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Student: Student Example **DOB:** June 13, 2013 **Age:** 8

School: Elementary **Grade:** 3rd

Examiner: Milt Dehn **Evaluation Dates:** 08/08/2021

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.

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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.

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.

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.

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

Student appears to have average psychological processing aptitudes in Auditory Processing, Executive Functions, Fine Motor, Fluid Reasoning, Visual-Spatial Long-Term Recall, Visual-Spatial Processing, and Visual-Spatial Working Memory. Student has no above average process scores. In contrast, Student has below average process scores in Attention, Verbal Long-Term Recall, Oral Language, Phonological Processing, Processing Speed, 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. Student has significant intra-individual strengths in Visual-Spatial Long-Term Recall, Visual-Spatial Processing, and Visual-Spatial Working Memory. Student appears to have no significant assets. Student has significant intra-individual weaknesses in Phonological Processing and Orthographic Processing. The intra-individual weaknesses that can be considered deficits include Phonological Processing and Orthographic Processing.

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 which they are paired. 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

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

When an achievement score is significantly different from the predicted score for that skill, an intra-individual strength or weakness is indicated. Student 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

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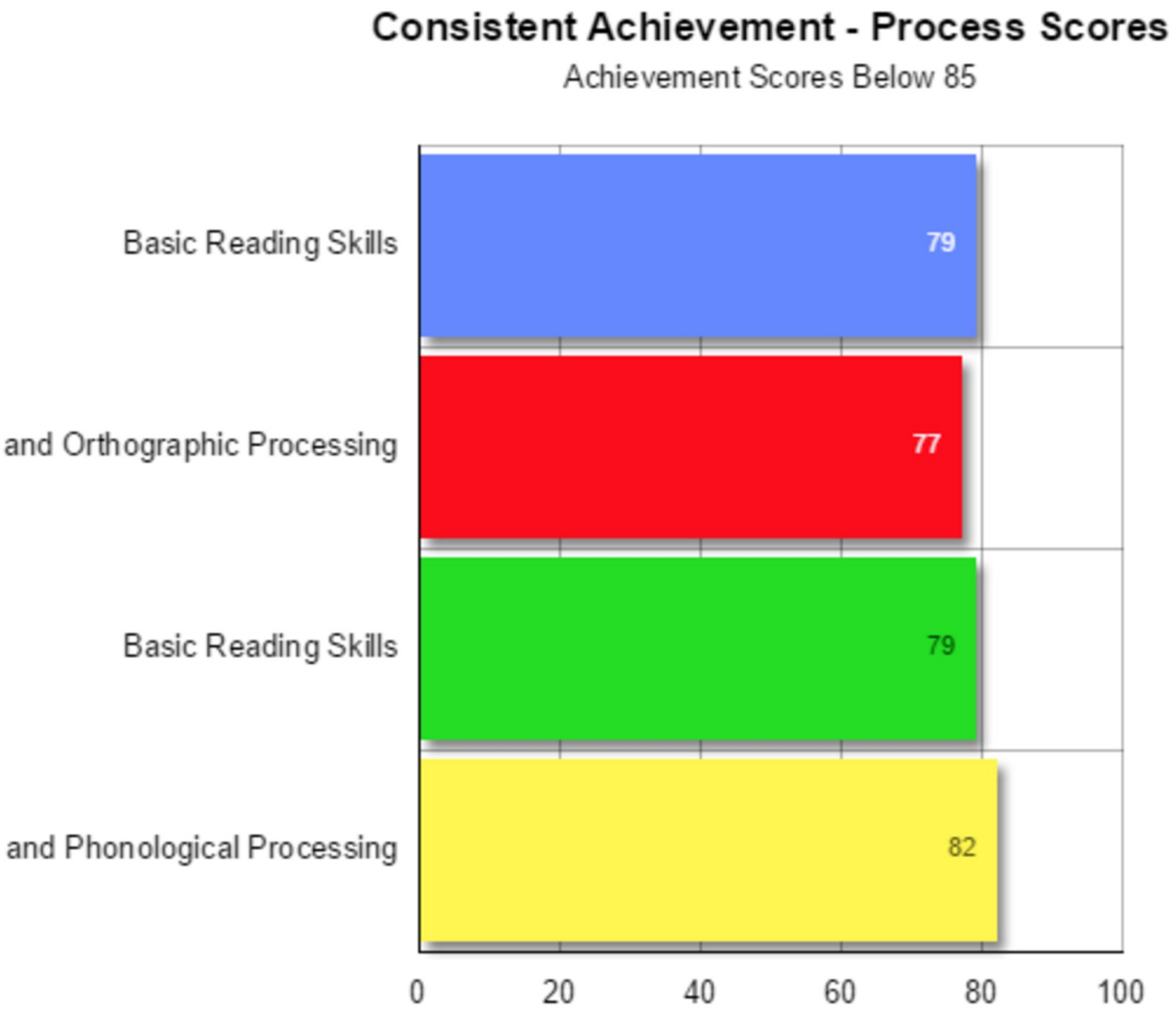

