Occupational Services to Industry

Independent Assessment Partners Delivering Excellence

WAIS IV IQ Report – M. xxxxxxxxxxxxxxxxxxx

Confidential

Completion Date: 30th xxxxxxx 2020

Participant Details

Name:	M. xxxxxxxxxxxxxxxxxxx
Date of Birth:	xxxxxxxxxxx
Date(s) of Assessment:	30th xxxxxxx 2020
Age:	xx

Examiner's Name:	Mr. Mike Crimes
Date of Report:	2nd xxxxxxxx 2020

Background to Referral

The proceedings concern an application by……

Os2i have been instructed to undertake a cognitive assessment of M. xxxxxxxxxxxxxxxxxxx in relation to the above proceedings.

Psychologist Statements

1. I have read the Letter of Instruction presented to me and confirm the summary above.
2. I can confirm that I have no conflict of interest of any kind in this case.

Experience and Qualifications

Mike Crimes – Competence Certification & Professional Narrative

B.Sc. (Hons) Applied Psychology – Liverpool.
M.Sc. Occupational Psychology – Hertfordshire.
Full member of the Division of Occupational Psychology.
Entry on the Register of Chartered Psychologists.
Chartered Scientist.
Practicing Certificate from the Health Professions Council.
Associate Fellow Status.
Certificate of Competence in Occupational Testing, Level A & B – Progressing towards Assessor Status.
Consultant practitioner across the following Level B Instruments - 16PF5, 15FQ, MBTI, CAL, HJ17, OPQ32, MTQ48, PROFILES, SAFEPQ, WAVE, FIRO-B.
Registered Level A test user with ASE, AQR, OPP, Psytech International, SHL, Test Agency, Psychological Corporation and OPC.
European Test User Certified across 35 European Countries.
Principal Member of the Association of Business Psychologists.

Mike Crimes is a Principal Business Psychologist and has been on the UK leading specialist register across four global areas of Occupational Psychology since 1999, and is a Principal Member of the Association of Business Psychologists. He is the founding partner of Os2i, where the primary goal is to help individuals become aware of their own potential through assessment practice, in order to optimise their effectiveness. He is also the author of ADEPT® – Assessment and Development Event Portfolio for Talent.

He has over eighteen years experience in psychometric profiling across Public and Private sector organisations, covering a wide range of ability and behavioural characteristics. He has extensive knowledge of culturally fair psychometric assessment, structured observation and interviewing techniques. He has further specialist expertise in occupational interests, behavioural assessment, emotional intelligence, mental toughness, and team and relationship profiling.

Mike has worked successfully within CAFCASS, and with senior Social Workers across Local Government Children's departments where 'Ofsted Improvement Notices' have been served.

Mike has operated as a senior business practitioner, working for over seven years as Head of Occupational Psychology Services for the Carlisle Group, where he was also Principal Consultant for Psychometrics across the business group.

In the legal sector, Mike's expertise may be of particular value in relation to cognitive assessments and the areas of memory, attention, and problem solving. Mike is also working in the Occupational Health arena undertaking fitness for work assessments from an Occupational Psychology perspective, looking at cognitive capability, behavioural capability, and environmental/cultural fit.

From a strategic perspective, Mike has over fifteen years organisational development experience, focusing on individual, team and organisational performance, as well as over fifteen years experience of designing and implementing assessment and development centres across central government and FTSE 100 companies.

Within these broad business environments, he has served as a senior business partner responsible for the development of actionable talent management strategies and solutions aligned with strategic HR objectives. He has been directly involved in talent planning, acquisition, retention, learning and development strategies to support a culture of high performance. He has used extensive psychometric practice to support behaviours required for individual, team and organisational success.

He has extensive understanding of business goals in the current economic climate and applies a wealth of Business Psychology expertise to aligning people to business objectives. This is achieved through engaging in a consultative manner with multiple stakeholders delivering change, employee engagement, resourcing and wellbeing solutions in the UK and across Europe. Mike also acted for two years as Chief Science Officer for nclusion Limited – a people technology company.

