reported many issues with Jane’s memory. To illustrate, she noted challenges with short-term memory in that Jane cannot follow complex directions, she has difficulty with multi-tasking and she cannot readily perform multiple-stepped procedures. Likewise, she noted that Jane struggles to mentally keep track of her thoughts, she has to re-read material to remember it and she struggles to retrieve details "on the spot". While Mrs. Smith maintained that they have to put excessive preparation time into studying, Jane is
unable to reliably carry over what she has learned to test-taking situations and she runs out of time unless given time extensions. Still, Jane is a conscientious and dedicated student who regularly completes her homework, who tries to keep her own belongings organized and who uses a computer to help manage tasks that involve written output.

Since Mr. and Mrs. Smith are aware that the demands for independence in learning are increasing, they are particularly interested in acquiring an updated assessment so that relevant support can be offered and/or continued as Jane finishes elementary school and transitions to high school.

**Previous Assessments**

Jane received a psychological assessment from this clinic in December 2007 when she was in Grade 2. At the time, Average results were evident in her Verbal Comprehension and Processing Speed (55th and 58th percentile, respectively). At least moderate difficulties emerged with respect to her Perceptual Reasoning (13th percentile), visual-motor integration (8th percentile) and Working Memory (1st percentile). Other deficits surfaced in her Verbal Memory (21st percentile) and Visual Memory (5th percentile) as well as in areas that involved the retention of information over time (5th to 16th percentile). Compounded with this, Jane displayed challenges with concentration, attention span and executive skills. Subsequently, she was diagnosed with a learning disability as well as with an attention deficit disorder of a predominantly inattentive type (ADHD-PI).

**School History, Review of Report Cards and Teacher Observation Form**

Jane has had a stable school history in that she has been at the same school since Kindergarten. However, after her diagnoses were established, she participated in a community class for 3 months in Grade 3 and then was placed into a Student Support Centre (SSC) with integration for non-core subject areas.

In keeping with what her mother relayed, on her Grade 6 and 7 report cards, Jane was described as a positive student with strong learning skills and good work habits. With the support of accommodations and an IEP, Jane's English marks hovered between the B's and A's or 70s and 80s whereas her math fluctuated between the 80s and 90s. In fact, she received a 100 in a Grade 7 measurement unit. Most other subjects also ranged from the 70's to the 80's.

According to her most recent (Grade 7) IEP, Jane has been identified and/or supported as an exceptional student since her psychological assessment was completed in 2007. According to this document, Jane has received modified expectations in the math and language areas. Also, she has received various accommodations such as: additional time; use of a computer; assistance with chunking/organization; calculator use; memory aids; and direct support with reading and writing.
OBSERVATIONS

During the current assessment, Jane displayed an appropriate sense of humor, she was cheerful, eager to please and wanting to do well. Similarly, she was highly appreciative of and responsive to praise. For these reasons, it is felt that this assessment is a valid and reliable estimate of her current functioning in an optimal one-to-one learning environment.

In general, Jane spoke with well-formulated sentences, she used appropriate vocabulary words and her vocal modulation was suitable. However, during the more formal aspects of testing, she struggled where she was given multiple-step directions, she lost place of what she was working on and she relied on instructions being simplified and/or repeated. Likewise, she was challenged to organize her own answers, she seemed at a loss to find the right words and she could be brief/vague unless prompted to help her elaborate upon her own ideas.

Despite wanting to do well, Jane struggled to shift her attention when presented with rapid changes in task demands and, as a result, she benefited from an extended "warm up period" to get used to what was expected. Also, she faded in situations that placed an emphasis on sustained mental effort (e.g. did better on first than second half even if the activities were not getting harder). Still, it was evident that she was putting good effort into whatever was asked of her.

In the nonverbal aspects of testing, Jane could be analytical and methodical and she especially liked opportunities to work with puzzles and when she could assemble things. While her pencil grasp was appropriate, she pressed very hard on the page while she worked.