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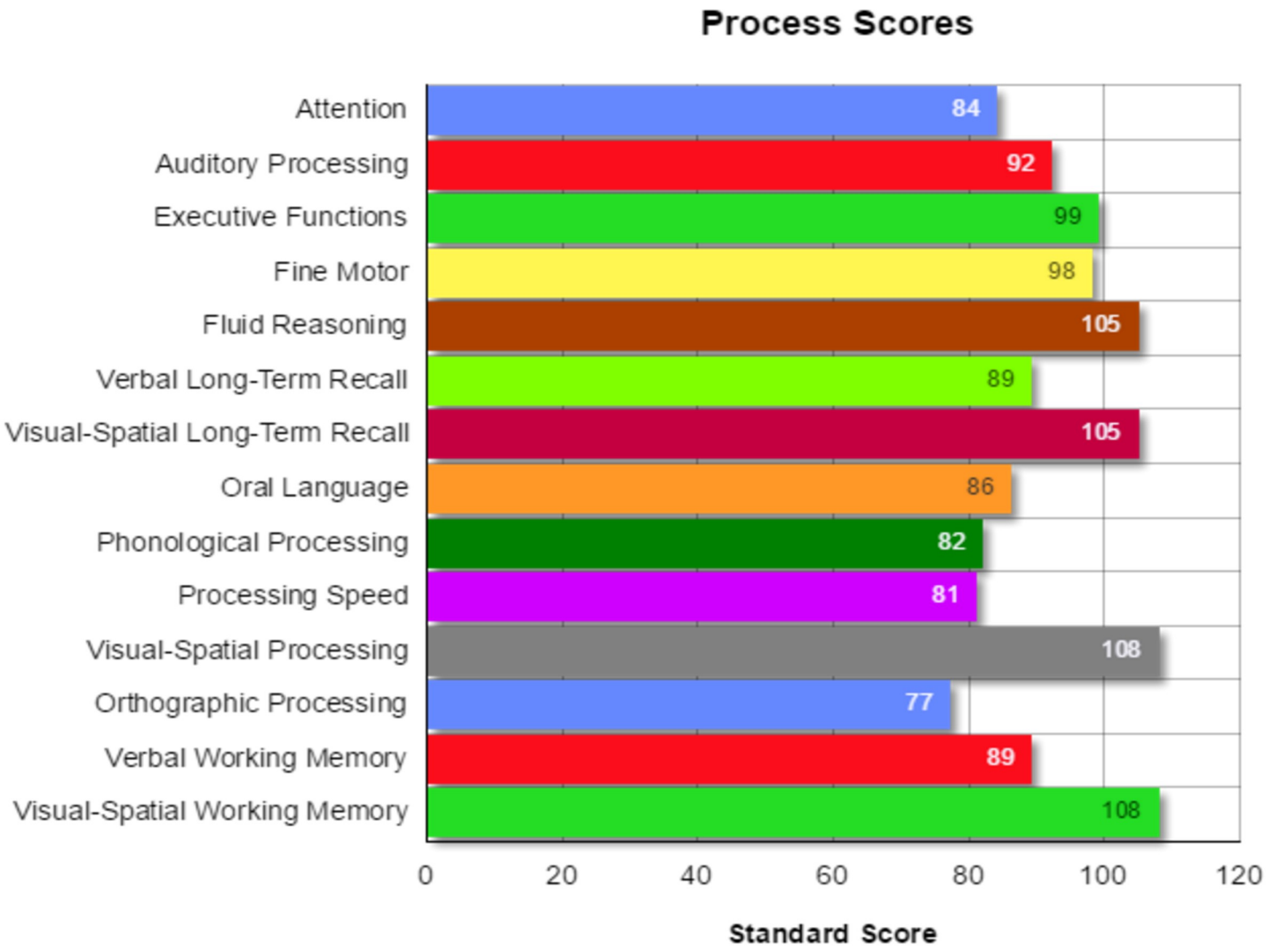

