

deirdre_cfa@icloud.com

From: Matheson Psychology <adrienne@mathesonpsychology.com>
Sent: May 29, 2018 10:00 PM
To: Deirdre Moore
Subject: tutoring hours

Hi Deirdre,

My apologies for the delay in responding sooner. I was out of the office for most of the week last week and am just catching up on emails. In terms of the tutoring for Cate, it is difficult to say the number of hours that would be appropriate. I would rely on the advice of the school and the tutor to better assess what is needed in the day to day support. I defer to their expertise in this regard.

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WIAT-III (Canadian Edition)				
Composite	Standard Score	Range 95% CI	Percentile	Qualitative Descriptor
Total Reading	108	104-112	70	Average
Basic Reading	113	110-116	81	Average
Reading Comprehension	102	95-109	55	Average
Mathematics	84	79-89	14	Below Average
Math Fluency	77	71-83	6	Below Average
Oral Language	108	101-115	70	Average
Written Expression	103	98-108	58	Average

Ability-Achievement Discrepancy Analysis

An Ability-Achievement Discrepancy Analysis (Predicted Difference Method) between Cate's performance on the WISC-V and WIAT-III was conducted. Results indicate a significant disconnect in several areas from what would be predicted given her intellectual ability and her current academic achievement. A significant disconnect in the areas of Listening Comprehension, Word Reading, Pseudoword Decoding, Total Reading, and Basic Reading indicates that Cate is performing *higher* than would be predicted based on her intellectual ability. Contrarily, in the areas of Mathematics and Math Fluency, Cate is performing lower than what would have been predicted based on her intellectual ability as measured by the WISC V.

Social/Emotional Functioning (Parent & Teacher Ratings Scales):

Cate's parents and teacher, completed the **CONNERS Comprehensive Behavior Rating Scale (CBRS)**, which provided a measure of Cate's current overall behavioural adjustment (results are summarized below). Clinically significant *T* scores and Symptom Counts on a given scale, from multiple respondents, indicate consideration of a diagnosis in a given domain.

DSM Oriented Scales		Mother	Father	Teacher
ADHD -Predominantly Inattentive	<i>T</i> score			*
	Symptom Count			*
ADHD -Predominantly Hyperactive-Impulsive	<i>T</i> score			
	Symptom Count			
Conduct Disorder	<i>T</i> score			
	Symptom Count			
Oppositional Defiant Disorder	<i>T</i> score	*		
	Symptom Count	*		
Major Depressive Episode	<i>T</i> score			*

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E 10/14