RESULTS AND INTERPRETATION

The actual test scores contained within this report are attached as an appendix. Please note, all testing was completed. A summary of the trends that emerged is included in the sections that follow. From each pattern of scores, real world or functional implications are considered.

Cognitive/Intellectual Functioning

Over the course of this assessment, it was evident that Jane's cognitive abilities have stabilized and were consistently Average. As a result, she could suitably understand and respond to situations that involved language (Verbal Comprehension) and she could interpret visuospatial content (Perceptual Reasoning).

Potential Functional Implications

- Understands most vocabulary words and can interpret theoretical social situations
- Can categorize verbal or visual concepts
- May be good at puzzles
- Can sufficiently assemble simple objects from a diagram in a book
- Likely can interpret information from charts, diagrams, maps
**SMITH, Jane (Continued)**

**Visual-Motor Integration/Processing Speed**

At first glance, Jane could suitably transcribe repeated symbols from a legend and she could quickly scan for symbols that changed from line to line (Processing Speed). However, as noted in the Observation section, she tended to work better in the first half of the task and then faded somewhat in the second half. Also, she put a lot of pressure on the page and, as a result, was prone to becoming fatigued. Of importance, her fine-motor coordination fell slightly below expectations whereas many challenges were evident in her visual-motor integration skills or capacity to copy more sophisticated and abstract designs.

**Potential Functional Implications**

- Can engage in simple, organized copying/clerical tasks with some efficiency, especially with pencil and paper tasks that don’t emphasize fine-motor precision
- Can match simple visual information
- Likely has difficulties drawing, generating charts, diagrams and lining up columns and numbers
- Relates to historical challenges of writing, legibility and drawing
- Would not manage as well in complex fine-motor situations that require more detailed analysis and fine-motor output
- Fine-motor endurance might be a bit limited due to pressure of pen grip

**Memory and Learning**

In keeping with the other testing she had received about 5 years ago, Jane experienced significant areas in most aspects of memory. To illustrate, while she could remember brief finger patterns she was shown, she was unable to recall simple digits or number letter combinations she heard. She struggled even more when she was asked to mentally encode, manipulate and retrieve these (working memory). In fact, relative to her reasonable verbal abilities, this was a significant split in ability (i.e. working memory falls short of what she is able to understand verbally).

Similarly, Jane forgot "busy" but meaningful information as found in stories or picture elements although she could remember some words she had learned over the course of 4 training sessions (CVLT-C). While she put forth effort into categorizing the material she was given (semantic clustering), she was confused by competing details once these were introduced in a multiple-choice format later. Likewise, she was unable to remember designs she had been shown. However, recognition items helped prompt her memory with respect to the designs and stories she had been previously given whereas additional picture cues, again, confused her when she was asked to recall what she remembered from the busy social scenes she had been given.

**Potential Functional Implications**

- Tries to be active in learning new content
- Benefits from repeated exposure to learn new content
- Misses things given just once or too quickly
- Challenges with working memory would interfere with multi-tasking and managing multiple-stepped directions and/or procedures (e.g. listening to detailed instructions, engaging in math computation, mentally taking in many details and simultaneously “sizing up” and responding to academic or social situations)
SMITH, Jane (Continued)

• Lacks confidence when given multiple-choice format/second guesses herself and is easily swayed when newer information competes with older information
• Relies heavily on information being repeated, simplified or clarified
• May not be able to count on longer-term retention without regular review; needs structure to help organize material
• May micromanage details (contributes to what looks like perfectionism) then have difficulty sorting what is essential from unessential
• May blurt/interrupt others to say what she remembers before she forgets it
• May be more acutely aware of distracters (e.g. noise sensitivity) which would throw her off course when learning new information or when she has to keep remember her place/organize her ideas
• Difficulties transitioning from activity to activity without more time to "warm up"

Attention Span

Mrs. Smith completed a questionnaire that surveyed Jane's attention span in greater detail (Conners3). Consistent with previous accounts, she described her daughter as neither hyperactive nor impulsive. However, she observed significant challenges with attention span that negatively affected Jane's learning. Despite this, she regarded her daughter as possessing strong executive skills, having good relations with her peers and as being compliant.