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Processing Strengths and Weaknesses Summary

Psychological Process	Process Score	Predicted Score	Difference	Intra-Individual S or W	Normative S or W	Asset or Deficit
Attention	84	95	-11	-	W	-
Auditory Processing	92	94	-2	-	-	-
Executive Functions	99	94	5	-	-	-
Fine Motor	98	94	4	-	-	-
Fluid Reasoning	105	93	12	-	-	-
Verbal Long-Term Recall	89	94	-5	-	W	-
Visual-Spatial Long-Term Recall	105	93	12	S	-	-
Oral Language	86	95	-9	-	W	-
Phonological Processing	82	95	-13	W	W	D
Processing Speed	81	94	-13	-	W	-
Visual-Spatial Processing	108	93	15	S	-	-
Orthographic Processing	77	95	-18	W	W	D
Verbal Working Memory	89	94	-5	-	W	-
Visual-Spatial Working Memory	108	93	15	S	-	-

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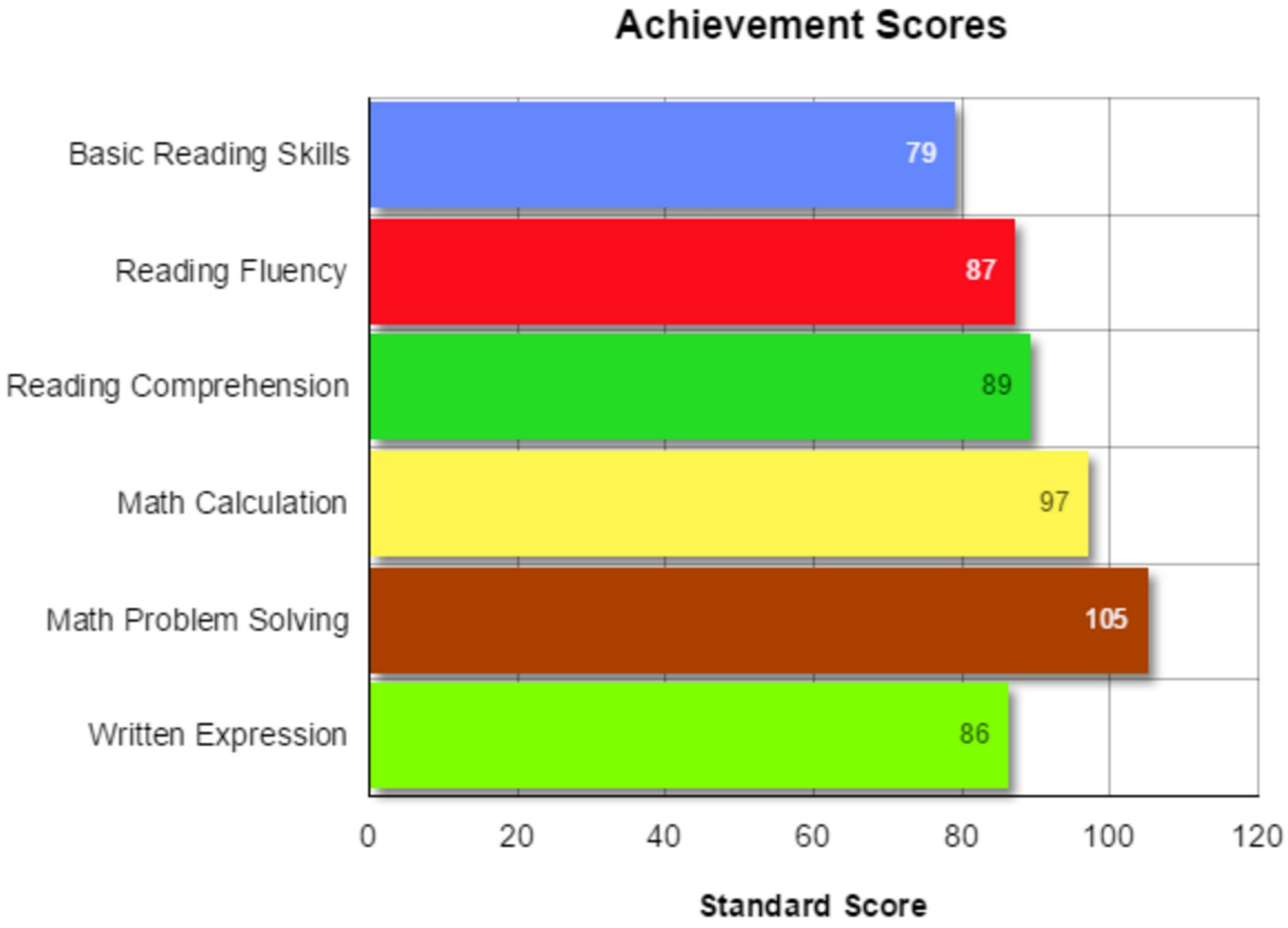