Specialties Summary

- Psychological profiling for recruitment and development.
- Cognitive assessments.
- Inclusive talent management.
- Designing competency/behavioural models.
- Leadership and interpersonal skills development.
- Wellbeing at work coaching and mentoring.
- Conflict management.
- Skills gap analysis.
- Assessment and development centres.
- Performance management solutions.
- Organisation effectiveness and change management.
- Identify, develop and track potential.
- Succession planning.

Assessment Methodology

The WAIS 4th Edition was used to assess the Intelligent Quotient (IQ) of M. xxxxxxxxxxxxxxxxxxx, age 25. The model of assessment is shown below.

Individual Administration and Caveat

Assessment of cognitive functioning in Adults Aged 16 – 90 Years.

Any interpretation of psychometric instruments should be treated cautiously, and where possible, further validated with other psychological/behavioural evaluations/observations.

Scale Composition

- 10 Subtests to Obtain IQ Scores.
- 10 Subtests to Obtain Index Scores.

Indices and Scales Summary

There are four index scores:

- Verbal Comprehension Index (VCI)
- Perceptual Reasoning Index (PRI)
- Working Memory Index (WMI)
- Processing Speed Index (PSI)

Supplemental subtests may be used to provide additional psychological information or may be used as acceptable substitutes for core subtests. Where these subtests have been used, this will be referenced in analysis with full rationale.

Overall, two broad scores are also generated, which can be used to summarise general intellectual abilities:

- Full Scale IQ (FSIQ), based on the total combined performance of the VCI, PRI, WMI, and PSI.
- General Ability Index (GAI), based only on the six subtests that the VCI and PRI comprise. The GAI provides an estimate of general intellectual ability, with reduced emphasis on working memory and processing speed relative to the FSIQ – ***this scale is optional.***

Index Definitions

Verbal Comprehension:

The Verbal Comprehension Index (VCI) is a measure of general verbal skills, such as verbal fluency, ability to understand and use verbal reasoning, and verbal knowledge.

Perceptual Reasoning:

The Perceptual Reasoning Index (PRI) is a measure of non-verbal and in-the-moment reasoning. It assesses ability to examine a problem, draw upon visual-spatial skills, organise thoughts, create solutions, and then test them.

Working Memory:

The Working Memory Index (WMI) assesses ability to memorise new information, hold it in short-term memory, concentrate, and manipulate that information to produce some result or reasoning processes. It is important in learning, and achievement. It is important for cognitive flexibility and planning ability, as well as learning and ability to self-monitor.

Processing Speed:

Processing Speed Index (PSI) assesses skills focusing attention and quickly scanning, discriminating between, and sequentially ordering visual information. It requires persistence and planning ability, but is sensitive to motivation, difficulty working under a time pressure, and motor coordination.

Appearance and Behaviour During Assessment

M. xxxxxxx arrived promptly to undertake the cognitive assessment. S/He was casually dressed. S/He maintained tentative eye contact, but answered questions clearly. Hxx mood and effect were calm and reserved. During the assessment s/he remained concentrated and compliant, so rapport was establis/hed easily. S/He maintained motivation throughout the assessment. M. xxxxxxx responded well to encouragement, but demonstrated confused responses in relation to the verbal subtests.

The testing environment was conducive to effective performance in the various tasks, i.e. there were no distractions such as outside noise and there were no interruptions to the assessment. There were no barriers to the assessment in terms of language, i.e. English is hxx first language.

Cognitive Assessment (IQ) Numerical Results

Since chance factors such as variations in a person's performance over time can influence any cognitive assessment, it is more accurate to speak in terms of a range of scores when assessing a person's level of cognitive functioning *(see Confidence Interval column below)*.

Taking these factors into account, the probability that M. xxxxxxx's true IQ score falls within the ranges stated below is approximately 95 out of 100.

