PPA Version 6.2.0 Report

Student: Sample Case **Age:** 8

School: Elementary **Grade:** 3rd

Examiner: Dehn **Evaluation Dates:** 07/15/2018

The Psychological Processing Analyzer (PPA) conducts a cross-battery analysis of psychological processing test scores, analyzes achievement test scores for strengths and weaknesses, and compares achievement scores with related processing scores. The PPA can be used to determine a pattern of strengths and weaknesses (PSW) in both achievement and psychological processes. Statistically significant intra-individual scores are identified for this purpose. When an examinee has both a below average score and an intra-individual weakness, that psychological process or academic skill is labeled as a deficit. When an examinee has both an above average score and an intra-individual strength, that psychological process or academic skill is labeled as an asset.

Definitions of Psychological Processes

Attention includes self-inhibitory processes that allow one to focus, sustain, and divide attention. Difficulties with attentional control are associated with poor academic productivity and with deficient mathematics achievement.

Auditory Processing consists of the processes involved in perceiving, analyzing, synthesizing, and discriminating speech and other auditory stimuli. Auditory processing has strong relations with language and literacy skills.

Executive Functions regulate behavior and cognitive functions during purposeful, goal-directed, problem-solving. Well-developed executive functions are most important for applied academics, such as reading comprehension, mathematics reasoning, and written expression. Academic productivity, such as completing homework, also depends on adequate executive processes.

Fine Motor processes, such as motor planning, are involved in the control and coordination of small muscle movements that occur in the fingers. Fine motor skills affect penmanship, which in turn influences written expression and academic performance.

Fluid Reasoning includes problem solving and deductive and inductive reasoning. Fluid reasoning plays an important role in higher-level, applied academics, such as reading comprehension and mathematics reasoning.

Verbal Long-Term Recall is the delayed recall of new verbal learning and the efficient retrieval of previously acquired verbal knowledge. All aspects of academic learning and performance depend heavily on verbal long-term recall.

Visual-Spatial Long-Term Recall is the delayed recall of new visual-spatial learning. This type of memory is associated with daily functioning, reading, and mathematics learning and performance.

Oral Language includes the linguistic processes that allow one to communicate effectively, such as the ability to construct meaningful sentences. Oral language development has a strong influence on the acquisition of literacy.

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Orthographic Processing is the ability to visually recognize and remember printed words and parts of words. It includes the ability to recognize letter sequences and patterns and to spell phonetically irregular words.

Phonological Processing involves the awareness and manipulation of phonemes, the smallest units of speech that are used to form syllables and words. Basic reading and writing skills, as well as the development of oral expression and listening comprehension, depend heavily on the development of phonological processing.

Processing Speed is how quickly information is processed and how efficiently simple cognitive tasks are executed over a sustained period of time. Adequate processing speed is necessary for successful skill acquisition and for performance in nearly all aspects of academic learning.

Visual-Spatial Processing is the ability to perceive, analyze, synthesize, manipulate, and transform visual patterns and images, including those generated internally. The visual aspect applies to processing static characteristics of an image. The spatial component processes location and movement. Visual-spatial processing has its strongest relationship with mathematics.

Verbal Working Memory manipulates and transforms verbal information that is being held in short-term memory or has been retrieved from long-term memory. Verbal working memory capacity has strong relations with language and literacy skills.

Visual-Spatial Working Memory manipulates and transforms visual-spatial information that is being held in short-term memory or has been retrieved from long-term memory. This type of memory is associated with daily functioning and with mathematics learning and performance.

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PSW Among Processes

Sample appears to have average psychological processing aptitudes in Attention, Auditory Processing, Executive Functions, Fine Motor, Fluid Reasoning, Verbal Long-Term Recall, Visual-Spatial Long-Term Recall, Oral Language, Processing Speed, Visual-Spatial Processing, and Visual-Spatial Working Memory. Sample has no above average process scores. In contrast, Sample has below average process scores in Phonological Processing, Orthographic Processing, and Verbal Working Memory.

