

## PPA Version 10.0.0 Report

**Student:** New Case Final

**DOB:** February 17, 1999

**Age:** 6

**School:** Middle

**Grade:** 3rd

**Examiner:** Dr. Milton Dehn

**Evaluation Dates:** 9/10/2024

The Psychological Processing Analyzer (PPA) conducts a cross-battery analysis of psychological processing test scores, analyzes achievement test scores for strengths and weaknesses, and compares achievement scores with related processing scores. The PPA can be used to determine a pattern of strengths and weaknesses (PSW) in both achievement and psychological processes. Statistically significant intra-individual scores are identified for this purpose. When an examinee has both a below average score and an intra-individual weakness, that psychological process or academic skill is labeled as a deficit. When an examinee has both an above average score and an intra-individual strength, that psychological process or academic skill is labeled as an asset.

### Definitions of Psychological Processes

Attention includes self-inhibitory processes that allow one to focus, sustain, and divide attention. Difficulties with attentional control are associated with poor academic productivity and with deficient mathematics achievement.

Auditory Processing consists of the processes involved in perceiving, analyzing, synthesizing, and discriminating speech and other auditory stimuli. Auditory processing has strong relations with language and literacy skills.

Executive Functions regulate behavior and cognitive functions during purposeful, goal-directed, problem-solving. Well-developed executive functions are most important for applied academics, such as reading comprehension, mathematics reasoning, and written expression. Academic productivity, such as completing homework, also depends on adequate executive processes.

Fine Motor processes, such as motor planning, are involved in the control and coordination of small muscle movements that occur in the fingers. Fine motor skills affect penmanship, which in turn influences written expression and academic performance.

Fluid Reasoning includes problem solving and deductive and inductive reasoning. Fluid reasoning plays an important role in higher-level, applied academics, such as reading comprehension and mathematics reasoning.

Verbal Long-Term Recall is the delayed recall of new verbal learning and the efficient retrieval of previously acquired verbal knowledge. All aspects of academic learning and performance depend heavily on verbal long-term recall.

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Oral Language includes the linguistic processes that allow one to communicate effectively, such as the ability to construct meaningful sentences. Oral language development has a strong influence on the acquisition of literacy.

Phonological Processing involves the awareness and manipulation of phonemes, the smallest units of speech that are used to form syllables and words. Basic reading and writing skills, as well as the development of oral expression and listening comprehension, depend heavily on the development of phonological processing.

Processing Speed is how quickly information is processed and how efficiently simple cognitive tasks are executed over a sustained period of time. Adequate processing speed is necessary for successful skill acquisition and for performance in nearly all aspects of academic learning.

Visual-Spatial Processing is the ability to perceive, analyze, synthesize, manipulate, and transform visual patterns and images, including those generated internally. The visual aspect applies to processing static characteristics of an image. The spatial component processes location and movement. Visual-spatial processing has its strongest relationship with mathematics.

Orthographic Processing is the ability to visually recognize and remember printed words and parts of words. It includes the ability to recognize letter sequences and patterns and to spell phonetically irregular words.

Verbal Working Memory manipulates and transforms verbal information that is being held in short-term memory or has been retrieved from long-term memory. Verbal working memory capacity has strong relations with language and literacy skills.

Visual-Spatial Working Memory manipulates and transforms visual-spatial information that is being held in short-term memory or has been retrieved from long-term memory. This type of memory is associated with daily functioning and with mathematics learning and performance.

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### PSW Among Processes

New Case appears to have average psychological processing aptitudes in Attention, Auditory Processing, Fine Motor, Fluid Reasoning, Verbal Long-Term Recall, Visual-Spatial Long-Term Recall, Processing Speed, Visual-Spatial Processing, Verbal Working Memory, and Visual-Spatial Working Memory. New Case has an above average process score in Executive Functions. In contrast, New Case has below average process scores in Oral Language, Phonological Processing, and Orthographic Processing.

When a process score is significantly different from the predicted score for that process, an intra-individual strength or weakness is indicated. New Case has significant intra-individual strengths in Executive Functions and Fluid Reasoning. The intra-individual strengths that can be considered an asset include Executive Functions. New Case has significant intra-individual weaknesses in Oral Language, Phonological Processing, and Orthographic Processing. The intra-individual weaknesses that can be considered deficits include Oral Language, Phonological Processing, and Orthographic Processing.

