

Evaluation Report For Sally Smith

Evaluation Date: 11-14-2014

Evaluation performed by

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Client Information

Name: Sally Smith
Sex: Female
Age: 25
Birthdate: x/x/1989
Address: 123 Merry Lane Houston, TX
Phone: 555-555-5555

Disorder Classification(s)

315.02- Dyslexia, developmental

TODAY'S EVALUATION

Sally Smith was seen today for a language-literacy evaluation via video-conferencing. Prior to the evaluation, Sally completed the background information forms. The quality of the audio and video signals during this online evaluation were judged to be acceptable for purposes of the assessments administered.

HISTORY & BACKGROUND

Client's Home & School

Sally lives with: Tom and Karen Smith, her parents. Sally's first language is English, and English is spoken in the home.

Reason(s) for This Evaluation (Concerns):

Sally reported the following:

“Sometimes it seems that I have a problem with math flipping symbols or needing extra time to solve problems. When a teacher is lecturing, I have a hard time keeping up with note taking or saying the correct word.”

Health History

Sally reported the following health history:

- Problems with pregnancy: NA

- Problems with birth: NA
- Problems with infancy/childhood: NA

Sally reported the following family history of speech, language, learning or school problems: Brother, mother, grandfather are dyslexic.

Sally has never received public school Exceptional Children's (special education) Services.

Previous Evaluations

Sally has not had a recent psycho-educational, speech-language or audiology evaluation.

SUBJECTIVE OBSERVATIONS

The following ratings are based on observations during today's evaluation.

	Problem 1	2	Neutral 3	4	No Problem 5
Cooperation					X
Motivation					X
Speech Intelligibility					X
Speaking Fluency					X
Age Appropriate Oral Communication					X
Listening Comprehension					X
Attention					X

Sally was very friendly, outgoing and involved in the evaluation process.

OBJECTIVE RESULTS - The York Adult Assessment Battery

Reading Comprehension

	Raw Score	Centile Score (%)
Comprehension (max = 15)	6	5
Reading Accuracy (max = 492)	481	15
Reading Time (sec)	205	15
Reading Rate (word/min)	144	15

Sally's reading comprehension and oral reading rate and accuracy are significantly depressed for her age. A slow reading rate typically undermines reading comprehension.

Written Précis

	Raw Score	Centile Score (%)
Content (max = 20)	8	5 - 15
Précis Time (sec)	600	5
Précis Rate (words/min)	10.1	< 5
Spelling Error Rate	2.97	15 - 25

Sally's summary is very short and the content is weak, including very few of the main details from the passage. Her writing formulation speed is extremely slow. Her handwriting is neat and legible and her spelling is within normal limits for an adult her age.

Writing Speed

	Raw Score	Centile Score (%)
Handwriting (words/min)	29.5	40
Typing (words/min)	43	50 - 60

In contrast to her written formulation speed, Sally's transcription (handwriting and typing) rates are within normal limits.

Spoonerisms

	Raw Score	Centile Score (%)
Accuracy (max = 24)	19	5 - 15
Time (sec)	53	15 - 25
Rate (sec/item)	4.125	25 - 40

Sally had significant difficulty with these phonological activities. Her rate and accuracy were poor. Deficits in phonological skills are a characteristic of dyslexia.

Rapid Automatized Naming (RAN) Rate

	Raw Score	Centile Score (%)
Digits (word/sec)	1.61	< 5
Objects (word/sec)	1.06	< 5

Sally has substantial difficulty with rapid naming.

Guidance for Beginning Intervention

Based on her performance on the *Lexercise Z-Screener* (87.85046729%) and *Lexercise Nonsense Word Assessment* (92%), Sally should begin instruction at Lexercise Level 7, with a review of the concepts covered in Levels 1 - 6.

Composition Test

Sally was asked to write for 15 minutes using a narrative prompt. She wrote 323 total words for a writing rate of 21.5 words/minute. Her spelling accuracy in this sample was 99.7%. Sally's written composition was judged as follows.

	0%	25%	50%	75%	100%
	1	2	3	4	5
1. The length of the student's sample (e.g., # of sentences) is age-appropriate.				X	
2. The student's letters are legible and oriented correctly.				X	
3. The student used upper-case and lower-case letters appropriately.		X			
4. The student's words are evenly spaced.					X
5. The student's writing begins at the left margin and ends at the right margin.					X
6. The student's spelling is accurate.				X	
7. The student's sentences are grammatical.			X		
8. The student's punctuated sentences accurately.			X		
9. The student's composition makes sense based on the writing prompt.					X
10. The student used age-appropriate discourse structures (e.g., narrative or expository elements, paragraph organization, etc.				X	

CLINICAL IMPRESSION

315.02- Dyslexia, developmental

SUMMARY

Sally's literacy skills are not functional for major life activities. Sally cannot access printed materials for her activities.

Sally's decoding and spelling skill development appears to be disrupted by difficulties in phonemic (speech sound) awareness and memory.

Reading comprehension requires adequate vocabulary and listening comprehension skills. Based on today's assessments, Sally appears to have adequate listening comprehension skills and vocabulary.

Sally's testing pattern suggests specific problems in the area of decoding and spelling with strength in listening comprehension. This pattern is consistent with dyslexia.

Sally would benefit from assistive technology and accommodations for schooling.

Emotional and /or mental health problems (e.g., stress, anxiety and depression) can block learning and cause memory problems. An effective intervention should reduce stress and anxiety. If problems persist talk to your clinician or primary care provider.



While assistive technologies and/or accommodations can not improve reading and writing skills, they can be a useful adjunct to treatment and can improve communication access in education programs and the workplace .

The Lexercise website contains a wealth of information, including descriptions of therapy approaches and technologies that have been proven effective for various language-literacy disorders. Just type the name of what you are looking for in the search bar at the bottom of each web page to find the information that interests you.

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