

****Sample Neuropsychological Evaluation Results****

Name: Mr. X

Age: 27 years, 4 months

Assessment Procedures

Clinical Interview

Behavior Observation

Wechsler Adult Intelligence Scale, 4th edition (WAIS-IV)

Wechsler Memory Scale, 4th edition (WMS-IV)

Wide Range Achievement Test, 4th edition (WRAT-4)

Integrated Visual and Auditory Continuous Performance Task - 2 (IVA-2)

Delis-Kaplan Executive Function System (DKEFS)

Minnesota Multiphasic Personality Inventory, 2nd edition (MMPI-2)

Assessment Results

Cognitive/Intellectual:

The *Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV)*, an individually administered measure of overall cognitive ability for individuals aged 16 to 90 years, was administered to Mr. X in evaluation of overall cognitive skills. Results of this measure are comprised of four scales, Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed. The scaled scores for each subtest in the Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed scales are shown in the following table. Additionally, composite scores corresponding to Mr. X's Verbal Comprehension skills, Perceptual Reasoning skills, Working Memory, Processing Speed, and Full Scale IQ are listed.

VERBAL COMPREHENSION		PERCEPTUAL REASONING	
Verbal Subtests	Scaled Scores*	Perceptual Subtests	Scaled Scores*
Similarities	9	Block Design	9
Vocabulary	9	Matrix Reasoning	11
Information	9	Visual Puzzles	7
WORKING MEMORY		PROCESSING SPEED	
WM Subtests	Scaled Scores*	Proc. Sp. Subtests	Scaled Scores*
Digit Span	8	Coding	7
Arithmetic	8	Symbol Search	5

**Verbal Comprehension = 95 (range of 90-101 with 95% confidence; 37th percentile)

**Perceptual Reasoning = 94 (range of 88-101 with 95% confidence; 34th percentile)

**Working Memory = 89 (range of 83-96 with 95% confidence; 23rd percentile)

**Processing Speed = 79 (range of 73-89 with 95% confidence; 8th percentile)

**Full Scale IQ = 87 (range of 83-91 with 95% confidence; 19th percentile)

*Scaled Scores have a mean = 10 and a standard deviation = 3

**IQ scores have a mean = 100 and a standard deviation = 15

Memory Functioning:

The ten subtests of the Wechsler Memory Scales, 4th edition (WMS-IV) were administered to Mr. X in evaluation of overall memory functioning. Mr. X's scores across all WMS-IV subscales are listed in the table below and are further described in accordance with skills in each area.

Index	Standard Score	Percentile	Classification
Auditory Memory	75	5	Borderline
Visual Memory	82	12	Low Average
Visual Working Memory	85	16	Low Average
Immediate Memory	80	9	Low Average
Delayed Memory	70	2	Borderline

Achievement:

The *Wide Range Achievement Test – Fourth Edition* (WRAT-4) was administered to Mr. X to evaluate maintained academic skills. The WRAT-4 is a measure of academic achievement across a variety of curriculum areas for individuals 5-years-old through adulthood. The following table displays scores for Mr. X's performance across academic area:

Academic Area	Standard Score	Percentile Rank
Word Reading	88	21
Sentence Comprehension	95	37
Spelling	96	39
Math Computation	89	23
Reading Composite	90	25

Attention/Concentration:

The *Integrated Visual and Auditory Continuous Performance Test – 2* (IVA-2) was administered to Mr. X in assessment of his visual and auditory response control and attention. The IVA-2 is a computer-based task that requires an individual to click the computer's mouse each time a "1" is seen or heard over a 15-minute period. Evaluation of visual and auditory response control is comprised of three scales: Prudence, Consistency, and Stamina. Visual and auditory attention is also assessed separately using three scales: Vigilance, Focus, and Speed. Scores equal to or below 85 are considered to be clinically significant indicators of attention deficits. Finally, assessment of an individual's sustained auditory and visual attention is provided. Scores reflecting Mr. X's performance on the IVA-2 task are displayed in the following table:

Auditory		Global Scales	Visual	
<i>Quotient Score</i>	<i>Percentile</i>		<i>Quotient Score</i>	<i>Percentile</i>
91	27	Response Control	103	58
51	1	Attention	72	3
22	1	Sustained Attention	73	4

Executive Functioning:

The Delis-Kaplan Executive Functioning System (DKEFS) provides comprehensive assessment of higher-level cognitive functioning across children and adults. Across evaluation tasks, the DKEFS evaluates executive functioning skills, such as attention, language, and perception required to make higher levels of creative and abstract thought. Each task within the DKEFS can stand alone as an evaluation tool; therefore, only specific subtests were selected for administration in the current evaluation. The DKEFS was administered to Mr. X in further evaluation of his overall executive functioning skills. The Trail Making Test, Verbal Fluency Test, Design Fluency Test, and Color-Word Interference Test were administered.

The Trail-Making Test evaluates an individual's cognitive flexibility and ability to switch between cognitive concepts. In addition, motor speed and visual scanning abilities are considered. Scaled scores for performance across Trail-Making subtests are displayed in the following table:

Condition	Scaled Score
Visual Scanning	11
Number Sequencing	11
Letter Sequencing	11
Number Letter Switching	8
Motor Speed	1
Composite Scaled Score	12

The Verbal Fluency Test is used to evaluate an individual's ability to generate words fluently in an effortful, phonemic format, from overlearned concepts, and while simultaneously shifting between overlearned concepts. The following table lists scaled scores associated with Mr. X's overall Verbal Fluency performance:

Condition	Scaled Score
Letter Fluency	8
Category Fluency	9
Category Switching: Correct Response	9
Category Switching: Switching Accuracy	10
Contrast: Category v/ Letter Fluency	9
Contrast: Switching v/ Fluency	10

Across the Design Fluency test, an individual's design fluency, response inhibition, and cognitive flexibility are assessed. The following table displays Mr. X's scores across Design Fluency tasks:

Condition	Scaled Score
Composite Score	7
Combined: Filled +Empty dots	7
Contrast: Switching v/ non switching	11

Tasks included in the Color-Word Interference Task measure one's ability to directly identify presented stimuli and to inhibit an over learned verbal response in order to generate a conflicting verbal response. The last condition measures both verbal inhibition as well as cognitive flexibility. The following table depicts Mr. X's overall scores across Color-Word Interference tasks:

Condition	Scaled Score
Color Naming	8
Word Reading	7
Inhibition	9
Inhibition Switching	8
Primary Combined Score	8