### Differences Between Related Processes

The table labeled 'Pairwise Comparisons of Related Processes' identifies processes that have weaknesses relative to the specific processes they are paired with. These pairwise strengths and weaknesses should not be used for specific learning disability diagnosis. Rather, the table provides in-depth information that should be used for interventions or treatment planning. Only closely related processes are included in the table.

### PSW Among Academic Skills

New Case appears to have average academic skills in Reading Fluency, Reading Comprehension, Mathematics Calculation, Mathematics Problem Solving, and Written Expression. New Case has no above average academic skills. In contrast, New Case has a below average academic skill in Basic Reading Skills.

When an achievement score is significantly different from the predicted score for that skill, an intra-individual strength or weakness is indicated. New Case has significant intra-individual strengths in Mathematics Calculation and Mathematics Problem Solving. New Case has a significant intra-individual weakness in Basic Reading Skills. An intra-individual weakness that can be considered a deficit includes Basic Reading Skills.

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### Consistency Between Achievement Scores and Process Scores

When one or more of the processes that strongly influence the development of a specific area of achievement are intra-individual weaknesses, the examinee is likely to have a deficiency in that achievement area. The “Consistency Between Achievement Scores and Process Scores” table compares academic skills and psychological processes that are highly related. Consistency between an achievement score and a process score is indicated by a “No” in the “Significant Difference” column.

Consistency between a process score identified as a significant intra-individual weakness and a related area of deficient achievement provides support for a diagnosis of a specific learning disability. A process score that is significantly lower than a related area of deficient achievement is also evidence for a specific learning disability. When a process score is significantly higher than a deficient area of achievement, the deficiency in achievement cannot be attributed to a weakness in that particular process.

Listed below are those areas of achievement with scores low enough to qualify for a specific learning disability. Along with each eligible area of achievement, related processes that have been identified as significant intra-individual weaknesses are listed whenever the pair of scores is consistent or whenever the related processing weakness is lower than the achievement score. Eligible areas of achievement without any consistent or lower intra-individual processing weaknesses are not listed. The “Consistent Achievement – Process Scores” graph on the next page displays the same consistent pairs along with the scores.

- Basic Reading Skills and Oral Language
- Basic Reading Skills and Orthographic Processing
- Basic Reading Skills and Phonological Processing

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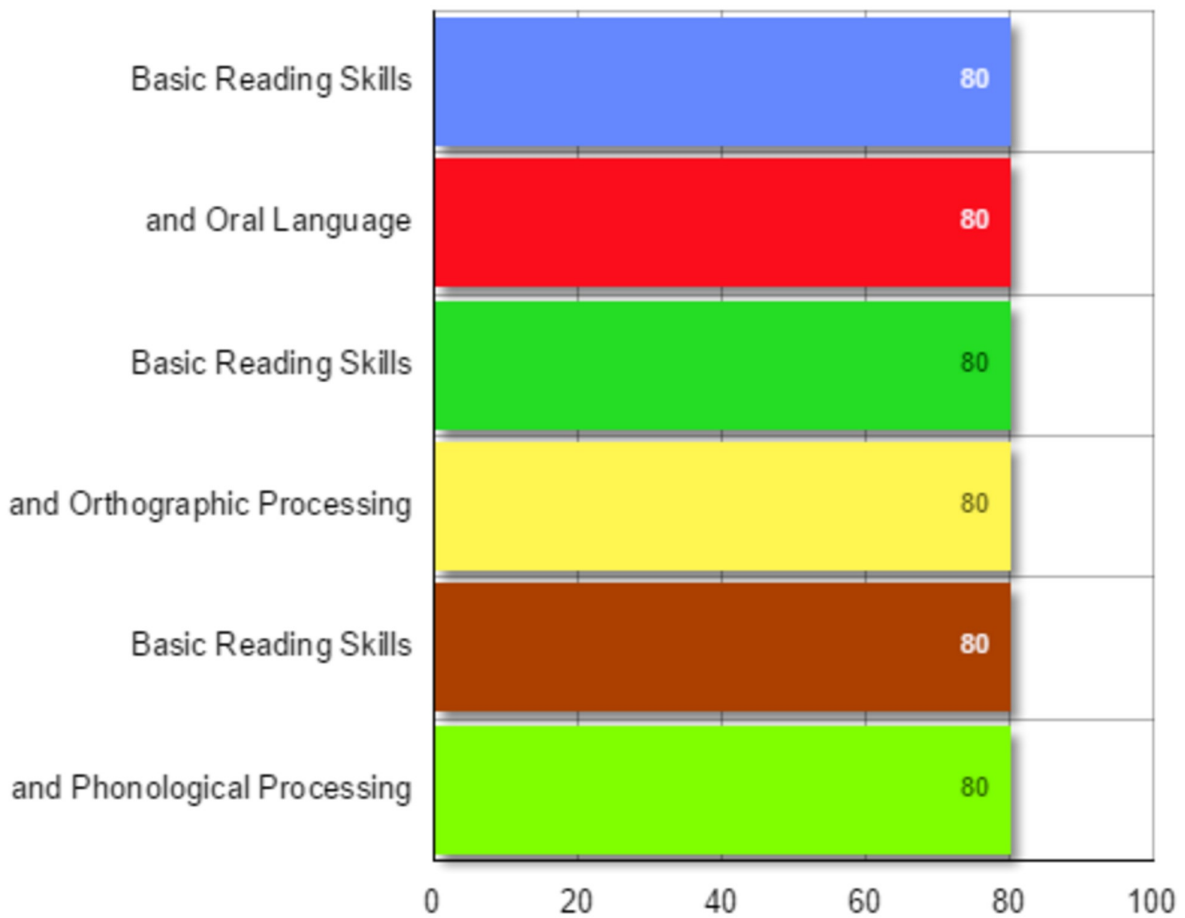
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## Consistent Achievement - Process Scores

