

CLIENT NAME: Marko, Cain

AGE: 19 years, 1 month

GRADE: 12

REASON FOR REFERRAL

Cain was referred for a psychoeducational assessment to determine his current level of cognitive, academic, and social-emotional functioning. This assessment was requested as a means of gaining information on how to best support him in his final year of high school, as well as in planning for his transition after high school.

BACKGROUND INFORMATION

The following information was obtained through interviews with Cain and his mother, as well as from Cain's cumulative file.

Cain, a 19 year old male, resides with his mother, father, and younger brother. Cain's mother reported that no significant issues occurred during her pregnancy with Cain, though she did experience high blood pressure during the third trimester. Cain's mother reported that he achieved most developmental milestones early and in a typical sequence, though he did experience delays in his speech and articulation development. No significant medical incidences were indicated by Cain's mother.

Cain is described as demonstrating labile mood fluctuations, often presenting as being angry or sad, and has become physically aggressive when frustrated. Cain's mother noted that he spends the majority of his free time playing online computer games, which she feels is interfering in his ability to engage in family activities. Cain's mother also suspects that this activity is disruptive

to his sleep patterns.

Cain has received Special Education services in the area of academics throughout his entire school career. More specifically, Cain seems to find reading, mathematics, and written expression very challenging. Cain's teachers described him as a beginning reader who struggles with decoding, which in turn, seems to also affect his written expression skills. Furthermore, Cain's mathematical skills are poorly developed and he has little understanding of mathematical concepts. Goals on his current IPP include improvement of mathematical, reading, and written expression skills and strategies, as well as developing self-identification of learning needs and self-advocacy skills. Cain is currently provided with provisions and adaptations for academic assessment, which include additional time for test writing, access to exams of CD, the use of a word processor for written examinations, and the use of a calculator for examinations.

INVESTIGATION INTO COGNITIVE FUNCTIONING

The referral question requested information regarding Cain's current level of cognitive functioning; therefore, an investigation into how Cain processes, perceives, reasons, and remembers tasks, thoughts, and ideas should be investigated. The Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV) and the Delis-Kaplan Executive Function System (D-KEFS) are two assessments that explore the cognitive functioning of individuals. An evaluation of the results from the WAIS-IV and D-KEFS may guide which areas of cognitive functioning to be further investigated to ensure the most accurate and beneficial recommendations for Cain's future success are provided.

WAIS-IV

The WAIS-IV is a standardized intelligence test designed to measure the intellectual functioning of individuals between the ages of 16.0 and 90.11 years of age. A Full Scale Intelligence Quotient (FSIQ), as well as information on verbal comprehension, perceptual reasoning, working memory, and processing speed ability levels, can be derived from the WAIS-IV. Results obtained from the WAIS-IV would be a beneficial means of gaining information on Cain's strengths and weaknesses in his current level of cognitive functioning as compared to others of his same age.

D-KEFS

The D-KEFS is a standardized intelligence test devised to measure higher level cognitive functions which are considered to be components of executive functioning of individuals between the ages of 16.0 and 90.11 years of age. The D-KEFS is designed specifically for the assessment of flexible thinking, inhibition, problem solving, planning, impulse control, concept information, abstract thinking, and creativity. An evaluation of the results from the D-KEFS may provide explicit information regarding Cain's ability to perform the above stated executive functioning tasks as compared to others his same age.

INVESTIGATION INTO ACADEMIC FUNCTIONING

The referral question requested information regarding Cain's current level of academic ability level, specifically in the areas of reading, mathematics, and written expression. Therefore, an investigation of Cain's performance in comparison to others his age in the above mentioned academic skills should be further evaluated. The Wechsler Individual Achievement Test-Third Edition (WIAT-III) is an assessment that explores further into the areas of academic concern as

depicted by the referral question. Based on the background information and referral question, both the KeyMath-Third Edition (KeyMath-III) and the subtests within the Written Expression Cluster of the Woodcock Johnson-Third Edition Test of Achievement (WJ-III ACH) may also provide valuable information on Cain's mathematical and written expression abilities.

WIAT-III

The WIAT-III is a standardized academic achievement test for individuals between the ages of 4.0 and 50.11 years of age. Cain's strengths and weaknesses in the areas of reading, mathematics, written expression, and oral language can be assessed by the WIAT-III. Results from the WIAT-III may provide information on which areas of academic struggles should be investigated further, as well as assist in the development of instructional objectives and academic interventions to best support Cain in his final year of high school. Furthermore, since both the WIAT-III and WAIS-IV are from the Wechsler family of assessments, ability-achievement discrepancy tests can be run between these two assessments. Information from such a test may indicate the presence or absence of a Learning Disorder.

KeyMath-III

The KeyMath-III is a norm-referenced measure of essential mathematical concepts and skills for individuals between the ages of 4.6 and 21.11 years of age. The KeyMath-III is designed to specifically investigate areas of foundational math concepts, operational skills, and application/problem solving skills. Results from the KeyMath-III may provide insight into which specific mathematical skills are an area of strength or weakness for Cain. Such information would be beneficial in determining the most effective programming for Cain in the area of mathematics.

WJ-III ACH

The WJ-III ACH test is a standardized academic achievement test for individuals between the ages of 2.0 and 90+ years of age. If results from the WIAT-III indicate that written expression skills are an area of weakness for Cain, the Written Expression Cluster subtests from the WJ-III ACH may be one assessment battery which could provide more information on his writing abilities. The WJ-II ACH includes six subtests that measure different aspects of writing skills which underlie one's ability to express themselves through writing. In order to ensure that the most effective and accurate recommendations are provided for the development of Cain's writing skills, accurate assessment of these various component abilities should be conducted.

INVESTIGATION INTO SOCIAL EMOTIONAL FUNCTIONING

The referral question requested information regarding Cain's current level of social and emotional functioning; therefore, an investigation into how Cain manages and responds to social and emotional situations should be investigated. The Behaviour Assessment System for Children-Second Edition (BASC-2) is one assessment which could be administered to examine Cain's current social and emotional functioning. Results from the BASC-2 could be used as a means of further investigating areas of concerns in Cain's social and emotional functioning.

BASC-2

The BASC-2 is a norm-referenced, standardized behavioural assessment screening system for measuring behavioural and emotional strengths and weaknesses for individuals between the ages

of 2.0 and 21.11 years of age. To gain a balanced evaluation of Cain's social and emotional functioning, the teacher report, parent report, and self report scales should be administered. Scores that fall within the Clinically Significant range suggest a high level of maladjustment, and further investigation should be conducted to address any areas of concern. Scores that fall within the At-Risk range suggest a significant area of concern that should be monitored carefully to ensure such social and emotional behaviours do not manifest into more significant levels of maladjustment. Therefore, information gained through the BASC-2 may guide further investigation into social and emotional functioning, as well as the development of intervention or prevention programming to address areas of concern.

OTHER AREAS OF INVESTIGATION

Interests/Career Choices

The referral question requested information regarding how to best assist Cain in preparing for his transition after high school. One means of addressing this referral question could be to administer an assessment or survey style of questionnaire which assists in depicting Cain's interests or talents to determine the types of careers or jobs he would like to investigate upon completing high school. Information gained through such an assessment or survey may be incorporated into his transition plan to guide which goals to focus on for his possible future after completing high school.