When a process score is significantly different from the predicted score for that process, an intra-individual strength or weakness is indicated. Sample has a significant intra-individual strength in Fluid Reasoning. Sample appears to have no significant assets. Sample has no significant intra-individual weaknesses. The intra-individual weaknesses that can be considered deficits include Phonological Processing, Orthographic Processing, and Verbal Working Memory.

Differences Between Related Processes

The table labeled 'Pairwise Comparisons of Related Processes' identifies processes that have weaknesses relative to the specific processes they are paired with. These pairwise strengths and weaknesses should not be used for specific learning disability diagnosis. Rather, the table provides in-depth information that should be used for interventions or treatment planning. Only closely related processes are included in the table.

PSW Among Academic Skills

Sample appears to have average academic skills in Reading Fluency, Reading Comprehension, Mathematics Calculation, Mathematics Problem Solving, Written Expression, Oral Expression, and Listening Comprehension. Sample has no above average academic skills. In contrast, Sample has a below average academic skill in Basic Reading Skills.

When an achievement score is significantly different from the predicted score for that skill, an intra-individual strength or weakness is indicated. Sample has significant intra-individual strengths in Mathematics Calculation and Mathematics Problem Solving. Sample has a significant intra-individual weakness in Basic Reading Skills. An intra-individual weakness that can be considered a deficit includes Basic Reading Skills.

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Consistency Between Achievement Scores and Process Scores

When one or more of the processes that strongly influence the development of a specific area of achievement are intra-individual weaknesses, the examinee is likely to have a deficiency in that achievement area. The "Consistency Between Achievement Scores and Process Scores" table compares academic skills and psychological processes that are highly related. Consistency between an achievement score and a process score is indicated by a "No" in the "Significant Difference" column.

Consistency between a process score identified as a significant intra-individual weakness and a related area of deficient achievement provides support for a diagnosis of a specific learning disability. A process score that is significantly lower than a related area of deficient achievement is also evidence for a specific learning disability. When a process score is significantly higher than a deficient area of achievement, the deficiency in achievement cannot be attributed to a weakness in that particular process.

Listed below are those areas of achievement with scores low enough to qualify for a specific learning disability. Along with each eligible area of achievement, related processes that have been identified as significant intra-individual weaknesses are listed whenever the pair of scores is consistent (not significantly different from each other). Eligible areas of achievement without any consistent intra-individual processing weaknesses are not listed. The "Consistent Achievement – Process Scores" graph on the next page displays the same consistent pairs along with the scores.

- Basic Reading Skills and Orthographic Processing
- Basic Reading Skills and Phonological Processing
- Basic Reading Skills and Processing Speed
- Basic Reading Skills and Verbal Working Memory