Achievement Scores Below 85



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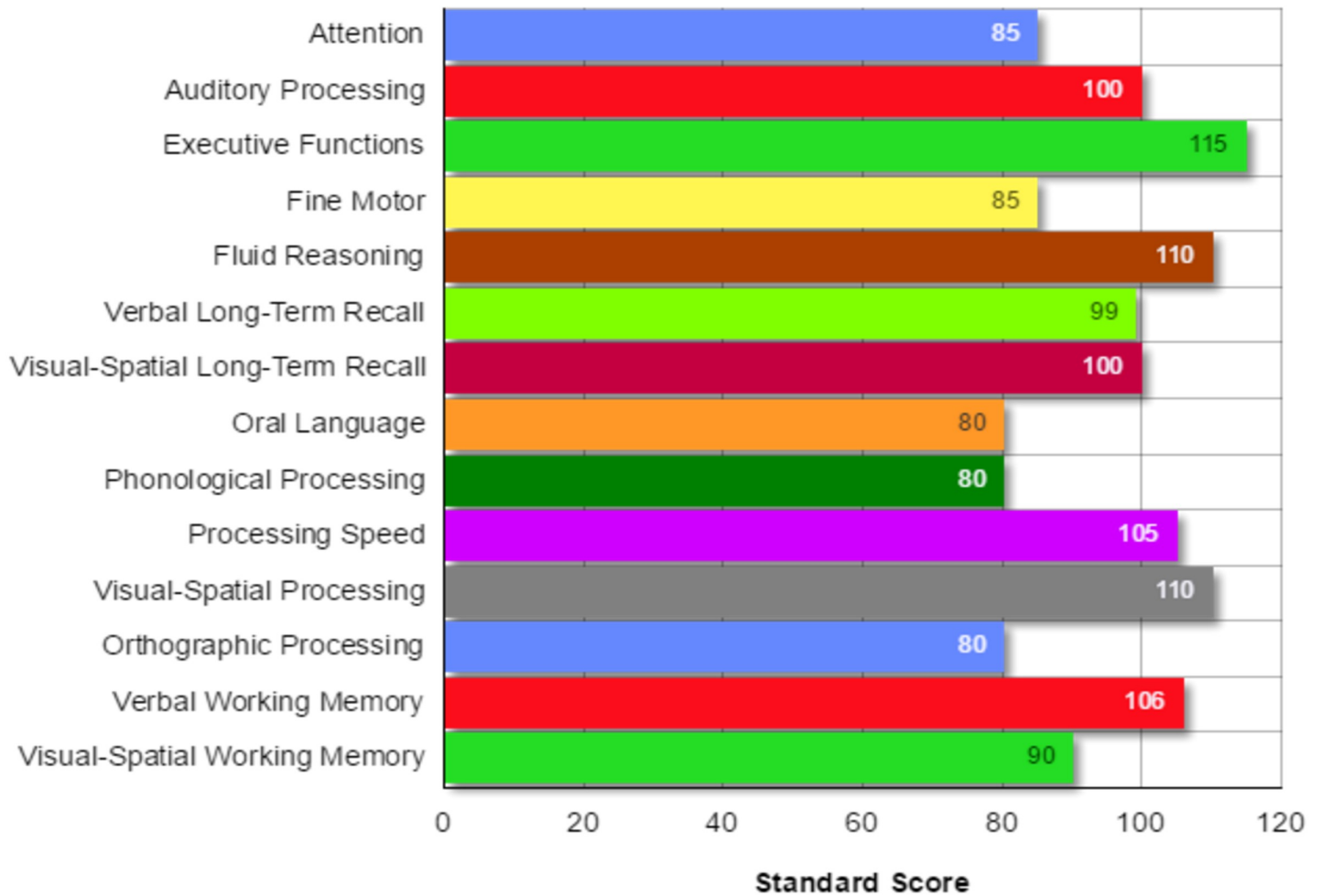
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## Process Scores



