**Psychological Report**

**Confidential Psychological Assessment**

|  |  |
| --- | --- |
| Name of the child | Mohammed Raed Rizq |
| Date of assessment |  2024/ 11/ 28 |
| Date of Birth | 8201 / 1/ 24 |
| Age | 6 Years, 10 Months |
|  Referred By |  Dr. Ahmed El-Sherbiny |

**Reason for Referral:**

* Mohammed was referred for an assessment of cognitive abilities and to evaluate symptoms of ADHD.
* The mother reported that Mohammed consistently exhibits hyperactivity. He also demonstrates impulsivity, including frequently interrupting conversations and showing little or no awareness of danger. Additionally, Mohammed struggles with maintaining focus, completing assigned tasks, and often appears forgetful, particularly in academic settings. He frequently loses personal belongings and faces challenges in organizing tasks**,** he shows a lack of interest in studying and completing homework, and demonstrates reduced ability in writing, spelling, and reading. He refuses to read and reads slowly. These difficulties are accompanied by reduced academic performance and low self-confidence.
* The mother also reported that Mohammed’s teachers have expressed similar concerns, highlighting the same patterns of hyperactivity, impulsivity, and difficulties in focus and task completion.

**Background Information:**

***Her mother reported the following:*
Developmental History:** No delays in Mohamed's development.

**Family History:**

* No family history of mental illness.
* The parents are related.

**Medical History**:

* He underwent hernia repair surgery at 40 days of age.
* He had a tonsillectomy at 5 years of age.

**Psychiatric History:**

* He underwent an IQ test on July 30, 2023, obtained a Full-Scale IQ score of 100, a Nonverbal IQ score of 98, and a Verbal IQ score of 101.
* He also underwent a Conners test on July 30, 2023 which indicated symptoms of ADHD.
* Following these assessments, he attended individual therapy sessions for one year, to help him manage and reduce the symptoms of (ADHD).

**Assessment Conducted:**

1. Stanford-Binet Intelligence Scales) Fifth Edition (.
2. Conners 3rd Edition (parent Form).

**Behavioral Observations:**

During the assessment, Mohammed displayed good eye contact and demonstrated strong verbal and non-verbal communication skills. He was cooperative. However, he exhibited significant hyperactivity, struggled to remain seated throughout the session, was impulsive, had difficulty waiting for his turn, and talked excessively, frequently asking questions during the evaluation. At times, he also spoke about the fire that affected their home some time ago.

**Tests and Results:**

1. **Stanford-Binet Intelligence Scales (Fifth Edition):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **IQ Scores** | **Sum of Scaled Scores** | **Standard Score** | **categories** | **Percentile** | **Confidence Interval** |
| **Full Scale IQ**  | 95 | 97 | Average | 42  | 93 – 101  |
| **Nonverbal IQ**  | 49 | 98 | Average | 45  | 92-104  |
| **Verbal IQ**  | 46 | 95 | Average | 37  | 89-101  |
| **Abbreviated battery IQ**  | 18 | 94 | Average | 34  | 87-103  |



**IQ Scores Interpretation:**

**Full Scale IQ:**

Mohammed`s full scale IQ score classified as " **average** ". This means that Mohammed has an average level of intellectual functioning, an average ability in reasoning, solving problems, and adapting to the cognitive demands of the environment and an average ability in the five major facets of intelligence, including reasoning, stored information, memory, visualization, and the ability to solve novel problems.

**Nonverbal IQ:**

Mohammed`s nonverbal IQ score classified as "**Average**". This means that Mohammed has an average ability in solving abstract, picture-oriented problems; recalling facts and figures; solving quantitative problems shown in picture form; assembling designs; recalling tapping sequences; reasoning; solving problems; visualizing, and recalling information presented in pictorial, figural, and symbolic form, as opposed to information presented in the form of words and sentences (printed or spoken).

**Verbal IQ:**

Mohammed`s verbal IQ score classified as " **Average** ". This means that Mohammed has an **Average** ability in reasoning, solving problems, visualizing, and recalling important information presented in words and sentences (printed or spoken). Additionally, he has an **Average** ability in explaining verbal responses clearly, presenting rationale for response choices, creating stories, and explaining spatial directions. The subtests require Mohammed to understand the examiner’s spoken directions and then clearly vocalize responses to questions.