Score	IQ	95% Confidence Interval	Percentile	Classification
Full Scale IQ	**61**	**58 - 66**	**0.5th**	**Extremely Low**

1. **M. xxxxxxx's Full Scale IQ** is at the 0.5th percentile; meaning 99.5% of hxx norm group, i.e. 25 - 29 year olds would score above this score.

Index Assessment

	Verbal Comprehension	Perceptual Reasoning	Working Memory	Processing Speed
IQ/Index Score	61	67	66	76
Percentiles	0.5th	1st	1st	5th
Confidence Intervals	57 - 68	62 - 75	61 - 75	70 - 87

Score	IQ	Classification
Verbal Comprehension	61	Extremely Low
Perceptual Reasoning	67	Extremely Low
Working Memory	66	Extremely Low
Processing Speed	76	Borderline

1. **M. xxxxxxx's Verbal Comprehension Index** is at the 0.5th percentile; meaning 99.5% of hxx norm group, i.e. 25 - 29 year olds would score above this score.

2. **M. xxxxxxx's Perceptual Reasoning Index** is at the 1st percentile; meaning 99% of hxx norm group, i.e. 25 - 29 year olds would score above this score.

3. **M. xxxxxxx's Working Memory Index** is at the 1st percentile; meaning 99% of hxx norm group, i.e. 25 - 29 year olds would score above this score.

4. **M. xxxxxxx's Processing Speed Index** is at the 5th percentile; meaning 95% of hxx norm group, i.e. 25 - 29 year olds would score above this score.

Observations on M. xxxxxxx

Verbal Comprehension Summary

M. xxxxxxx's verbal comprehension is extremely low. The primary factor in poor comprehension for most adults is inadequate word identification skills. It is very likely this will impact M. xxxxxxx's interpretation of sentences.

Research indicates that individuals who have adequate word identification skills but poor comprehension usually have some impairment in language comprehension that includes listening as well as reading comprehension. M. xxxxxxx may exhibit problems in responding to verbal and written instruction, appearing distant and unable to comprehend verbal and written information/tasks.

M. xxxxxxx may exhibit problems in relation to:

- Letter and word recognition.
- Expressing certain words and ideas.
- Reading speed and fluency.
- General vocabulary skills.

M. xxxxxxx:

- May often misread information communicated.
- May have problems with syntax or grammar.
- May have difficulty writing ideas and/or organising thoughts on paper.
- May have problems with sentence structure, writing mechanics and organisation.

Additionally, M. xxxxxxx may demonstrate:

- Difficulty following more complex discussions.
- Difficulty understanding information without visual and concrete cues.
- Difficulty in understanding abstract concepts.
- Poor organisational skills.

Activities to develop M. xxxxxxx's verbal comprehension skills could include:

- Reward after completion of task.
- Using yes or no – true or false statements in activities.
- Applying sense or nonsense activities.
- Everyday questions about life activities.
- Time sequence – draw a flow chart of activities.

Perceptual Reasoning Summary

The PRI is designed to measure fluid reasoning in the perceptual domain, and uses visual organisation and coordination, as well as assesses the ability to separate figure and ground in visual stimuli. Perceptual reasoning is unaffected by educational background. People with high perceptual reasoning tend to be very good at assembling furniture and other objects, map reading, drawing designs, and overall demonstrating a stronger practical orientation. Contrastingly, people who demonstrate low perceptual reasoning scores often have problems driving from one location to another, estimating distances, drawing accurate designs and assembling objects.

M. xxxxxxx's perceptual reasoning skills are extremely low. Due to a very low capability in relation to managing verbal instruction, M. xxxxxxx may well demonstrate a preference to learn about the world around hxx by picking up information and clues from images or from observation, rather than being heavily reliant on verbal instruction.