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Achievement Strengths and Weaknesses Summary

Achievement	Achievement Score	Predicted Score	Difference	Intra-Individual S or W	Normative S or W	Asset or Deficit
Basic Reading Skills	**79**	**93**	**-14**	**W**	**W**	**D**
Reading Fluency	**87**	**92**	**-5**	**-**	**W**	**-**
Reading Comprehension	**89**	**91**	**-2**	**-**	**W**	**-**
Mathematics Calculation	**97**	**90**	**7**	**-**	**-**	**-**
Mathematics Problem Solving	**105**	**89**	**16**	**S**	**-**	**-**
Written Expression	**86**	**91**	**-5**	**-**	**W**	**-**
Oral Expression						
Listening Comprehension						

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

Process Composites/Subtests

Attention	Obtained Scores	SS	Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
BASC-3 Parent Attention Problems Rater 1	55	93	84	95	-11	-	W	-
BASC-3 Parent Attention Problems Rater 2	60	85						
BASC-3 Teacher Attention Problems Rater 1	65	78						
BASC-3 Teacher Attention Problems Rater 2	63	81						

Auditory Processing	Obtained Scores	SS	Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ IV COG AUDITORY PROCESSING	92	92	92	94	-2	-	-	-

Executive Functions	Obtained Scores	SS	Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
CAS-II PLANNING	99	99	99	94	5	-	-	-

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

Process Composites/Subtests

Fine Motor	Obtained Scores	SS		Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
FAW GRAPHOMOTOR INDEX	98	98		98	94	4	-	-	-

Fluid Reasoning	Obtained Scores	SS		Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WISC-V Figure Weights	9	95	NU	105	93	12	-	-	-
WISC-V Matrix Reasoning	11	105							
WISC-V Picture Concepts	12	110							
WJ IV COG Analysis-Synthesis	108	108							
WJ IV COG Concept Formation	99	99							
WJ IV COG Number Series	115	115							

Verbal Long-Term Recall	Obtained Scores	SS		Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WISC-V NAMING SPEED INDEX	89	89		89	94	-5	-	W	-

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Process Composites/Subtests

Visual-Spatial Long-Term Recall	Obtained Scores	SS	Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
KABC-II NU DELAYED RECALL	105	105	105	93	12	S	-	-

Oral Language	Obtained Scores	SS	Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WISC-V Verbal Comprehension	86	86	86	95	-9	-	W	-

Phonological Processing	Obtained Scores	SS	Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
CTOPP-2 PHONOLOGICAL AWARENESS	86	86	82	95	-13	W	W	D
TAPS-4 PHONOLOGICAL PROCESSING	77	77						

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

Process Composites/Subtests

Processing Speed	Obtained Scores	SS	Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WISC-V PROCESSING SPEED	81	81	81	94	-13	-	W	-

Visual-Spatial Processing	Obtained Scores	SS	Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WISC-V VISUAL SPATIAL	108	108	108	93	15	S	-	-

Orthographic Processing	Obtained Scores	SS	Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
TOC ORTHOGRAPHIC ABILITY INDEX	77	77	77	95	-18	W	W	D

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Process Composites/Subtests

Verbal Working Memory	Obtained Scores	SS	Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ IV COG SHORT-TERM WORKING MEMORY	89	89	89	94	-5	-	-	-

Visual-Spatial Working Memory	Obtained Scores	SS	Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WRAML3 VISUAL IMMEDIATE MEMORY	108	108	108	93	15	S	-	-

Cautious interpretation or further assessment is recommended for the psychological process of Fluid Reasoning.