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### Processing Strengths and Weaknesses Summary

Psychological Process	Process Score	Predicted Score	Difference	Intra-Individual S or W	Normative S or W	Asset or Deficit
Attention	85	97	-12	-	-	-
Auditory Processing	100	96	4	-	-	-
Executive Functions	115	96	19	S	S	A
Fine Motor	85	97	-12	-	-	-
Fluid Reasoning	110	95	15	S	-	-
Verbal Long-Term Recall	99	96	3	-	-	-
Visual-Spatial Long-Term Recall	100	96	4	-	-	-
Oral Language	80	97	-17	W	W	D
Phonological Processing	80	97	-17	W	W	D
Processing Speed	105	95	10	-	-	-
Visual-Spatial Processing	110	95	15	-	-	-
Orthographic Processing	80	97	-17	W	W	D
Verbal Working Memory	106	96	10	-	-	-
Visual-Spatial Working Memory	90	97	-7	-	-	-

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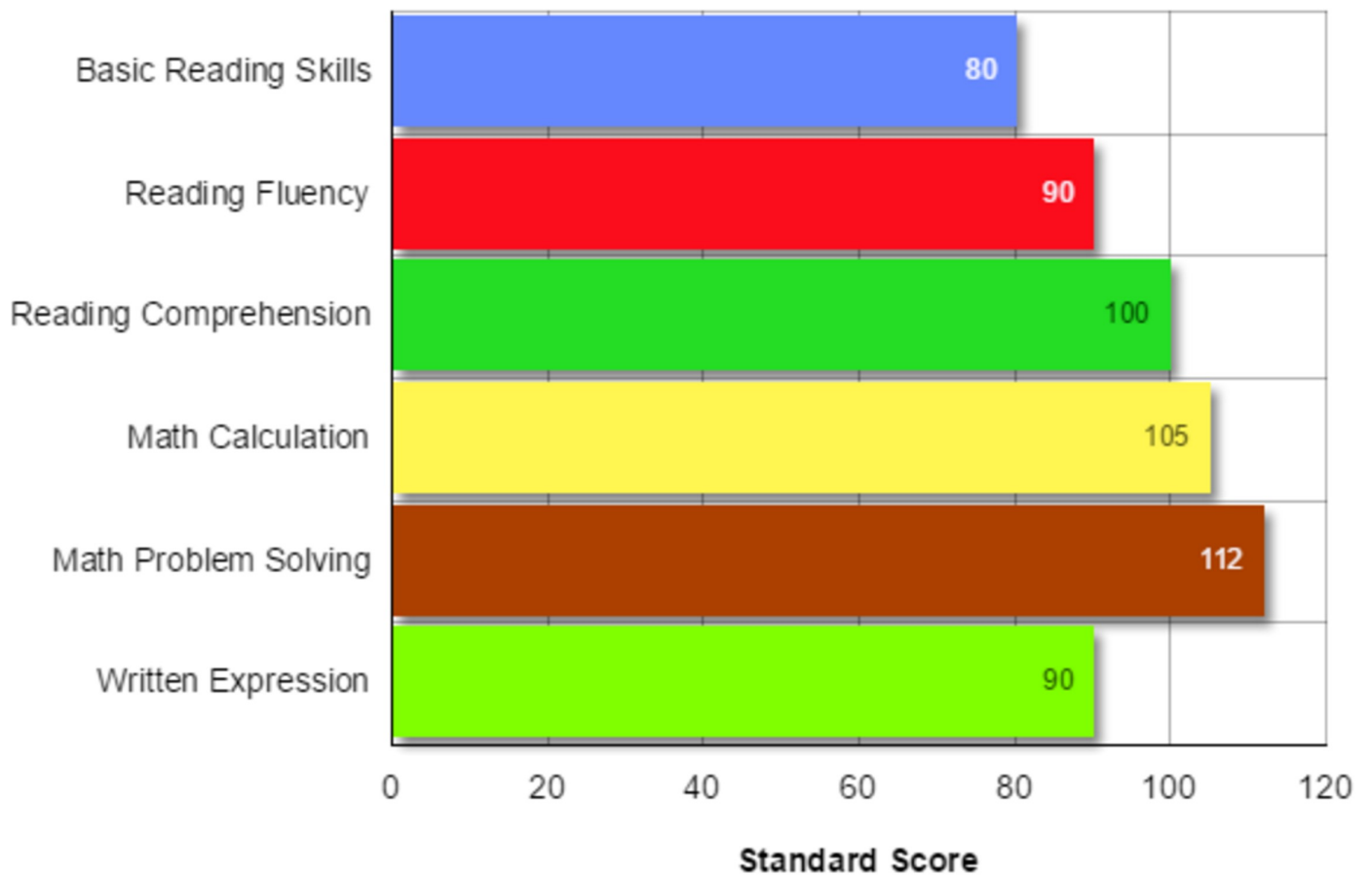
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## Achievement Scores