Given hxx performance in this area, it is likely M. xxxxxxx will have a weak practical orientation, and demonstrate minimal competence in relation to practical tasks involving visual judgement and visual problem solving. It is likely s/he will require support and intervention with more complex tasks. M. xxxxxxx is also likely to require support in relation to tasks requiring visual learning and adaptation. Overall, M. xxxxxxx is likely to show moderately more adeptness with practical problem solving as opposed to tasks requiring verbal and written comprehension. However, s/he is still likely to require support in relation to more complex practical tasks requiring visual problem solving and judgement. Using visual representations where possible may help drive hxx understanding, i.e. simple flow diagrams or other visually representative material may support learning application.

Working Memory Summary

Working memory is important because it provides a mental workspace in which we can hold information whilst mentally engaged in other relevant activities. The capacity to do this is crucial to many learning activities.

M. xxxxxxx's working memory is extremely low. People with very small working memory capacities will struggle with certain activities, simply because they are unable to hold in mind sufficient information to allow them to complete the task. Losing crucial information from working memory will cause them to forget many things: instructions they are attempting to follow, the details of what they are doing, where they have got to in a complicated task, and so on.

Activities that impose heavy storage demands typically involve the retention of significant amounts of verbal material with a relatively arbitrary content. Some examples of activities with working memory demands that are likely to exceed the capacities of an adult with working memory deficits include:

- Remembering sequences of three or more numbers or unrelated words.
- Remembering and successfully following lengthy instructions .
- Remembering lengthy sentences containing some arbitrary content to be written down.
- Keeping track of the place reached in the course of multi-level tasks.

M. xxxxxxx may well need more support in relation to basic arithmetic calculations and in manipulating numbers. S/He may work better with visual information than verbal/written information when under pressure. However, M. xxxxxxx may still take more time to:

- Recognise simple visual patterns, and complete visual scanning tasks.
- Make simple decisions, especially when under pressure.
- Make decisions that require understanding of the material presented.

Potential behavioural manifestations that may need to be managed include:

- Easily distracted.
- Difficulty starting and following through with projects.
- Inability to get organised.
- Interrupting conversations to check understanding.
- Reserved in group activities, rarely volunteering answers and sometimes not answering direct questions.
- Not seeing tasks through to completion.
- Frequently losing hxx place in complicated tasks that s/he may eventually abandon.
- Forgetting the content of messages and instructions.

M. xxxxxxx may have difficulty in relation to:

- Remembering plans or instructions of what to do next.
- Comprehending long sentences, which is needed for reading comprehension.
- Maintaining attention particularly when there are a lot of distractions.
- Keeping information in memory when problem-solving.

Useful learning strategies evolve around minimising memory-related failures, and supporting hxx mental processing as follows:

- Look out for warning signs of memory overload in M. xxxxxxx such as incomplete recall and task abandonment.
- Use visual cues to support working memory, i.e. different colours to represent different components of written material.
- Regularly repeat information to M. xxxxxxx that is crucial to on-going activities.
- Ask M. xxxxxxx to repeat an instruction back in order to check hxx understanding.
- Allow M. xxxxxxx longer response times in verbal and written tasks.
- Reduce the amount of work M. xxxxxxx needs to complete in complex tasks, i.e. bite size.

Processing Speed Summary

Processing speed generally refers to the varying speed with which individuals are able to perform cognitive activities such as the recognition of simple stimuli. Higher speed in cognitive processing usually allows more information to be acquired in a shorter time span enabling the individual to absorb and master materials of higher levels. Processing speed measures abilities to focus attention and quickly scan, discriminate between, and sequentially order visual information. It requires persistence and planning ability, but is sensitive to motivation, difficulty working under a time pressure, and motor coordination. It is related to working memory in that increased processing speed can decrease the load placed on working memory, while decreased processing speed can impair the effectiveness of working memory.

M. xxxxxxx's processing speed is borderline, and combined with hxx extremely low working memory, s/he is likely to show minimal adeptness in relation to remembering instructions presented to hxx. S/He is likely to demonstrate a moderately effective decision making capacity in relation to practical tasks presented to hxx. S/He is likely to respond well to either/or options and simply worded instructions in development and learning activities.

