



Neuropsychological Assessment Report

Student's Name

University

Course

Professor's Name

Date

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Results

Joe's neurological assessment scores revealed several elements that are useful in explaining functional, social, and educational challenges that led his parents to refer him for care. Joe underwent tests for intelligence, verbal comprehension, visual and perception capacity, reasoning, working memory, processing speed, and attention. Joe scored an average on most of the tests. In terms of intelligence, Joe had between average and high average scores in all subtests, which is an aspect that was demonstrated through his academic performance, where he reported As and Bs in most courses. The implication is that intelligence is one of the strengths of Joe. In the attention tests, Joe's scores were mainly between borderline and not within normal limits. Consequently, the attention comparison score was consistent with other children who had been diagnosed with ADHD. In higher-order problem-solving, oral, and written skills, Joe had average scores in most subtests. Similarly, Joe had between an average and a high average for working memory tests. However, in comprehension and phonological processing, Joe had low average and borderline scores, including an impairment that needs to be addressed. A similar poor score was noted in word reading efficiency, spelling, sentence writing, and academic fluency, where Joe's capacity was noticeably impaired. Behaviorally, Joe showed various clinically elevated tendencies, including difficulty controlling inhibition, initiating conversation and engagement, regulating conduct, organization, planning, and cognitive regulation.

Summary

Compared to his peers, Joe demonstrates specific strengths and limitations that translate to the challenges noted at home and school. For example, Joe's strengths include his mathematical and science skills and interest in motor-based activities, including riding his bike

and playing cards. Joe is also sociable and assertive in expressing himself verbally. However, Joe struggles to be attentive, which has a negative effect on his academic work. Joe also has challenges with impulse control and can sometimes be aggressive when he is not accommodated, which affects his social engagement with peers.

Diagnostic Considerations

Joe meets the criteria for a diagnosis of Attention-Deficit Hyperactivity Disorder (314.01 (F90.2) (APA, 2013). Joe has a history of being inattentive for more than six months, which has interfered with his normal social and academic functioning. Joe's inattention is characterized by several symptoms and behaviors. First, Joe struggles to be attentive to details, which is a behavior that has led his teachers to make informal adjustments for him, such as allowing him to stand or lie down in class to facilitate learning. However, the informal adjustments have proven difficult to sustain, which has resulted in Joe struggling to remain attentive, leading to a decline in his grades. Second, Joe finds it difficult to remain attentive during play or classroom tasks. The challenges have led to Joe lacking a best friend and finding it difficult to engage in social activities with friends and peers in school and at home. When confronted about his problematic behavior, Joe runs away, shuts down, or can be bossy to have his way. Joe struggles to remain focused on any task for long. During the intake tests, it was noted that Joe had significant lapses in attention. The attention lapses were frequent and warranted item repetition during the language tests. Despite being cooperative and showing effort during the testing, Joe was easily frustrated while undertaking tasks that required him to remain attentive for long periods. Due to a lack of focus, Joe appeared distracted and kept shifting in his seat, showing signs of either being restless or a desire to play with items beyond his immediate reach instead of concentrating on the testing. Joe also struggles with remaining focused in class, which has affected his performance in

certain disciplines. For example, during reading and comprehension, Joe struggles to keep up and often skips words. In class, he is frustrated and distracted when expected to participate in activities that require being attentive for long periods. Thus, Joe gets Cs in reading and writing. Joe has difficulty organizing staff or having a plan. From the Behavior Rating Inventory of Executive Function, Joe's parents and teachers rated his planning and organization as potentially elevated and clinically elevated, respectively. The challenges in planning and organization contribute to difficulties that Joe reports in his academic work and social life.

Generalized Anxiety Disorder 300.02 (F41.1).

Joe also has signs associated with generalized anxiety disorder. The teacher's and parent reports show that Joe has been apprehensive and anxious while learning. The apprehension is manifested in the challenges that Joe experience in controlling his emotions and interactions with others. When Joe has emotional meltdowns or is apprehensive, he is restless and feels of edge. During the intake, Joe struggled to remain attentive. He kept moving in his chair. Due to the ADHD, Joe has challenges concentrating. He also gets easily irritated, especially when confronted, forcing him to escape tense situations. The worry and anxiety are not associated with substance abuse and contribute to social difficulties for Joe.

Recommendation for the Case

The following recommendations should be considered to help address the functional limitations and challenges that Joe faces due to ADHD and Generalized Anxiety Disorder:

Educational Recommendations

Curriculum Support and Placement

Placement. Joe demonstrates that education is one of his strengths. He gets As and Bs in most courses except language and writing, where he struggles. The main challenge in education arises

from his limited focus, concentration, mood lability, and hyperactivity, which undermine his academic effort. Joe should receive special education as stipulated in the 1973 Rehabilitation Act (section 504) and IDEA (Individuals with Disabilities Education Act).

Attention. Joe reports being distracted in class. The challenges of maintaining attention should be addressed by providing stimulations to facilitate focus beyond the informal accommodations that have been made in the past. A quiet environment, more individual time with the teacher, and more breaks would be useful strategies in facilitating focus and attention, especially during language and reading sessions, where Joe has lower scores.