**Factor Indexes Scores Results**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Factor indexes** | **Sum of Scaled Scores** | **Standard Score** | **categories** | **Percentile** |
| **Fluid Reasoning**  | 21 | 103 | **Average** | 58  |
| **Knowledge**  | 19 | 97 | **Average** | 42  |
| **Quantitative Reasoning**  | 18 | 96 | **Average** | 40  |
| **Visual Spatial**  | 22 | 104 | **Average** | 61  |
| **Working Memory**  | 15 | 84 | **Low average** | 14  |



**Factor Indexes Scores Interpretation:**

**Fluid Reasoning:**

Mohammed`s FR score classified as " **average**". This means that Mohammed has an average ability in solving verbal and nonverbal problems using inductive or deductive reasoning, determining the underlying rules or relationships among pieces of information (such as visual objects) that are novel and reasoning inductively (as in the Matrices or Verbal Analogies activities) which requires him to reason from the part to the whole, from the specific to the general, or from the individual instance to the universal principle.

**Knowledge:**

Mohammed`s KN score classified as " **average** ". This means that Mohammed has an **average** crystallized ability concerning the fund of general information acquired at home, school, or work and stored in long-term memory.

**Quantitative Reasoning:**

Mohammed`s QR score classified as " **average** ". This means that Mohammed has an average ability in numbers and numerical problem solving, whether with word problems or with pictured relationships and focusing on mathematical knowledge acquired through school learning.

**Visual Spatial:**

Mohammed`s VS score classified as "**Average**". This means that Mohammed has an average ability in seeing patterns, relationships, spatial orientations, or the gestalt whole among diverse pieces of a visual display.

**Working Memory:**

Mohammed`s WM score classified as "**Low Average**". This means that Mohammed has a low average ability in inspecting, sorting, or transforming the diverse information stored in short-term memory.

**Subtests scores**

**Nonverbal subtests**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subtests** | **Raw score** | **Scaled Score** | **categories** | **Percentile** |
| **Fluid Reasoning**  | 10 | 8 | Average | 25 |
| **Knowledge** | 13 | 9 | Average | 37 |
| **Quantitative Reasoning** | 13 | 10 | Average | 50 |
| **Visual Spatial**  | 17 | 14 | High Average | 91 |
| **Working Memory**  | 12 | 8 | Average | 25 |

**Verbal subtests**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subtests** | **Raw score** | **Scaled Score** | **categories** | **Percentile** |
| **Fluid Reasoning**  | 14 | 13 | High Average | 84 |
| **Knowledge**  | 19 | 10 | Average | 50 |
|  **Quantitative Reasoning**  | 9 | 8 | Average | 25 |
| **Visual Spatial**  | 11 | 8 | Average | 25 |
| **Working Memory**  | 10 | 7 | Low Average | 16 |



**Subtests Scores Interpretation:**

**Nonverbal Fluid Reasoning:**

Mohammed`s “NVFR” score classified as “**Average**”. This means that Mohammed has an Average ability in solving novel figural problems and identifying sequences of pictured objects or matrix-type figural and geometric patterns.

**Nonverbal Knowledge:**

Mohammed`s “NVKN” score classified as “**Average**”. This means that Mohammed has an Average ability in Knowing the common signals, actions, and objects and identifying absurd or missing details in pictorial material.

**Nonverbal Quantitative Reasoning:**

Mohammed`s “NVQR” score classified as “**Average**”. This means that Mohammed has an average ability in solving increasingly difficult pre mathematic, arithmetic, algebraic, or functional concepts and relationships depicted in illustrations.

**Nonverbal Visual Spatial:**

Mohammed`s “NVVS” score classified as “**High Average**”. This means that Mohammed has a high Average ability in visualizing and solving spatial and figural problems presented as "puzzles" or complete patterns by moving plastic pieces into place.

**Nonverbal Working Memory:**

Mohammed`s “NVWM” score classified as “**Average**”. This means that Mohammed has an average ability in sorting visual information in short-term memory and demonstrating short-term and working memory skills for tapping sequences of blocks.

**Verbal Fluid Reasoning:**

Mohammed`s “VFR” score classified as “**High Average**”. This means that Mohammed has a High Average ability in analyzing and explaining, using deductive and inductive reasoning, problems involving cause-effect connections in pictures, classification of objects, absurd statements and interrelationships among words.

**Verbal Knowledge:**

Mohammed`s “VKN” score classified as “**Average**” this means that Mohammed has an Average ability in applying accumulated knowledge of concepts and language and to identifying and defining increasingly difficult words.

**Verbal Quantitative Reasoning:**

Mohammed`s “VQR” score classified as “**Average**”. This means that Mohammed has an Average ability in solving increasingly difficult mathematical tasks involving basic numerical concepts, counting, and word problems.