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### Achievement Strengths and Weaknesses Summary

Achievement	Achievement Score	Predicted Score	Difference	Intra-Individual S or W	Normative S or W	Asset or Deficit
Basic Reading Skills	80	99	-19	W	W	D
Reading Fluency	90	97	-7	-	-	-
Reading Comprehension	100	95	5	-	-	-
Mathematics Calculation	105	94	11	S	-	-
Mathematics Problem Solving	112	93	19	S	-	-
Written Expression	90	97	-7	-	-	-
Oral Expression						
Listening Comprehension						

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Results based on critical values for the .05 level of significance

## Process Composites/Subtests

Attention	Obtained Scores	SS
Brown EF/A Scales Teacher Form Focus Rater 3	60	85

Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
85	97	-12	-	-	-

Auditory Processing	Obtained Scores	SS
WJ IV COG AUDITORY PROCESSING	100	100

Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
100	96	4	-	-	-

Executive Functions	Obtained Scores	SS
BROWN EF/A SCALES PARENT FORM TOTAL RATER 3	40	115

Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
115	96	19	S	S	A

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## Process Composites/Subtests

Fine Motor	Obtained Scores	SS
FAW GRAPHOMOTOR INDEX	85	85

Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
85	97	-12	-	-	-

Fluid Reasoning	Obtained Scores	SS
RIAS-2 NONVERBAL INTELLIGENCE	110	110

Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
110	95	15	S	-	-

Verbal Long-Term Recall	Obtained Scores	SS
CVLT 3 DELAYED RECALL CORRECT INDEX	99	99

Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
99	96	3	-	-	-

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## Process Composites/Subtests

### Visual-Spatial Long-Term Recall

	Obtained Scores	SS
KABC-II LEARNING	100	100

Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
100	96	4	-	-	-

### Oral Language

	Obtained Scores	SS
CASL-2 RECEPTIVE LANGUAGE	80	80

Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
80	97	-17	W	W	D

### Phonological Processing

	Obtained Scores	SS
CTOPP-2 ALTERNATE PHONOLOGICAL AWARENESS	80	80

Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
80	97	-17	W	W	D

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## Process Composites/Subtests

Processing Speed	Obtained Scores	SS
DAS-II SPANISH PROCESSING SPEED	105	105

Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
105	95	10	-	-	-

Visual-Spatial Processing	Obtained Scores	SS
MVPT-4 TOTAL SCORE	110	110

Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
110	95	15	-	-	-

Orthographic Processing	Obtained Scores	SS
FAW DYSLEXIA INDEX	80	80

Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
80	97	-17	W	W	D

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### Process Composites/Subtests

Verbal Working Memory	Obtained Scores	SS
CELF-5 LANGUAGE MEMORY INDEX	106	106

Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
106	96	10	-	-	-

Visual-Spatial Working Memory	Obtained Scores	SS
UNIT-2 MEMORY	90	90

Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
90	97	-7	-	-	-

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## Achievement Composites/Subtests