Over the course of a straightforward computer-generated program (CPT-II), Jane presented with somewhat of a mixed clinical profile. On the one hand, with a lot of effort on her part, her response time was reasonable, and she could shift her attention somewhat as the intervals changed. On the other hand, she was a bit impulsive, she missed some targets as the test progressed and it was evident that she got tired and her concentration diminished over time.

While generally well regulated from a behavioral standpoint (i.e. when observing Jane), it was evident that she had to work hard to maintain this. To illustrate, she worked slowly to shift her attention and to refrain from responding in a reflexive manner on a color word interference task. Related to this, she was prone to making mistakes of an impulsive nature.

Potential Functional Implications

• Seems to fare better with focusing in a quieter environment or one-to-one situation
• Able to detect straightforward visual and auditory details
• Displays strong desire to pay attention and tries to regulate herself
• Attention span has improved as Jane has matured but is taxed in situations that place an emphasis on sustained concentration
• Attentional factors may overload memory (and vice versa) and cause her to lose place/track of thoughts, which would undermine her organization and efficiency (e.g. organization, speech or writing appears jumbled; takes two steps forward, one step backwards when working; careless/error prone)
• Focus softens over time (or gets fatigued), especially if given highly detailed or “busy” work that she can’t relate to
• Gets overloaded easily when given too much information at once
• Finds it hard to multi-task
• Needs time to acclimatize to the attentional and working memory requirements of tasks and then can develop some suitable strategies to concentrate
• May struggle to keep track of details as she reads or writes and then integrates these to make sense of information to see the big picture
• Mind wanders in busy situations where there are lot of people/distractions
Executive Functioning

Mrs. Smith also filled out the BRIEF questionnaire that investigated Jane’s “executive” skills. Executive functioning refers to one’s competence and efficiency in co-ordinating one’s own problem-solving strategies to “get a job done” and to regulate one’s own behaviors. Based on her responses, Mrs. Smith maintained that Jane typically is well regulated behaviorally and emotionally. Similarly, she sensed that her daughter displays good task initiation, she can retain information (with practice), she is capable of independent planning/organizing; she keeps her own belongings organized and she demonstrates appropriate self-monitoring skills.

Direct testing of Jane’s executive skills was completed with the use of the WCST-64 and several sub-tests from the D-KEFS. While capable of exhibiting good strategic skills to problem solve, problems with attention resurfaced in that she was prone to needing more time to switch her attention as the task transitioned and required rule changes. As such, she was prone to “getting stuck” and repeating the same strategy despite being given corrective feedback about the task she was given (perseverative responses/errors).

On the 20 Questions sub-test from the D-KEFS, Jane got a bit overwhelmed when given a lot of information at once to sift through. As a result, her initial questions were inefficient as she did not take into account and notice all the details (attention span), she lost track of what she had given (working memory) and so she was prone to doing more work than she got credit for. Notwithstanding, on a later task (Tower), she worked more effectively but she remained just within the Average limits. As noted earlier, problems with attentional shifting/flexibility and impulsive control resurfaced when she was asked to suppress certain responses and to refrain from acting in an impulsive/reflexive manner. Moreover, she tended to work slowly on tasks that placed an emphasis on speed and accuracy although, in some instances, she improved once she became “more used” to the task demands.

Potential Functional Implications

- Attentional/working memory issues may mar efficiency as she loses track of her place/what she has worked on in longer learning situations that require multi-tasking
- Needs preparation to transition from activity to activity (mentally and/or physically) as well as a a warm up time to acculturate to different expectations
- May do more work than what gets credit for

Academic Testing – Reading, Writing and Math

Academic skills are tested in a highly structured and one-to-one testing environment that is not typical of the regular classroom. Moreover, academic skills are tested in isolation of other demands. This means that how students’ co-ordinate their individual skills for complex tasks is not determined by academic testing alone but is better accounted for by psychological examination in the areas that precede this section.
At first glance, Jane’s capacity to understand information that had been read aloud to her was good. Although her own reading comprehension of short passages fell just within Average limits, it is noteworthy that she was very slow in reading these. Upon closer inspection of her foundational reading skills, it was evident that Jane struggled to isolate and manipulate sound blends although she could suitably blend sounds to make words. Still, her capacity to sound out words was both inefficient and, at times, inaccurate. Moreover, she was slow to recognize common sight words. While she seemed capable of reading quickly, this pertains only to her reading of very short sentences and only for a brief period of time.

