

About Timothy Childers

Timothy Childers is a 15-year-old, right-handed, male who was referred for neuropsychological evaluation for possible learning disability and/or Attention Deficit/Hyperactivity Disorder (ADHD). Timothy was brought to the appointment by his mother, Ms. Childers.

Because of his age, a basic initial interview and orientation session was conducted with Timothy and his mother together. Then, the mother and Timothy were interviewed separately.

Information provided by Timothy: Timothy stated he does not have a real problem serious enough for a “doctor visit,” and that it is his parents and teachers who have the problem. Timothy admitted to some difficulty learning if his teacher does not follow the text book closely, indicating that it is then difficult to integrate his lecture notes with what the textbook says. He said if he has “good teachers” who just follow the book, he learns well. No test taking anxiety was reported but Timothy claims he often does poorly on tests because he his teacher says he does not show his work and that his writing is disorganized. This has been especially challenging for him in mathematics because, as he stated, “I don’t always follow the steps. I see the solution and just figure out the answer my way. My teacher wants me to show all the steps and solve the problems his way. He hates it that my way gets the right answer faster than his.” When asked about his writing—grammar and vocabulary, he said, “No one can do that stuff. That’s why they invented spelling and grammar check.”

Timothy talked about his brother and sister with a smile on his face. He said they get along well and he admires his sister “for standing up to our parents.” He did not elaborate further. He said the he likes going out with his friends to games and goes to support his older brother. He denied any personal interest in playing on the football or basketball team. He said he like to race cars. He plays drums in the band and takes dance classes (hip hop). He has a 7-year-old golden retriever, Lucky, who he is close to. He “talks to” girls he finds attractive and said, “Girls like me. They think I’m cute.” He said he goes out when his parents let him—mostly to the mall, games and the movies. He denied use of alcohol, tobacco or other drugs. He said he saw what “booze” did to his uncle and that he is just not interested “in looking that crazy.”

When asked about his career goals, Timothy stated he wanted to be a NASCAR racer or a drummer in a rock band.

On a questionnaire, Timothy described himself as “mixed-race”: Anishinaabe, Scottish and French on his father’s side and Irish on his mother’s side.

For religion, he wrote: “Seeking”.

Timothy stated that he gets along with his parents “good enough—they’re pretty cool for parents.” His parents married 3 years before the children were born and are still married to each other. His father is an account manager at a bank. His mother is an electrical engineer.

Information provided by his mother, Ms. Childers: Ms. Childers reported that Timothy was first noted to have academic difficulty in 1st grade. He stated that Timothy's grades are average overall, but with a lot of variability (e.g., He will go from Bs to Ds, then up to As). Ms. Childers noted that Timothy has difficulty with multistep tasks and may omit an important step. He also has difficulty organizing his homework assignments and study space. Other concerns noted include difficulty with grammar and vocabulary. According to his mother, there has been much conflict between Timothy and his math teacher. Timothy reportedly always enjoyed mathematics and solving problems, but there is a lot of conflict between him and his math teacher. His teacher has even accused him of cheating because Timothy doesn't always show his work.

Timothy was born and raised in Minnesota. He is the youngest of 3 children and there is no family history of learning disability or ADHD in either of his parents or siblings. His mother stated his development was normal for his age. Medical history includes asthma and seasonal allergies. No psychiatric or substance use history was reported. Timothy is not taking any medications. Timothy has two older siblings—a sister (5 years older) and a brother (1 year older). His sister left home at age 16, when she and her fiancé asked (and were given permission) to marry. His brother still lives at home and is reportedly an average student. His brother plays football and basketball. His sister played basketball and was in honors. His sister did complete high school while she was married and attended the local community college.

Timothy is currently in the 10th grade of High School. He enjoys playing in the school band and taking dance classes after school. His mother said he practices his drums a lot—"He would practice all night if we let him." His mother described him as having a good circle of friends and had no concerns about his social development. His mother stated Timothy would like to go to college and become a writer.

His mother indicated that Timothy's ethnicity was "Caucasian". She indicated that his religion was Baptist.