Technology. Technology should be adopted to facilitate greater attentiveness for Joe. Virtual reality is an example of technology that would benefit Joe, who has shown interest and strength in various games, including playing poker cards. Such games can be integrated into the virtual reality sessions to allow Joe to use his interest in gaming to promote a greater focus on learning (Romero-Ayuso et al., 2021).

Reinforcement. Joe loses interest quickly while learning. During the testing, he lost focus while engaging in activities that required attention and started reaching for items beyond his immediate reach due to being distracted. Using reinforcements and encouragement is recommended to help Joe remain focused and interested in learning whenever he loses focus in class. Positive feedback should also be provided whenever Joe is attentive in class.

Educational Support

Physical movement and activity. Joe is hyperactive. Staying still for long periods is associated with a loss of attention and interest. Creating spaces that allow Joe to move around in class or take breaks to play would accommodate his hyperactivity.

Multisensory engagement. Joe struggles with attention and hyperactivity. However, Joe shows high-average skills in fluid reasoning and the use of pictures to learn. Using various modes of learning, including verbal and visual, would promote learning for Joe.

Relationships. Joe remains focused when he is not confronted and is supported. He struggles with social interactions and might be bossy or run whenever confronted. Having a teacher or counselor provide emotional support to facilitate social interaction would be useful for promoting learning for Joe.

Accommodations

- *Allow more break times* to help break the prolonged sessions of intense attention, which is problematic for Joe.
- *Provide more time* for language and writing tests, which are two areas that challenge Joe due to ADHD.
- *Customize the instruction* in the language and writing sessions to Joe's needs and learning level.
- *Use virtual reality technology* to integrate gaming into learning to make the sessions more engaging and promote greater attention and interest for Joe.

- *Provide assistance in planning and organization*, which are key in helping Joe to gain more control of his activities in and out of class. He needs constant reminders to complete his routine.
- *Manage environmental distractions*, which can break focus for Joe and worsen his inattentiveness.

Recommendations for Curriculum-Based and Standardized Tests

More time. Joe needs twice the amount of time for language and writing tests. The attention challenges and lack of interest in the two disciplines warrant more time allocation to allow Joe to complete tests without feeling rushed or anxious.

Close supervision. Joe needs close supervision during the test to help him remain focused. He loses focus when expected to be attentive for prolonged durations.

Special Education Support for Academics

Graphic organizers. Joe needs assistance in planning and organizing his daily routine. Joe has been noted to wear his sister's clothing without noticing and failing to complete his morning routine. The organizer would help Joe to prioritize key activities for school, including assignments.

Support in reading and writing. Language and writing are two areas where Joe reports the greatest challenge. The below-average performance is associated with ADHD. The assistance provided should focus on leveraging Joe's strengths. He expresses interest in playing guitar and engages in various motor-dominant activities, including bike riding and poker games. Using such activities can help improve Joe's writing capacity.

Recommended Community-Based Services & Supports

Therapy: Joe should be enrolled in psychotherapy. Cognitive behavioral therapy alongside psychosocial intervention (Ogundele & Ayyash, 2023). The goal is to use psychotherapy to improve the coping ability of Joe, with the limitations associated with ADHD and generalized anxiety disorder, develop adaptive thinking, and improve his organization and planning skills. Psychosocial interventions will also focus on parent education, social skills training, and behavior modification. A critical consideration during psychotherapy is to maximize Joe's strengths. For example, Joe has a great interest in various games, mathematics, and sciences. Using analytical thinking and a high interest in motor-based activities (such as playing guitar) can help Joe identify new ways of being attentive and adaptive despite the functional limitations associated with ADHD.

Medication: Joe should be evaluated for anxiety medication. While the current behavioral and emotional symptoms are likely to be managed using psychotherapy, Joe's parent indicates that he has experienced more severe challenges over the last few months, which have affected his academic performance. Deterioration and more anxious-driven conduct should be managed using medications.

Home-Based Support

Planning and organization. Joe's parents should use graphic organizers, alarm reminders, sticky notes, and to-do lists to help him organize and plan his daily routine. The idea is to surround Joe with systems that condition him to engage in certain activities, such as preparing for school, doing homework, and playing.

Psycho-education. Joe needs to learn about ADHD and generalized anxiety. He needs to be taught about the symptoms of the conditions and their association with noted behavioral, emotional, and social functional changes. He also needs to know the effect of the disorders on his

academic performance and mood.

Emotional training. The combination of inattentiveness and hyperactivity with anxiety will result in significant emotional challenges for Joe. Being emotionally challenged will affect socialization and academic engagement. Training on how to recognize different emotions and actions that Joe can take instead of running away when confronted will help him develop critical coping skills.

Parental support. Joe's parents should be encouraged to join a local ADHD support group to learn more about the condition and emerging care modalities. The support will build the confidence and capacity of Joe's parents to support him and to understand how to respond appropriately to his needs.



References

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