**Potential Functional Implications**

- Can understand brief information that is read aloud
- Attentional/working memory issues would compromise her capacity to persist, keep track of and integrate, especially drier details, in longer reading situations or she could “seem” careless and “not notice” pertinent information
- Has to re-read material several times to understand it
- Does not recognize common sight words
- Does not hear some sound blends, which makes it hard to sound out new words or she gets confused with certain directions that sound similar (e.g. “1AB3” is heard as “18B3”)
- Challenges with reading transfers to other areas (e.g. science, math, interpreting written instructions, test-taking, etc.)
- Slow reading skills would make reading an extremely effortful process in longer and drier reading situations (e.g. textbooks, complicated work material) and would undermine his/her reading comprehension as it would be difficult to keep track of information and to integrate details to “see the bigger picture”

**Writing**

Jane’s capacity to spell high-frequency words in isolation of other writing demands was just Average. Moreover, she could reasonably quickly reorder words to make simple sentences fairly quickly. At the same time, if given an open ended series of questions to answer, her writing samples were messy, indicative of upper/lower case confusion, poorly spelled and she lacked punctuation. In keeping with this trend, her answers typically missed the point and were not appropriately embellished with relevant details.

**Potential Functional Implications**

- Has difficulty appropriately applying language conventions such as punctuation and capitalization rules
- Doesn’t seem to notice mistakes, poor at spelling, proof-reading and editing
- May find it harder to organize, integrate information or embellish her work with supporting details for longer pieces of writing, particularly, when the work is open-ended and relies on multiple skills to retrieve relevant information (functionally reported as problematic but this type of writing was not evaluated in this assessment)
- Could be challenged to “fully” explain answers in writing in math, other subject areas and/or in test-taking situations
- Messy handwriting; hard to read
- Can’t take good notes
- Inherently slow to capture thoughts onto paper
- Could lead to embarrassment/avoidance/frustration as work may “look” more simple than what she is capable of
SMITH, Jane (Continued)

Math

Mathematically, Jane was able to understand a number of concepts and to problem-solve with just Average competence. In contrast, she was very slow to retrieve simple addition and subtraction facts and her ability to compute numbers and to perform some multiple-stepped procedures was limited.

Potential Functional Implications

• Can apply basic math skills to practical situations when demands for mental calculation are reduced and when given picture and vocabulary cues
• Attentional/working memory issues would make it hard for her to “shift mental set” and to adjust to changes in expectations on the page (e.g. may miss red herrings in word problems, misses noticing changes in operational signs, etc.)
• Fine-motor issues would make copying errors and/or find it hard to explain her answers or to generate charts/diagrams, line up numbers/columns and/or copy work from board or textbook into workbook
• Cannot suitably calculate numbers or engage in simple multiple-step procedures
• Reading challenges makes it difficult for her to understand what the question is asking; would hamper problem solving
• Given stronger math conceptual abilities than numeracy skills, may be able to understand more than she can mentally keep track of and "work out"

Social/Emotional/Behavioral Functioning

As noted earlier, Mrs. Smith reiterated concerns about Jane’s inattention but she identified few concerns regarding hyperactivity or impulsivity. On the BASC-2 questionnaire, she further reported that Jane is happy, stable in mood and not an overly anxious child. She noted that Jane has a number of friends, she is socially appropriate and she participates well. In fact, she stated that Jane has a number of leadership qualities, she is communicative and she is generally self-reliant.