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Achievement Composites/Subtests

Basic Reading Skills	Obtained Scores	SS	Ach. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ IV ACH BASIC READING SKILLS	79	79	79	93	-14	W	W	D

Reading Fluency	Obtained Scores	SS	Ach. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ IV ACH READING FLUENCY	87	87	87	92	-5	-	W	-

Reading Comprehension	Obtained Scores	SS	Ach. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ IV ACH READING COMPREHENSION	89	89	89	91	-2	-	W	-

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

Achievement Composites/Subtests

Mathematics Calculation	Obtained Scores	SS	Ach. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ IV ACH MATH CALCULATION SKILLS	97	97	97	90	7	-	-	-

Mathematics Problem Solving	Obtained Scores	SS	Ach. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ IV ACH MATH PROBLEM SOLVING	105	105	105	89	16	S	-	-

Written Expression	Obtained Scores	SS	Ach. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ IV ACH WRITTEN EXPRESSION	86	86	86	91	-5	-	W	-

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

Achievement Composites/Subtests

Oral Expression	Obtained Scores	SS

Ach. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit

Listening Comprehension	Obtained Scores	SS

Ach. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit

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Pairwise Comparison of Related Processes

	Proc. 1 Score	Proc. 2 Score	Dif.	CV (.01 Level)	Sign. Dif.
Attention vs Auditory Processing	84	92	8	16.42	No
Attention vs Executive Functions	84	99	15	17.31	No
Attention vs Orthographic Processing	84	77	7	13.41	No
Attention vs Processing Speed	84	81	3	18.15	No
Attention vs Verbal Working Memory	84	89	5	16.87	No
Attention vs Visual-Spatial Working Memory	84	108	24	17.73	Yes
Auditory Processing vs Oral Language	92	86	6	13.95	No
Auditory Processing vs Orthographic Processing	92	77	15	12.24	Yes
Auditory Processing vs Phonological Processing	92	82	10	15.96	No
Auditory Processing vs Verbal Working Memory	92	89	3	15.96	No
Auditory Processing vs Visual-Spatial Processing	92	108	16	15.48	Yes
Executive Functions vs Fluid Reasoning	99	105	6	17.31	No
Executive Functions vs Verbal Working Memory	99	89	10	16.87	No
Executive Functions vs Visual-Spatial Working Memory	99	108	9	17.73	No
Fine Motor vs Processing Speed	98	81	17	18.56	No
Fine Motor vs Visual-Spatial Processing	98	108	10	16.87	No
Fluid Reasoning vs Verbal Working Memory	105	89	16	16.87	No
Fluid Reasoning vs Visual-Spatial Processing	105	108	3	16.42	No
Fluid Reasoning vs Visual-Spatial Working Memory	105	108	3	17.73	No

CV = Critical Value

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Pairwise Comparison of Related Processes

	Proc. 1 Score	Proc. 2 Score	Dif.	CV (.01 Level)	Sign. Dif.
Oral Language vs Orthographic Processing	86	77	9	10.24	No
Oral Language vs Phonological Processing	86	82	4	14.48	No
Oral Language vs Verbal Working Memory	86	89	3	14.48	No
Orthographic Processing vs Phonological Processing	77	82	5	12.84	No
Orthographic Processing vs Verbal Working Memory	77	89	12	12.84	No
Orthographic Processing vs Visual-Spatial Processing	77	108	31	12.24	Yes
Orthographic Processing vs Visual-Spatial Working Memory	77	108	31	13.95	Yes
Phonological Processing vs Verbal Working Memory	82	89	7	16.42	No
Processing Speed vs Visual-Spatial Working Memory	81	108	27	18.56	Yes
Verbal Long-Term Recall vs Oral Language	89	86	3	14.99	No
Verbal Long-Term Recall vs Orthographic Processing	89	77	12	13.41	No
Verbal Long-Term Recall vs Verbal Working Memory	89	89	0	16.87	No
Verbal Long-Term Recall vs Visual-Spatial Long-Term Recall	89	105	16	15.48	Yes
Verbal Working Memory vs Visual-Spatial Working Memory	89	108	19	17.31	Yes
Visual-Spatial Long-Term Recall vs Orthographic Processing	105	77	28	10.95	Yes
Visual-Spatial Long-Term Recall vs Visual-Spatial Processing	105	108	3	14.48	No
Visual-Spatial Long-Term Recall vs Visual-Spatial Working Memory	105	108	3	15.96	No
Visual-Spatial Processing vs Visual-Spatial Working Memory	108	108	0	16.87	No