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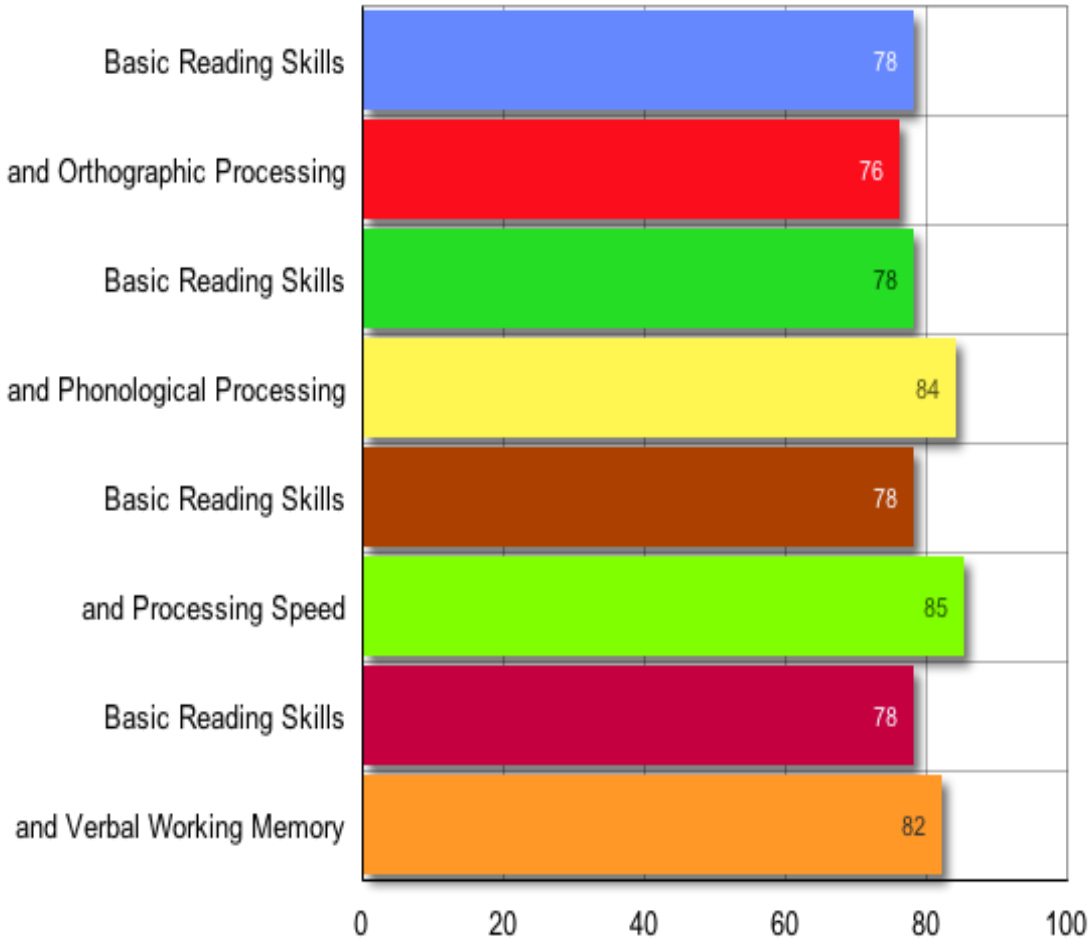
Consistent Achievement - Process Scores