Behavioral Observations: Timothy was very pleasant and easy to work with. Initially, he seemed reticent to be at the appointment. However, after the first interview, he appeared more relaxed with the psychologist. He readily engaged in the evaluation and presented as mature, friendly, and confident. There were no behaviors that suggested a reason to be concerned about the validity of the test results. The examiner deems the results to provide a reasonable estimation of his current level of cognitive and emotional functioning.

Parent Report: Timothy's mother completed the BRIEF to provide information on Timothy's executive skills in daily life. Within the Behavioral Regulation domain, only the Inhibit subscale was elevated (T = 72). This indicates that she sees Timothy as having difficulty resisting the urge to act on impulse or to otherwise inhibit his behavior appropriately. His mother reported no problems with emotional control. Within the Metacognition Index, 2 scales related to planning and organization were elevated. This indicates that she sees Timothy as having difficulty organizing his work and play spaces (e.g., keeping a messy room or closet) and having difficulty planning and sequencing the steps needed to achieve a goal (e.g., planning ahead for school assignments).

Tests Administered:

Wechsler Intelligence Scale for Children, 4th Edition (WISC-IV); Children's Memory Scale (CMS); Wisconsin Card Sorting Test (WCST); Woodcock-Johnson Tests of Achievement, 3rd Edition (WJ-3, select subtests); Gordon Diagnostic System; Delis-Kaplan Executive Function System (DKEFS, select subtests); Rey-Osterreith Complex Figure (Copy); Behavior Rating Inventory of Executive Function (BRIEF: Parent Form); Children's Depression Inventory; Minnesota Multiphasic Personality Inventory-Adolescent Form (MMPI-A).

TEST	Standard Score	Range
WISC-IV		
Verbal Comprehension	SS = 83	low average
Similarities	ss = 10	average
Vocabulary	ss = 4	extremely low
Comprehension	ss = 7	low average
Perceptual Reasoning	SS = 100	average
Picture Concepts	ss = 10	average
Block Design	ss = 11	average
Matrix Reasoning	ss = 10	average
Working Memory	SS = 97	average
Digit Span	ss = 9	average
Letter-Number Sequencing	ss = 10	average
Processing Speed	SS = 100	average
Symbol Search	ss = 10	average
Coding	ss = 9	average
WJ-III		
Reading		
Letter Word Identification	SS = 97	average
Word Attack	SS = 92	average
Passage Comprehension	SS = 98	average
Reading Fluency	SS = 99	average
Writing		
Spelling	SS = 96	average
Writing Fluency	SS = 93	average
Writing Samples	SS = 98	average
Math		
Calculation	SS = 97	average
Math Fluency	SS = 93	average
Applied Problems	SS = 92	average
Children's Memory Scale		
Stories Immediate	ss = 7	low average
Stories Delayed	ss = 6	low average
Stories Recognition	ss = 7	low average
Word Pairs Learning	ss = 10	average
Word Pairs Total Score	ss = 9	average
Word Pairs Delay	ss = 12	high average
Word Pairs Recognition	ss = 10	average
Faces Immediate	ss = 12	high average
Faces Delayed	ss = 12	high average
Dots Immediate	ss = 12	high average
Dots Delayed	ss = 13	high average
* Wisconsin Card Sorting Test		
4 sorts in 128 cards	>16 th percentile	at least average
Perseverative Errors	SS = 76	borderline

D-KEFS		
<i>Trail Making Test</i>		
Visual Scanning	ss = 10	average
Number Sequencing	ss = 12	high average
Letter Sequencing	ss = 12	high average
Number-Letter Sequencing	ss = 5	borderline
Motor Speed	ss = 11	average
<i>Verbal Fluency Test</i>		
Letter Fluency	ss = 14	superior
Category Fluency	ss = 13	high average
Category Switching		
Total Correct	ss = 7	low average
<i>Design Fluency Test</i>		
Total Correct	ss = 9	average
<i>Color-Word Interference Test</i>		
Color Naming	ss = 12	high average
Word Reading	ss = 12	high average
Inhibition	ss = 9	average
Inhibition/Switching	ss = 6	low average
<i>Tower Test</i>		
Total Achievement Score	ss = 6	low average