CV = Critical Value

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Consistency Between Reading Achievement Scores and Process Scores

Significant .05 Pairwise Comparisons

	Ach. Score	Proc. Score	Dif.	CV (.05)	Sign. Dif.	Int-Ind Weak
Basic Reading Skills and Auditory Processing	79	92	13	10.6	Yes	
Basic Reading Skills and Oral Language	79	86	7	9.3	No	
Basic Reading Skills and Otrhographic Processing	79	77	2	7.78	No	W
Basic Reading Skills and Phonological Processing	79	82	3	11	No	W
Basic Reading Skills and Processing Speed	79	81	2	12.12	No	
Basic Reading Skills and Verbal Long-Term Recall	79	89	10	11.39	No	
Basic Reading Skills and Verbal Working Memory	79	89	10	11	No	
Basic Reading Skills and Visual-Spatial Long-Term Recall	79	105	26	9.75	Yes	
Reading Fluency and Orthographic Processing	87	77	10	7.2	Yes	W
Reading Fluency and Phonological Processing	87	82	5	10.6	No	W
Reading Fluency and Processing Speed	87	81	6	11.76	No	
Reading Fluency and Verbal Long-Term Recall	87	89	2	11	No	
Reading Fluency and Visual-Spatial Long-Term Recall	87	105	18	9.3	Yes	
Reading Comprehension and Auditory Processing	89	92	3	11.39	No	
Reading Comprehension and Fluid Reasoning	89	99	10	12.12	No	
Reading Comprehension and Fluid Reasoning	89	105	16	12.12	Yes	
Reading Comprehension and Oral Language	89	86	3	10.18	No	
Reading Comprehension and Verbal Long-Term Recall	89	89	0	12.12	No	
Reading Comprehension and Verbal Working Memory	89	89	0	11.76	No	
Reading Comprehension and Visual-Spatial Long-Term Recall	89	105	16	10.6	Yes	
Reading Comprehension and Visual-Spatial Working Memory	89	108	19	12.47	Yes	

CV = Critical Value

Int-Ind Weak = Intra-Individual Processing Weakness

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Consistency Between Mathematics Achievement Scores and Process Scores

Significant .05 Pairwise Comparisons

	Ach. Score	Proc. Score	Dif.	CV (.05)	Sign. Dif.	Int-Ind Weak
Mathematics Calculation and Attention	97	84	13	10.6	Yes	
Mathematics Calculation and Executive Functions	97	99	2	10.6	No	
Mathematics Calculation and Fluid Reasoning	97	105	8	10.6	No	
Mathematics Calculation and Processing Speed	97	81	16	11.39	Yes	
Mathematics Calculation and Verbal Long-Term Recall	97	89	8	10.6	No	
Mathematics Calculation and Verbal Working Memory	97	89	8	10.18	No	
Mathematics Calculation and Visual-Spatial Long-Term Recall	97	105	8	8.82	No	
Mathematics Calculation and Visual-Spatial Processing	97	108	11	9.75	Yes	
Mathematics Calculation and Visual-Spatial Working Memory	97	108	11	11	No	
Mathematics Problem Solving and Executive Functions	105	99	6	11.39	No	
Mathematics Problem Solving and Fluid Reasoning	105	105	0	11.39	No	
Mathematics Problem Solving and Oral Language	105	86	19	9.3	Yes	
Mathematics Problem Solving and Oral Language	105	81	24	12.12	Yes	
Mathematics Problem Solving and Verbal Long-Term Recall	105	89	16	11.39	Yes	
Mathematics Problem Solving and Verbal Working Memory	105	89	16	11	Yes	
Mathematics Problem Solving and Visual-Spatial Long-Term Recall	105	105	0	9.75	No	
Mathematics Problem Solving and Visual-Spatial Processing	105	108	3	10.6	No	
Mathematics Problem Solving and Visual-Spatial Working Memory	105	108	3	11.76	No	

CV = Critical Value

Int-Ind Weak = Intra-Individual Processing Weakness

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Consistency Between Achievement Scores and Process Scores