Achievement Scores Below 85



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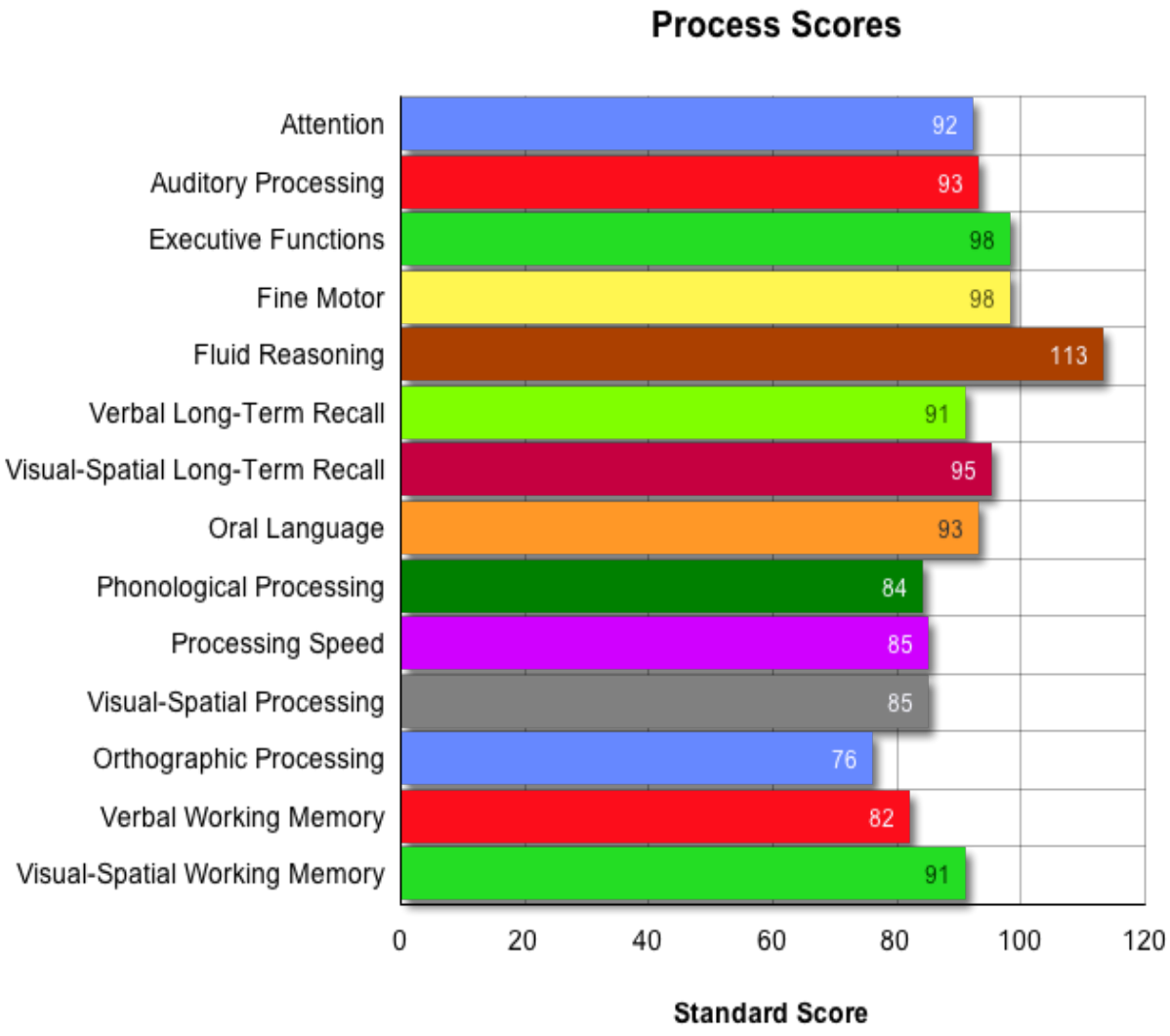