Jane’s own answers to the EQI-YV (S) were similar to her mother’s in that she conveyed comfort in communicating with others, she stated that she is interested in and responsive to the well-being of her family and friends and she does not feel overly stressed. At the same time, she conceded that she needs more time to warm up to and to adjust to new situations. On the SMALSI, Jane relayed that she has acquired a number of good study strategies and work habits. She also maintained that she has done well in school because of the accommodations that have been put in place that she uses. At the same time, she acknowledged that she struggles with writing and researching skills even with the use of a computer, and she experiences some issues with reading and comprehension. Still, since school is important to her and to her family, she seemed open to receiving the strategies that will make her learning better and easier.

Potential Functional Implications

• Compliant, wants to follow rules
• Happy, stable in mood and temperament
• Communicative
SMITH, Jane (Continued)

- Likes other people, empathetic and responsive to their needs
- Generally not a worrier or anxious but at higher risk of anxiety if needs not met (because she can get easily overwhelmed)
- Can adapt to changes if she is suitably prepared in advance
- Open to receiving support to improve herself

SUMMARY AND FORMULATION

Jane is a good natured, kind and sensitive young woman. Information gathered from this assessment is consistent with other testing in that she continues to meet the diagnostic thresholds of possessing a learning disability as well as an attention-deficit/hyperactivity disorder of a predominantly inattentive type (ADHD-PI).

In terms of her learning, Jane displayed generally Average abilities across the Verbal Comprehension and Perceptual Reasoning areas (each at the 32nd percentile). Although her pencil and paper clerical skills and scanning abilities were all well within mid Average limits, her fine-motor coordination and visual-motor integration skills were limited (21st to 1st percentile). As such, related challenges were observed with respect to illegibility, copying and fine-motor planning on a page.

In addition, concerns continue to be raised about Jane's working memory (0.1st percentile) and about her immediate and delayed verbal and visual memory (9th to 16th percentile). While additional learning trials as well as recognition items helped elevate her scores to some extent, she was confused with competing and newer information that was introduced. Moreover, challenges with attention/working memory contributed to difficulties with organizing new information, sizing up a bigger picture and mentally keeping track of details to work in an efficient and flexible manner. Partnered with challenges in phonological skills, Jane struggled to sound out words and she was additionally slow to identify common sight words. As such, reading is a labor intensive process. In the real world of reading longer and drier books/articles, it is felt that she would be hard pressed to integrate all the details she has read and so this accounts for why she may struggle to "see the forest because of the trees". It, too, would negatively impact her capacity to write, spell and embellish her work with relevant details and it would help explain why her numeracy scores are so weak and inefficient.

RECOMMENDATIONS

General Considerations

1. Jane should continue to be identified as an exceptional student and she should receive an updated Individual Education Plan (IEP) that reflects accommodations to her learning. Many of the strategies listed below would be relevant to incorporate.
SMITH, Jane (Continued)

2. Due to significant challenges with reading, writing and memorizing, Jane should be granted a Spanish exemption.

3. Jane will require a transition plan as she moves ahead in school. This report should be shared with the Special Education Department at her new high school well in advance of her attendance so that she has several supportive mechanisms in place (e.g. course selection, technology, test-taking, reading, writing, test-taking, etc.)

4. Courses should be balanced across semesters with some electives offered in each.

5. Given Jane's difficulties with attention, memory, fine-motor output and organization, it is essential that she use adaptive equipment such as an iPad and/or computer in order to fully access the curriculum. In this way, she will be able to type or dictate faster than she can write (so that she can capture her ideas before they get muddled or disappear), she can incorporate point form ideas into sentences and she can make revisions to her work neatly and easily. Reading/note-taking programs (e.g. Speak; Read, Write and Gold; LiveScribe; Notability; AudioNote), and access to the full Windows/Mac suite of programs such as Word/Pages and PowerPoint/Keynote would be beneficial in supporting her learning. Also, graphic organizers (e.g. Inspiration) will be critical in helping Jane pre-plan and organize her thoughts.

6. Jane should consult with an adaptive technologist to help determine what will be useful for her and she should receive specific training to understand how to apply these tools properly.