**Verbal Visual Spatial**

Mohammed`s “VVS” score classified as “**Average**” This means that Mohammed has an average ability in identifying common objects and pictures using common visual/spatial terms such as "behind" and "farthest left," explaining spatial directions for reaching a pictured destination, or indicating direction and position in relation to a reference point.

**Verbal Working Memory:**

Mohammed`s “VWM” score classified as “**Low Average**” This means that Mohammed has a low average ability in demonstrating short-term and working memory for words and sentences and storing, sorting, and recalling verbal information in short-term memory.

**Subtests change-sensitive score and age equivalent**

|  |  |  |  |
| --- | --- | --- | --- |
| **Age Equivalent** | **S. E** | **CSS** | **Subtests** |
| 6 years and 6 months | 2 | 482 | **Full Scale** |
| 6 years and 6 months | 3 | 479 | **Nonverbal domain** |
| 6 years and 7 months | 3 | 483 | **Verbal domain** |
| 6 years and 2 months | 4 | 477 |  **Abbreviated battery** |
| 7 years and 4 months | 4 | 482 | **Fluid Reasoning.** |
| 6 years and 4 months | 5 | 488 | **Knowledge.** |
| 6 years and 4 months | 5 | 474 | **Quantitative Reasoning.** |
| 7 years and 8 months | 4 | 489 | **Visual Spatial.** |
| 5 years | 5 | 469 | **Working Memory** |
| 5years &6months | 7 | 479 | **Nonverbal Fluid Reasoning.** |
| 5years &10months | 5 | 493 | **Nonverbal Knowledge.** |
| 6years &10months | 5 | 485 | **Nonverbal Quantitative Reasoning.** |
| 9years &2months | 5 | 507 | **Nonverbal Visual Spatial.** |
| 5years &2months | 5 | 480 | **Nonverbal Working Memory.** |
| 9years &2months | 5 | 502 | **Verbal Fluid Reasoning.** |
| 6years &10months | 4 | 490 | **Verbal Knowledge.** |
| 5years &10months | 5 | 481 | **Verbal Quantitative Reasoning.** |
| 6years &2months | 5 | 484 | **Verbal Visual Spatial.** |
| 4years &11months | 5 | 475 | **Verbal Working Memory.** |

**Inferred Strengths and Weaknesses on Selected Cognitive Abilities for the SB5**

**Strengths:** Inspection of Objects by Touch, Verbal Fluency, Rapid Retrieval of Words and Explanations, Planning Ability, Trial and Error Strategies, Reproduction of Models, Visualization of Whole from Parts, Production of Creative Answers.

**Weaknesses:** No significant weaknesses were indicated.

**Shared Ability Composites**

|  |  |  |  |
| --- | --- | --- | --- |
| **Ability** | **Score** | **Ability** | **Score** |
| **planning ability** | 99 | **attention & concentration** | 86 |
| **problem solving trial and error** | 111 | **Performance under time pressure**  | 98 |
| **visual motor ability** | 100 | **high performance under time pressure** | 95 |
| **abstract conceptualization** | 99 | **cultural knowledge** | 104 |
| **understanding long questions:**  | 93 | **Acquired knowledge**  | 101 |

**Planning ability:**

Mohammed's score classified as “**Average**”. This means that Mohammed has an average ability in recall and apply mental strategies for solving problems or completing tasks in an efficient manner.
**Problem solving trial and error:**

Mohammed`s score classified as “**High Average**”. This means that Mohammed has a high average ability in mental strategy of trying multiple methods of solving problems, sometimes in a random order or fashion, until a solution is found.
**Visual motor ability:**

Mohammed`s score classified as “**Average**”. This means that Mohammed has an average ability in neuropsychological processing and application of visual input to guide purposeful movements of body parts.

**Abstract conceptualization:**

Mohammed`s score classified as “**Average**”. This means that Mohammed has an Average ability in using principles, rules, and other concepts that generalize beyond a given task or setting, to solve problems, reason, or form categories of information.

**Understanding long questions:**

Mohammed`s score classified as “**Average**”. This means that Mohammed has an average in ability to process all information in a long series of words or illustrations to understand the statement of a problem or question.

**Attention & concentration:**

Mohammed`s score classified as “**Low Average**”. This means that Mohammed has a low average ability in in Several mental and sensory processes that receive stimuli and focus the individual onto an array of incoming information, including selective attention, sustained attention (vigilance), divided attention; and alternating attention.