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Processing Strengths and Weaknesses Summary

Psychological Process	Process Score	Predicted Score	Difference	Intra-Individual S or W	Normative S or W	Asset or Deficit
Attention	92	99	-7	-	-	-
Audtiory Processing	93	99	-6	-	-	-
Executive Functions	98	99	-1	-	-	-
Fine Motor	98	99	-1	-	-	-
Fluid Reasoning	113	99	14	S	-	-
Verbal Long-Term Recall	91	99	-8	-	-	-
Visual-Spatial Long-Term Recall	95	99	-4	-	-	-
Oral Language	93	99	-6	-	-	-
Phonological Processing	84	99	-15	W	W	D
Processing Speed	85	99	-14	W	-	-
Visual-Spatial Processing	85	99	-14	W	-	-
Orthographic Processing	76	99	-23	W	W	D
Verbal Working Memory	82	99	-17	W	W	D
Visual-Spatial Working Memory	91	99	-8	-	-	-

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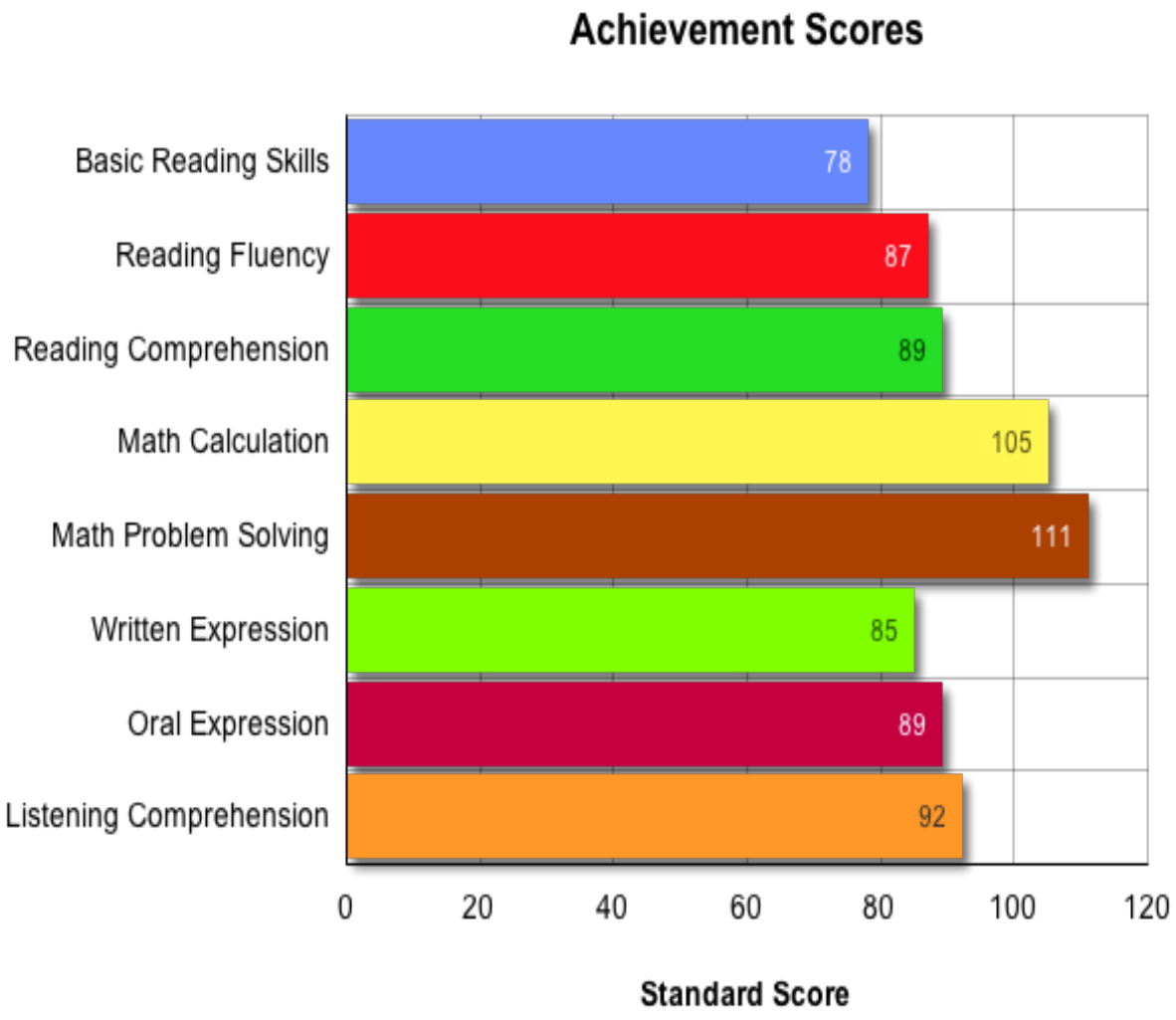

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Achievement Strengths and Weaknesses Summary

Achievement	Achievement Score	Predicted Score	Difference	Intra-Individual S or W	Normative S or W	Asset or Deficit
Basic Reading Skills	78	94	-16	W	W	D
Reading Fluency	87	93	-6	-	-	-
Reading Comprehension	89	92	-3	-	-	-
Mathematics Calculation	105	91	14	S	-	-
Mathematics Problem Solving	111	90	21	S	-	-
Written Expression	85	93	-8	-	-	-
Oral Expression	89	92	-3	-	-	-
Listening Comprehension	92	92	0	-	-	-

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Results based on critical values for the .05 level of significance

Process Composites/Subtests

Attention	Obtained Scores	SS		Process Score	Pred. Score	Diff.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
BASC-2 Parent Attention Problems	48	103	NU	92	99	-7	-	-	-
BASC-2 Teacher Attention Problems	62	82							

Auditory Processing	Obtained Scores	SS	Process Score	Pred. Score	Diff.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ IV™ COG AUDITORY PROCESSING	93	93	93	99	-6	-	-	-

Executive Functions	Obtained Scores	SS	Process Score	Pred. Score	Diff.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
CAS-II PLANNING	98	98	98	99	-1	-	-	-

Fine Motor	Obtained Scores	SS	Process Score	Pred. Score	Diff.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
CPPS NU Fine Motor	51	98	98	99	-1	-	-	-

Fluid Reasoning	Obtained Scores	SS	Process Score	Pred. Score	Diff.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WISC®-V FLUID REASONING	113	113	113	99	14	S	-	-