### Basic Reading Skills

**Obtained  
Scores SS**

	Obtained Scores	SS
BATERIA III BASIC READING SKILLS	80	80

**Ach. Pred. Intra-Ind. Norm. Asset  
Score Score Dif. S/W S/W /Deficit**

80	99	-19	W	W	D
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### Reading Fluency

**Obtained  
Scores SS**

	Obtained Scores	SS
TOD-C READING FLUENCY	90	90

**Ach. Pred. Intra-Ind. Norm. Asset  
Score Score Dif. S/W S/W /Deficit**

90	97	-7	-	-	-
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### Reading Comprehension

**Obtained  
Scores SS**

	Obtained Scores	SS
BATERIA IV ACH READING COMPREHENSION	100	100

**Ach. Pred. Intra-Ind. Norm. Asset  
Score Score Dif. S/W S/W /Deficit**

100	95	5	-	-	-
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## Achievement Composites/Subtests

Mathematics Calculation	Obtained Scores	SS
FAM SEMANTIC INDEX	105	105

Ach. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
105	94	11	S	-	-

Mathematics Problem Solving	Obtained Scores	SS
BATERIA III NU MATH REASONING	110	110
BATERIA IV ACH MATH PROBLEM SOLVING	115	115

Ach. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
112	93	19	S	-	-

Written Expression	Obtained Scores	SS
BATERIA IV ACH WRITTEN EXPRESSION	90	90

Ach. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
90	97	-7	-	-	-



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## Achievement Composites/Subtests

Oral Expression	Obtained Scores	SS

Ach. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit

Listening Comprehension	Obtained Scores	SS

Ach. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit

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### Pairwise Comparison of Related Processes

	Proc. 1 Score	Proc. 2 Score	Dif.	CV (.01 Level)	Sign. Dif.
Attention vs Auditory Processing	85	100	15	16.87	No
Attention vs Executive Functions	85	115	30	13.95	Yes
Attention vs Orthographic Processing	85	80	5	15.96	No
Attention vs Processing Speed	85	105	20	18.15	Yes
Attention vs Verbal Working Memory	85	106	21	15.48	Yes
Attention vs Visual-Spatial Working Memory	85	90	5	16.42	No
Auditory Processing vs Oral Language	100	80	20	12.24	Yes
Auditory Processing vs Orthographic Processing	100	80	20	14.48	Yes
Auditory Processing vs Phonological Processing	100	80	20	14.99	Yes
Auditory Processing vs Verbal Working Memory	100	106	6	13.95	No
Auditory Processing vs Visual-Spatial Processing	100	110	10	20.48	No
Executive Functions vs Fluid Reasoning	115	110	5	12.24	No
Executive Functions vs Verbal Working Memory	115	106	9	10.24	No
Executive Functions vs Visual-Spatial Working Memory	115	90	25	11.61	Yes
Fine Motor vs Processing Speed	85	105	20	18.15	Yes
Fine Motor vs Visual-Spatial Processing	85	110	25	21.55	Yes
Fluid Reasoning vs Verbal Working Memory	110	106	4	13.95	No
Fluid Reasoning vs Visual-Spatial Processing	110	110	0	20.48	No
Fluid Reasoning vs Visual-Spatial Working Memory	110	90	20	14.99	Yes

**CV = Critical Value**

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	Proc. 1 Score	Proc. 2 Score	Dif.	CV (.01 Level)	Sign. Dif.
Oral Language vs Orthographic Processing	80	80	0	10.95	No
Oral Language vs Phonological Processing	80	80	0	11.61	No
Oral Language vs Verbal Working Memory	80	106	26	10.24	Yes
Orthographic Processing vs Phonological Processing	80	80	0	13.95	No
Orthographic Processing vs Verbal Working Memory	80	106	26	12.84	Yes
Orthographic Processing vs Visual-Spatial Processing	80	110	30	19.73	Yes
Orthographic Processing vs Visual-Spatial Working Memory	80	90	10	13.95	No
Phonological Processing vs Verbal Working Memory	80	106	26	13.41	Yes
Processing Speed vs Visual-Spatial Working Memory	105	90	15	16.42	No
Verbal Long-Term Recall vs Oral Language	99	80	19	19.35	No
Verbal Long-Term Recall vs Orthographic Processing	99	80	19	20.84	No
Verbal Long-Term Recall vs Verbal Working Memory	99	106	7	20.48	No
Verbal Long-Term Recall vs Visual-Spatial Long-Term Recall	99	100	1	21.55	No
Verbal Working Memory vs Visual-Spatial Working Memory	106	90	16	13.41	Yes
Visual-Spatial Long-Term Recall vs Orthographic Processing	100	80	20	14.48	Yes
Visual-Spatial Long-Term Recall vs Visual-Spatial Processing	100	110	10	20.48	No
Visual-Spatial Long-Term Recall vs Visual-Spatial Working Memory	100	90	10	14.99	No
Visual-Spatial Processing vs Visual-Spatial Working Memory	110	90	20	20.11	No