Attention/Retention

Personal Strategies

1. The use of a free digital notebook such as Evernote (www.evernote.com) may be helpful for Jane to keep track of her notes, ideas, research, and any other additional sources of information she would like to retain for future use. Beyond providing a simple depository for information, this program will allow her to search her notes (including hand written ones) so that she can quickly find specific material she needs and it will allow her to access this information from any internet enabled computer, tablet or Smartphone.

2. When doing work, Jane should turn off distractors such as TV, phone, text messaging, Internet, etc. to assist with concentration.

3. To assist with retention, Jane is encouraged to continue to take an active role in memorizing new material. While mnemonic strategies can be used (e.g. HOMES for Great Lakes), she can also use various flashcard apps such as www.quizlet.com. Also, consider using www.khanacademy.com, Educreations (iPad App) or a LiveScribe pen to rehear and review lessons.
4. Studying should be done in shorter bursts over a longer period of time and never be left to the last minute.

5. An excellent website with over 3600 lessons on math and science is www.khanacademy.com.

6. Wherever possible, schedule undesired before desired activities so that Jane can complete her work “while she has the momentum”. However, all activities should have “measurable outcomes” (e.g. “when I complete 5 questions properly in math, then I can watch TV”).

7. Jane should continue to work with an agenda book or electronic calendar and task management system on a Smartphone and/or tablet or computer (e.g. iCal, Awesome Calendar, Google Calendar, Wunderlist). Also, she can use electronic reminders to help cue her when items/appointments are due. Being on top of her work would help Jane continue to cope effectively with stress and anxiety.

**School-based Strategies/Accommodations**

8. Permit Jane to work in a quieter space or consider using a study/office carrel.

9. Make a booklet or binder of all handouts and assignments, which Jane can use as a reference book.

10. Having access to notes before a lecture would help Jane follow prepare herself for some of the concepts/vocabulary that will be used, which will aid in her attention and comprehension.

11. Allow the use of noise cancelling headphones (with/without background music).

12. Present information in a “step by step” or “cookbook” and sequential manner.

13. The quality of work should be emphasized instead of the quantity. Often, capable students perform best if streamlined toward learning the concepts. In other words, they may need to get “right to the main point” with not as much emphasis placed on non-essential details (e.g. have her do half of the math questions with mastery rather than all of them and risk fatigue and carelessness).

14. To minimize mistakes when reading, make sure lists of activities or lists of work expectations are visually easy to see. Instead of embedding expectations in a paragraph, organize the page with a list like this: 1….2….3….4….5 and so forth.
Reading

School-based Strategies/Accommodations

1. All of Jane's books and assigned reading should be made available to her in electronic or PDF format for text-to-speech, annotation and storage purposes.

2. Audio books are very useful for reading. These can be downloaded from the internet on to a tablet, smart phone and/or computer. Several sites offer this such as iBooks; www.audible.com; www.amazon.com; www.kobo.com; www.bookshare; www.books2go.com; and www.overdrive. Moreover, audio books are read dramatically which may improve Jane's comprehension.

3. Videos on related topics may help prepare “frame” the material better (e.g. youtube) and "warm up" Jane's brain to learning new units/concepts.

4. Jane will need to be guided as to what is important in reading material. Otherwise, she will find it hard to sort essential from unessential details and "miss the point". Likewise, she will need to have key concepts highlighted in reading materials so she won't miss what is relevant or have to re-read entire sections when reviewing the content.

5. Due to challenges in interpreting language, use non-fiction for reading so that Jane can locate facts or story lines rather than draw inferences from what she is reading (e.g. better with reading biography, historical novel to Shakespeare, etc.)

6. Text to speech software such as Speak, Read, Write and Gold, Kurzweil and/or other programs would be useful to support Jane's reading.

7. Annotation programs (e.g. iAnnotate, Everclip, Lightly) would help with highlighting important points and then collapsing these onto just a few sheets to help summarize material.

Writing/Fine-Motor

School-based Strategies/Accommodations

1. Limit Jane to printing or writing responses on forms or with short-answer responses only.

2. Jane will need access to a note-taker or others’ notes and/or she should be permitted to take pictures of flipcharts/the blackboard or of others’ notes and record specific lessons for later review (e.g. Notability, LiveScribe pen, Audionote, etc.). Use of a Bamboo stylus would make drawing and notating easier.