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Process Composites/Subtests

Verbal Long-Term Recall	Obtained Scores	SS	Process Score	Pred. Score	Diff.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
KABC-II NU DELAYED RECALL	91	91	91	99	-8	-	-	-

Visual-Spatial Long-Term Recall	Obtained Scores	SS	Process Score	Pred. Score	Diff.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WISC®-V SYMBOL TRANSLATION	95	95	95	99	-4	-	-	-

Oral Language	Obtained Scores	SS	Process Score	Pred. Score	Diff.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
CASL-2 GENERAL LANGUAGE ABILITY	93	93	93	99	-6	-	-	-

Orthograohic Processing	Obtained Scores	SS	Process Score	Pred. Score	Diff.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
FAR™ Orthographical Processing	75	75	76	99	-23	W	W	D
TOWRE2 Sight Word Efficiency	78	78						

Phonological Processing	Obtained Scores	SS	Process Score	Pred. Score	Diff.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ IV™ ORAL PHONETIC CODING	84	84	84	99	-15	W	W	D

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Process Composites/Subtests

Processing Speed	Obtained Scores	SS	Process Score	Pred. Score	Diff.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WISC®-V PROCESSING SPEED	85	85	85	99	-14	W	-	-

Visual-Spatial Processing	Obtained Scores	SS	Process Score	Pred. Score	Diff.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WISC®-V VISUAL SPATIAL	85	85	85	99	-14	W	-	-

Verbal Working Memory	Obtained Scores	SS	Process Score	Pred. Score	Diff.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WISC®-V WORKING MEMORY	82	82	82	99	-17	W	W	D

Visual-Spatial Working Memory	Obtained Scores	SS	Process Score	Pred. Score	Diff.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WISC®-V INTEGRATED VISUAL WORKING MEMORY	91	91	91	99	-8	-	-	-

NU denotes composite or subtest scores that are not unitary. Cautious interpretation or further assessment is recommended for the psychological process of Attention.

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Achievement Composites/Subtests

Basic Reading Skills	Obtained Scores	SS	Ach. Score	Pred. Score	Diff.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ IV™ ACH BASIC READING SKILLS	78	78	78	94	-16	W	W	D

Reading Fluency	Obtained Scores	SS	Ach. Score	Pred. Score	Diff.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ IV™ ACH READING FLUENCY	87	87	87	93	-6	-	-	-

Reading Comprehension	Obtained Scores	SS	Ach. Score	Pred. Score	Diff.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ IV™ ACH READING COMPREHENSION	89	89	89	92	-3	-	-	-

Mathematics Calculation	Obtained Scores	SS	Ach. Score	Pred. Score	Diff.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ IV™ ACH MATH CALCULATION SKILLS	105	105	105	91	14	S	-	-

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Achievement Composites/Subtests

Mathematics Problem Solving	Obtained Scores	SS	Ach. Score	Pred. Score	Diff.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ IV™ ACH MATH PROBLEM SOLVING	111	111	111	90	21	S	-	-

Written Expression	Obtained Scores	SS	Ach. Score	Pred. Score	Diff.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ IV™ ACH WRITTEN LANGUAGE	85	85	85	93	-8	-	-	-

Oral Expression	Obtained Scores	SS	Ach. Score	Pred. Score	Diff.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ IV™ ORAL EXPRESSION	89	89	89	92	-3	-	-	-

Listening Comprehension	Obtained Scores	SS	Ach. Score	Pred. Score	Diff.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ IV™ ORAL LISTENING COMPREHENSION	92	92	92	92	0	-	-	-

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Pairwise Comparison of Related Processes