**Performance under time pressure:**

Mohammed`s score classified as “**Average**”. This means that Mohammed has an average ability to remain focused on a task and continue to pursue solutions and remember details under time pressure.

**High performance under time pressure:**

Mohammed`s score classified as “**Average**”. This means that Mohammed has an average ability to find solutions to difficult problems under time constraints.

**Cultural knowledge:**

Mohammed`s score classified as “**Average**”. This means that Mohammed has an Average ability to accumulate, recall, and apply factual and conceptual knowledge gathered from society, media, and everyday cultural experiences.

**Acquired knowledge:**

Mohammed`s score classified as “**Average**”. This means that Mohammed has an Average ability in Accumulation, recall, and application of knowledge gained from formal schooling, training, or disciplined study.

1. **Conners 3rd Edition (**parent Form):

|  |  |  |
| --- | --- | --- |
| Scale | T-Score | Common Characteristics of High Scorers |
| Inattention | **84** | May have poor concentration/attention or difficulty keeping his mind on work. May make careless mistakes. May be easily distracted. May give up easily or be easily bored. May avoid schoolwork. |
| Hyperactivity/Impulsivity | **90** | High activity levels, may be restless and/or impulsive. May have difficulty being quiet. May interrupt others. May be easily excited. |
| Learning Problems/Executive | **71** | Academic struggles (reading, writing, and/or math) May have difficulty learning and/or remembering concepts. May need extra explanations. |
| Executive Functioning | **86** | May have difficulty starting or finishing projects, may complete projects at the last minute. May have poor planning or organizational skills. |
| Aggression | **90** | May be argumentative; may defy requests from adults; may have poor control of anger and/or aggression; may be physically and/or verbally aggressive; may show violent and/or destructive tendencies: May bully others; may be manipulative or cruel. |
| Peer Relations | **53** | May have difficulty with friendships, poor social skills, and limited social skills. May appear to be unaccepted by the group. |
| Total Conner's Global Index | **85** |  |

**DSM-IV-TR Symptom Scales:**

|  |  |  |
| --- | --- | --- |
| **Scale** | **T-Score** | **Guideline** |
| ADHD Predominantly Inattentive Type | **90** | **Very Elevated** |
| ADHD Predominantly Hyperactive-Impulsive Type | **90** | **Very Elevated** |
| Conduct Disorder | **90** | **Very Elevated** |
| Oppositional Defiant Disorder | **90** | **Very Elevated** |

* **On the Conners 3 Parent Rating Scale (as reported by the mother), his scores reflect a significant degree of Inattention, Hyperactivity/Impulsivity, Learning Problems, Executive Functioning, and Aggression. On the other hand, he scored within the average range for Peer Relations.**

**Recommendations:**

* **Detailed Academic Assessment:** A detailed academic Assessment is recommended to identify any learning difficulties and develop individualized strategies to overcome them.
* **Individual Sessions:** It is recommended that Mohammed attend individual sessions to reduce ADHD symptoms.
* **Attention and Concentration Skills:** Enhance his attention and concentration skills through age-appropriate games and activities tailored to his cognitive abilities.
* **Give clear instructions to him**:Provide detailed instructions one at a time, in a slow and calm manner.
* **Set achievable goals:** Break these down into small, manageable steps.
* **Set breaks:** Schedule regular breaks during activities that require sustained attention (e.g., homework tasks) to help him stay focused. An alarm clock could be used to signal the end of each break period.
* **Use positive language:** Inform him of the behaviors you would like to see rather than what you do not want to see.
* **Use bright colors:** Engage him and maintain his attention by using bright colors in any stimuli presented to him.

**Classroom Recommendations:**

* **Seat Mohammed close to the teacher or a positive role model:** This can help him stay focused and motivated.
* **Ensure he sits away from windows and doorways:** This will help reduce distractions.
* **Keep the classroom quiet during intense learning times:** A quiet environment can help the student focus.
* **Reduce visual distractions in the classroom:** Remove any visual distractions that may interfere with the student's learning.
* **Give Mohammed directions in small steps and in as few words as possible:** Break down instructions into simple, clear steps to make it easier for him to understand.
* **Assign him specific physical tasks within the classroom, such as distributing papers to his classmates or erasing the whiteboard.**

**Important Note:** The information contained in this report is confidential and may not be disclosed without parental consent. It reflects the child's condition as of the date of the assessment.

**Psychologist**

 **Shaimaa Mostafa**