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### Consistency Between Reading Achievement Scores and Process Scores

#### Significant .05 Pairwise Comparisons

	Ach. Score	Proc. Score	Dif.	CV (.05)	Sign. Dif.	Int-Ind Weak
Basic Reading Skills and Auditory Processing	80	100	20	9.75	Yes	
Basic Reading Skills and Oral Language	80	80	0	6.57	No	W
Basic Reading Skills and Orthographic Processing	80	80	0	8.82	No	W
Basic Reading Skills and Phonological Processing	80	80	0	9.3	No	W
Basic Reading Skills and Processing Speed	80	105	25	11	Yes	
Basic Reading Skills and Verbal Long-Term Recall	80	99	19	14.99	Yes	
Basic Reading Skills and Verbal Working Memory	80	106	26	8.32	Yes	
Basic Reading Skills and Visual-Spatial Long-Term Recall	80	100	20	9.75	Yes	
Reading Fluency and Orthographic Processing	90	80	10	9.3	Yes	W
Reading Fluency and Phonological Processing	90	80	10	9.75	Yes	W
Reading Fluency and Processing Speed	90	105	15	11.39	Yes	
Reading Fluency and Verbal Long-Term Recall	90	99	9	15.28	No	
Reading Fluency and Visual-Spatial Long-Term Recall	90	100	10	10.18	No	
Reading Comprehension and Auditory Processing	100	100	0	11	No	
Reading Comprehension and Executive Functions	100	115	15	8.32	Yes	
Reading Comprehension and Fluid Reasoning	100	110	10	11	No	
Reading Comprehension and Oral Language	100	80	20	8.32	Yes	W
Reading Comprehension and Verbal Long-Term Recall	100	99	1	15.83	No	
Reading Comprehension and Verbal Working Memory	100	106	6	9.75	No	
Reading Comprehension and Visual-Spatial Long-Term Recall	100	100	0	11	No	
Reading Comprehension and Visual-Spatial Working Memory	100	90	10	10.6	No	

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**Int-Ind Weak = Intra-Individual Processing Weakness**

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### Consistency Between Mathematics Achievement Scores and Process Scores

#### Significant .05 Pairwise Comparisons

	Ach. Score	Proc. Score	Dif.	CV (.05)	Sign. Dif.	Int-Ind Weak
Mathematics Calculation and Attention	105	85	20	11	Yes	
Mathematics Calculation and Executive Functions	105	115	10	6.57	Yes	
Mathematics Calculation and Fluid Reasoning	105	110	5	9.75	No	
Mathematics Calculation and Processing Speed	105	105	0	11	No	
Mathematics Calculation and Verbal Long-Term Recall	105	99	6	14.99	No	
Mathematics Calculation and Verbal Working Memory	105	106	1	8.32	No	
Mathematics Calculation and Visual-Spatial Long-Term Recall	105	100	5	9.75	No	
Mathematics Calculation and Visual-Spatial Processing	105	110	5	14.1	No	
Mathematics Calculation and Visual-Spatial Working Memory	105	90	15	9.3	Yes	
Mathematics Problem Solving and Executive Functions	112	115	3	7.78	No	
Mathematics Problem Solving and Fluid Reasoning	112	110	2	10.6	No	
Mathematics Problem Solving and Oral Language	112	80	32	7.78	Yes	W
Mathematics Problem Solving and Processing Speed	112	105	7	11.76	No	
Mathematics Problem Solving and Verbal Long-Term Recall	112	99	13	15.56	No	
Mathematics Problem Solving and Verbal Working Memory	112	106	6	9.3	No	
Mathematics Problem Solving and Visual-Spatial Long-Term Recall	112	100	12	10.6	Yes	
Mathematics Problem Solving and Visual-Spatial Processing	112	110	2	14.7	No	
Mathematics Problem Solving and Visual-Spatial Working Memory	112	90	22	10.18	Yes	