	Process 1 Score	Process 2 Score	Difference	Critical Value (.01 Level)	Significant Difference
Attention vs Auditory Processing	92	93	1	16.42	No
Attention vs Executive Functions	92	98	6	17.31	No
Attention vs Orthographic Processing	92	76	16	16.87	No
Attention vs Processing Speed	92	85	7	18.15	No
Attention vs Verbal Working Memory	92	82	10	16.42	No
Attention vs Visual-Spatial Working Memory	92	91	1	17.31	No
Auditory Processing vs Oral Language	93	93	0	11.61	No
Auditory Processing vs Orthographic Processing	93	76	17	15.96	Yes
Auditory Processing vs Phonological Processing	93	84	9	13.95	No
Auditory Processing vs Verbal Working Memory	93	82	11	15.48	No
Auditory Processing vs Visual-Spatial Processing	93	85	8	15.48	No
Executive Functions vs Fluid Reasoning	98	113	15	15.96	No
Executive Functions vs Verbal Working Memory	98	82	16	16.42	No
Executive Functions vs Visual-Spatial Working Memory	98	91	7	17.31	No
Fine Motor vs Processing Speed	98	85	13	15.96	No
Fine Motor vs Visual-Spatial Processing	98	85	13	13.95	No
Fluid Reasoning vs Verbal Working Memory	113	82	31	14.99	Yes
Fluid Reasoning vs Visual-Spatial Processing	113	85	28	14.99	Yes
Fluid Reasoning vs Visual-Spatial Working Memory	113	91	22	15.96	Yes

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Pairwise Comparison of Related Processes

	Process 1 Score	Process 2 Score	Diff.	Critical Value (.01 Level)	Significant Difference
Oral Language vs Orthographic Processing	93	76	17	12.24	Yes
Oral Language vs Phonological Processing	93	84	9	9.48	No
Oral Language vs Verbal Working Memory	93	82	11	11.61	No
Orthographic Processing vs Phonological Processing	76	84	8	14.48	No
Orthographic Processing vs Verbal Working Memory	76	82	6	15.96	No
Orthographic Processing vs Visual-Spatial Processing	76	85	9	15.96	No
Orthographic Processing vs Visual-Spatial Working Memory	76	91	15	16.87	No
Phonological Processing vs Verbal Working Memory	84	82	2	13.95	No
Processing Speed vs Visual-Spatial Working Memory	85	91	6	18.15	No
Verbal Long-Term Recall vs Oral Language	91	93	2	10.24	No
Verbal Long-Term Recall vs Orthographic Processing	91	76	15	14.99	Yes
Verbal Long-Term Recall vs Verbal Working Memory	91	82	9	14.48	No
Verbal Long-Term Recall vs Visual-Spatial Long-Term Recall	91	95	4	13.41	No
Verbal Working Memory vs Visual-Spatial Working Memory	82	91	9	16.42	No
Visual-Spatial Long-Term Recall vs Orthographic Processing	95	76	19	14.99	Yes
Visual-Spatial Long-Term Recall vs Visual-Spatial Processing	95	85	10	14.48	No
Visual-Spatial Long-Term Recall vs Visual-Spatial Working Memory	95	91	4	15.48	No
Visual-Spatial Processing vs Visual-Spatial Working Memory	85	91	6	16.42	No

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Consistency Between Reading Achievement Scores and Process Scores Table

Significant .05 Pairwise Comparisons

	Ach. Score	Process Score	Diff.	Critical Value (.05 Level)	Significant Difference
Basic Reading Skills and Auditory Processing	78	93	15	10.6	Yes
Basic Reading Skills and Oral Language	78	93	15	7.2	Yes
Basic Reading Skills and Otrhographic Processing	78	76	2	11	No
Basic Reading Skills and Phonological Processing	78	84	6	9.3	No
Basic Reading Skills and Processing Speed	78	85	7	12.12	No
Basic Reading Skills and Verbal Long-Term Recall	78	91	13	9.75	Yes
Basic Reading Skills and Verbal Working Memory	78	82	4	10.6	No
Basic Reading Skills and Visual-Spatial Long-Term Recall	78	95	17	9.75	Yes
Reading Fluency and Orthographic Processing	87	76	11	10.6	Yes
Reading Fluency and Phonological Processing	87	84	3	8.82	No
Reading Fluency and Processing Speed	87	85	2	11.76	No
Reading Fluency and Verbal Long-Term Recall	87	91	4	9.3	No
Reading Fluency and Visual-Spatial Long-Term Recall	87	95	8	9.3	No
Reading Comprehension and Auditory Processing	89	93	4	11.39	No
Reading Comprehension and Fluid Reasoning	89	98	9	12.12	No
Reading Comprehension and Fluid Reasoning	89	113	24	11	Yes
Reading Comprehension and Oral Language	89	93	4	8.32	No
Reading Comprehension and Verbal Long-Term Recall	89	91	2	10.6	No
Reading Comprehension and Verbal Working Memory	89	82	7	11.39	No
Reading Comprehension and Visual-Spatial Long-Term Recall	89	95	6	10.6	No
Reading Comprehension and Visual-Spatial Working Memory	89	91	2	12.12	No