3. Permit the use of a computer or iPad to generate charts, diagrams and artwork.
4. Conferencing beforehand with someone would help Jane to formulate her ideas more efficiently. The use of mapping and scaffolding techniques will help Jane organize and expand upon her thoughts in written language. Mapping techniques are useful in producing a visual guide to aid with organization and content (e.g. Inspiration, PowerPoint, Keynote or use a Q&A format).

5. Use graph paper to assist with lining up columns and numbers.

6. Wherever possible, all first drafts (essays, projects) should be generated on the computer where they can be edited via a Track Changes tool (Mac or PC Word) so that she doesn't have to rewrite the revised copy.

7. Assignments that require Jane to reproduce questions before she answers them would be time consuming and difficult. This is because she is prone to making copying errors and because the effort that is required to copy the question may prematurely tire her out before she is able to follow through with the actual “thinking” portion of the task. Instead, allow her to work directly in her textbook or have her complete what is assigned from photocopied or scanned sheets.

8. Jane will need to rely on others for editing support.

**Test Taking**

**Personal Strategies**

1. To reduce potential anxiety with test taking, Jane is encouraged to do the simpler questions first to “warm up” her brain and to help her relax and concentrate better.

**School-based Strategies/Accommodations**

2. Test questions should be straightforward rather than contain "tricks", jargon, double meanings or "plays on words". Due to challenges with managing competing information, minimize multiple-choice questions and, instead, use short answer questions she can respond to orally.

3. All tests should be either read to Jane or provided to her in PDF format so that she can have the questions read to her electronically.

4. Jane needs a quieter room for all tests/exams.

5. Jane should use noise cancelling headphones to help block out ambient noise if this assists with her concentration. Additionally, if supportive, she should be permitted to listen to music to help her concentrate and relaxed during tests/exams.
Smith, Jane (Continued)

6. Grant the use of a calculator if this helps alleviate the stress of multi-tasking when Jane is involved with multiple-step math procedures.

7. Given her legitimate limitations with respect to prioritizing information and managing details, it would be helpful if Jane could be told specifically what to study for prior to tests and exams. In this way, Jane could streamline her efforts to perform better.

8. While the computer or iPad that is outfitted with relevant adaptive software should be permitted for Jane to use for tests/exams, she would benefit form oral testing/oral elaboration where she can be prompted to stay on the point and to add whatever necessary elements she may have missed.

9. Jane needs extended time limits (at least 50% more time) for all tests/exams.

10. Teaching staff should monitor Jane during testing to ensure that she understood what the questions asked her.

11. Jane should be permitted to “retake” tests, particularly, if she feels she has "blanked out". Often just knowing that this is an option helps students relax and do better first time around.

12. To get acclimatized to test-taking, Jane is encouraged to acquire and be permitted to use previous tests that she can practice with. In this way, she can become acclimatized to the amount of information, pace and “test style” she needs to prepare for.

13. Encourage and permit the use of an electronic dictionary or use the dictionary that is embedded in common apps (e.g. Kurzweil, Speak, Read, Write/Gold) for reading and writing in test-taking situations.

14. Where possible, provide similar types of test questions grouped together. Alternately, have Jane circle all similar questions in one color and do these followed by doing other types of similar questions to minimize mistakes to ease challenges with shifting attention and to reduce her making careless errors (e.g. do all addition before subtraction questions etc.).

15. Wherever possible, permit the use of faculty approved memory aids for tests/exams.

16. Due to Jane's very limited capacity to spell and to identify spelling errors, she should be granted a spelling exemption during tests-exams.

17. Examinations and project deadlines will need to be evenly spaced so that Jane has sufficient time to complete her work.
If you have any further questions or concerns, please feel free to contact me. I can be reached at the telephone number listed on the letterhead or by email at melissa.cait@gmail.com.

Dr. Wisc,
Psychologist