Significant .05 Pairwise Comparisons

	Ach. Score	Proc. Score	Dif.	CV (.05)	Sign. Dif.	Int-Ind Weak
Listening Comprehension and Auditory Processing						
Listening Comprehension and Executive Functions						
Listening Comprehension and Oral Language						
Listening Comprehension and Phonological Processing						W
Listening Comprehension and Processing Speed						
Listening Comprehension and Verbal Working Memory						
Oral Expression and Executive Functions						
Oral Expression and Oral Language						
Oral Expression and Phonological Processing						W
Oral Expression and Processing Speed						
Oral Expression and Verbal Long-Term Recall						
Oral Expression and Verbal Working Memory						
Written Expression and Attention	86	84	2	12.47	No	
Written Expression and Auditory Processing	86	92	6	11.76	No	
Written Expression and Executive Functions	86	99	13	12.47	Yes	
Written Expression and Fine Motor	86	98	12	12.82	No	
Written Expression and Oral Language	86	86	0	10.6	No	
Written Expression and Orthographic Processing	86	77	9	9.3	No	W
Written Expression and Phonological Processing	86	82	4	12.12	No	W
Written Expression and Processing Speed	86	81	5	13.15	No	
Written Expression and Verbal Long-Term Recall	86	89	3	12.47	No	
Written Expression and Verbal Working Memory	86	89	3	12.12	No	
Written Expression and Visual-Spatial Processing	86	108	22	11.76	Yes	

CV = Critical Value

Int-Ind Weak = Intra-Individual Processing Weakness

Student: Student Example **DOB:** June 13, 2013 **Age:** 8

School: Elementary **Grade:** 3rd

Examiner: Milt Dehn **Evaluation Dates:** 08/08/2021

Recommendations for Intra-Individual Processing Weaknesses

Recommendations are provided for each processing area that was identified as a significant intra-individual weakness.

Phonological Processing
1. Have Student practice segmenting words into syllables and phonemes.
2. Have Student practice blending syllables and phonemes into words. Assist Student with blending after Student has sounded out unknown words.
3. Teacher may say, “What do you hear at the beginning of the word ‘get’?” Student would respond by making the “g” sound.
4. Have Student practice substituting, deleting, and adding sounds in words. Substituting is forming a different word than the target word by replacing one sound with another, such as replacing the “g” sound in “get” with a “s” sound to make “set.”
5. Sound deletion is removing a sound in a word and saying the remaining sounds, such as removing the “sl” in the word “slit” and saying “it.” Sound addition is saying a word and then adding another sound that makes a new word.
6. Have Student practice sorting words by common sounds. Student might be provided with a set of cards with pictures of objects on them and instructed to sort the cards according to the same beginning, middle, or ending sound.

Orthographic Processing
1. When teaching sight words and spelling, help Student recognize similar spelling patterns in words and also distinguish spelling patterns among words that sound similar but are spelled differently.
2. A “Word Families” approach should be used to teach Student phonetically similar words. For example, all the words that end with the “at” sound, such as in cat, should be read and reviewed as a group of words.
3. When teaching and practicing common sight words, discourage Student from trying to sound out the word. Rather encourage him to look at the word and try to recognize it as a whole.
4. Have Student practice segmenting words into syllables and phonemes.
5. Teach Student morphology so that Student can more easily recognize prefixes, roots, suffixes, blends, and other common parts of words.

Classroom Observations

Student: Student Example **DOB:** June 13, 2013 **Age:** 8

School: Elementary **Grade:** 3rd

Examiner: Milt Dehn **Evaluation Dates:** 08/08/2021

Difficulty staying on task (AT)
Difficulty getting started (EF)
Difficulty planning (EF)
Poor organization (EF)
Difficulty expressing ideas orally (OL)
Difficulty paraphrasing (OL)
Difficulty segmenting and manipulating phonemes (PP)
Difficulty pronouncing words (PP)
Difficulty spelling phonetically regular words (PP)
Difficulty sounding out unknown words (PP)
Difficulty completing tests on time (PS)
Slow to complete worksheets and other assignments (PS)
Poor spelling (OP)
Does not remember words viewed moments earlier (OP)
Struggles with words that are not spelled phonetically (OP)
Does not recognize word parts, such as roots and prefixes (OP)
Slow reading rate (OP)
Does not follow instructions accurately (VWM)
Frequently asks for repetition (VWM)