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Consistency Between Mathematics Achievement Scores and Process Scores Table

Significant .05 Pairwise Comparisons

	Ach. Score	Process Score	Diff.	Critical Value (.05 Level)	Significant Difference
Mathematics Calculation and Attention	105	92	13	10.6	Yes
Mathematics Calculation and Executive Functions	105	98	7	10.6	No
Mathematics Calculation and Fluid Reasoning	105	113	8	9.3	No
Mathematics Calculation and Processing Speed	105	85	20	11.39	Yes
Mathematics Calculation and Verbal Long-Term Recall	105	91	14	8.82	Yes
Mathematics Calculation and Verbal Working Memory	105	82	23	9.75	Yes
Mathematics Calculation and Visual-Spatial Long-Term Recall	105	95	10	8.82	Yes
Mathematics Calculation and Visual-Spatial Processing	105	85	20	9.75	Yes
Mathematics Calculation and Visual-Spatial Working Memory	105	91	14	10.6	Yes
Mathematics Problem Solving and Executive Functions	111	98	13	11.39	Yes
Mathematics Problem Solving and Fluid Reasoning	111	113	2	10.18	No
Mathematics Problem Solving and Oral Language	111	93	18	7.2	Yes
Mathematics Problem Solving and Oral Language	111	85	26	12.12	Yes
Mathematics Problem Solving and Verbal Long-Term Recall	111	91	20	9.75	Yes
Mathematics Problem Solving and Verbal Working Memory	111	82	29	10.6	Yes
Mathematics Problem Solving and Visual-Spatial Long-Term Recall	111	95	16	9.75	Yes
Mathematics Problem Solving and Visual-Spatial Processing	111	85	26	10.6	Yes
Mathematics Problem Solving and Visual-Spatial Working Memory	111	91	20	11.39	Yes

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Consistency Between Achievement Scores and Process Scores Table

Significant .05 Pairwise Comparisons

	Ach. Score	Process Score	Diff.	Critical Value (.05 Level)	Significant Difference
Listening Comprehension and Auditory Processing	92	93	1	12.82	No
Listening Comprehension and Executive Functions	92	98	6	13.47	No
Listening Comprehension and Oral Language	92	93	1	10.18	No
Listening Comprehension and Phonological Processing	92	84	8	11.76	No
Listening Comprehension and Processing Speed	92	85	7	14.1	No
Listening Comprehension and Verbal Working Memory	92	82	10	12.82	No
Oral Expression and Executive Functions	89	98	9	13.47	No
Oral Expression and Oral Language	89	93	4	10.18	No
Oral Expression and Phonological Processing	89	84	5	11.76	No
Oral Expression and Processing Speed	89	85	4	14.1	No
Oral Expression and Verbal Long-Term Recall	89	91	2	12.12	No
Oral Expression and Verbal Working Memory	89	82	7	12.82	No
Written Expression and Attention	85	92	7	11.76	No
Written Expression and Auditory Processing	85	93	8	11	No
Written Expression and Executive Functions	85	98	13	11.76	Yes
Written Expression and Fine Motor	85	98	13	9.75	Yes
Written Expression and Oral Language	85	93	8	7.78	Yes
Written Expression and Orthographic Processing	85	76	9	11.39	No
Written Expression and Phonological Processing	85	84	1	9.75	No
Written Expression and Processing Speed	85	85	0	12.47	No
Written Expression and Verbal Long-Term Recall	85	91	6	10.18	No
Written Expression and Verbal Working Memory	85	82	3	11	No