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**Int-Ind Weak = Intra-Individual Processing Weakness**

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#### Significant .05 Pairwise Comparisons

	Ach. Score	Proc. Score	Dif.	CV (.05)	Sign. Dif.	Int-Ind Weak
Listening Comprehension and Auditory Processing						
Listening Comprehension and Executive Functions						
Listening Comprehension and Oral Language						W
Listening Comprehension and Phonological Processing						W
Listening Comprehension and Processing Speed						
Listening Comprehension and Verbal Working Memory						
Oral Expression and Executive Functions						
Oral Expression and Oral Language						W
Oral Expression and Phonological Processing						W
Oral Expression and Processing Speed						
Oral Expression and Verbal Long-Term Recall						
Oral Expression and Verbal Working Memory						
Written Expression and Attention	90	85	5	14.1	No	
Written Expression and Auditory Processing	90	100	10	13.15	No	
Written Expression and Executive Functions	90	115	25	11	Yes	
Written Expression and Fine Motor	90	85	5	14.1	No	
Written Expression and Oral Language	90	80	10	11	No	W
Written Expression and Orthographic Processing	90	80	10	12.47	No	W
Written Expression and Phonological Processing	90	80	10	12.82	No	W
Written Expression and Processing Speed	90	105	15	14.1	Yes	
Written Expression and Verbal Long-Term Recall	90	99	9	17.39	No	
Written Expression and Verbal Working Memory	90	106	16	12.12	Yes	
Written Expression and Visual-Spatial Processing	90	110	20	16.63	Yes	

**CV = Critical Value**

**Int-Ind Weak = Intra-Individual Processing Weakness**

## PPA Version 10.0.0 Report

**Student:** New Case Final

**DOB:** February 17, 1999

**Age:** 6

**School:** Middle

**Grade:** 3rd

**Examiner:** Dr. Milton Dehn

**Evaluation Dates:** 9/10/2024

### Recommendations for Intra-Individual Processing Weaknesses

Recommendations are provided for each processing area that was identified as a significant intra-individual weakness.

#### Oral Language

1. Practice language closure with New Case. For example, leave a word or phrase out of a sentence and have New Case complete it.
2. Practice having New Case create a variety of sentences using the same words.
3. Practice having New Case paraphrase what is said to him.
4. Practice having New Case classify things into categories, such as animals, plants, etc.
5. Practice having New Case say different names for the same thing. For example, ask New Case to say other words or names for a "vehicle".

#### Phonological Processing

1. Have New Case practice segmenting words into syllables and phonemes.
2. Have New Case practice blending syllables and phonemes into words. Assist New Case with blending after New Case has sounded out unknown words.
3. Teacher may say, "What do you hear at the beginning of the word 'get'?" New Case would respond by making the "g" sound.
4. Have New Case practice substituting, deleting, and adding sounds in words. Substituting is forming a different word than the target word by replacing one sound with another, such as replacing the "g" sound in "get" with a "s" sound to make "set."
5. Sound deletion is removing a sound in a word and saying the remaining sounds, such as removing the "sl" in the word "slit" and saying "it." Sound addition is saying a word and then adding another sound that makes a new word.
6. Have New Case practice sorting words by common sounds. New Case might be provided with a set of cards with pictures of objects on them and instructed to sort the cards according to the same beginning, middle, or ending sound.

#### Orthographic Processing

1. When teaching sight words and spelling, help New Case recognize similar spelling patterns in words and also distinguish spelling patterns among words that sound similar but are spelled differently.

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2. A “Word Families” approach should be used to teach New Case phonetically similar words. For example, all the words that end with the “at” sound, such as in cat, should be read and reviewed as a group of words.
3. When teaching and practicing common sight words, discourage New Case from trying to sound out the word. Rather encourage him to look at the word and try to recognize it as a whole.
4. Have New Case practice segmenting words into syllables and phonemes.
5. Teach New Case morphology so that New Case can more easily recognize prefixes, roots, suffixes, blends, and other common parts of words.

### Classroom Observations

Speaks only in short sentences (OL)

Difficulty paraphrasing (OL)

Poor oral vocabulary (OL)

Difficulty pronouncing words (PP)

Difficulty spelling phonetically regular words (PP)

Difficulty sounding out unknown words (PP)

Poor spelling (OP)

Struggles with words that are not spelled phonetically (OP)

Slow reading rate (OP)