M. xxxxxxx may take a lot more time to:

- Recognise simple visual patterns in visual scanning tasks.

- Undertake certain tasks that require quick simple decision making.
- Perform basic arithmetic calculations and manipulate numbers, since these operations will not be automatic for hxx.
- Perform reasoning tasks under a time pressure.
- Make decisions that require understanding of the material presented.
- Copy words or sentences correctly or to formulate and write passages.

To support both processing speed and working memory, the key instructional strategy for M. xxxxxxx should incorporate, as a primary, the following:

- Allow M. xxxxxxx longer response times in more complex tasks and keep any written instruction simple.
- Reduce the amount of work M. xxxxxxx needs to complete in complex tasks, i.e. bite size.

Possible Causes of Significantly Low Subtest Scores

1. Vocabulary: Poor verbal facility or limited educational background.
2. Similarities: Poor reasoning ability; weak abstract reasoning and thinking skills; poor logical thinking skills; poor verbal facility; concrete thinking skills or inability to deal with ideas on a symbolic level.
3. Arithmetic: Poor calculation skills; poor short-term verbal memory; distractibility; poor concentration or low facility with numbers.
4. Information: Poor memory or limited educational background.

Opinion

1. Please carry out a cognitive assessment of M. xxxxxxx and advise on hxx overall level of functioning.

Score	IQ	95% Confidence Interval	Percentile	Classification
Full Scale IQ	**61**	**58 - 66**	**0.5th**	**Extremely Low**

M. xxxxxxx's Full Scale IQ is at the 0.5th percentile; meaning 99.5% of hxx norm group, i.e. 25 - 29 year olds would score above this score.

Please refer to pages 8 and 9 for full numerical analysis.

2. Please advise as to how information should be given to M. xxxxxxx, taking into account the findings of hxx cognitive assessment.

In relation to M. xxxxxxx's cognitive assessment, overall, hxx level of cognitive functioning is extremely low.

Therefore, in the context of litigation instruction, M. xxxxxxx may need to be given more time to process the information, advice and options presented to hxx.

It will also be important to gauge hxx understanding, in hxx own words, of what has been presented to hxx, in order to ascertain what components of instruction have been retained and understood.

Finally, it may be important to check, through simple questioning, that M. xxxxxxx appreciates the pros, cons of the various options presented to hxx.

There are a number of factors that may impact hxx information processing, and these may well need to be compensated for in meetings with M. xxxxxxx, i.e. s/he may demonstrate one or more of the following during meetings:

Memory

- Short-term memory problems.
- Question repetition requirement.
- Forgetting what has been discussed within a short timeframe.
- Cannot remember events of past few days.

Communication and Language

- Comprehending long sentences, which is needed for reading comprehension.
- Difficulty finding words frequently.
- Trouble staying on topic.
- Comprehension problems.

Flexibility and Adaptability

- Difficulty comparing alternatives.
- Difficulty adjusting to strategy changes.

Given M. xxxxxxx' extremely low FSIQ, it is likely s/he is able to demonstrate only a minimal capability across the following:

- Attention to detail.
- Negotiation.

- Planning and organisation.

M. xxxxxxx may well exhibit problems in responding to more complex verbal and written instruction. It may be necessary to allow longer response times when working with written and/or complex verbal instruction.

Overall:

- Repetition will be important when presenting written materials.
- Comprehension strategies may prove necessary to help support M. xxxxxxx's understanding of written material.
- Monitoring and checking hxx comprehension and understanding through questioning will be important when interacting with M. xxxxxxx.

The following may also prove useful:

- Reducing the overall amount of material to be stored (e.g. shortening sentences to be written or number of items to be remembered).
- Increasing the meaningfulness and degree of familiarity of the material to be remembered.
- Simplifying the linguistic structures of verbal material.

The following interactional contingencies may go some way to support M. xxxxxxx within due process:

1. Begin any interview with simple questions requiring brief responses to assess M. xxxxxxx's understanding and optimal pace.
2. Conduct business at a slower pace to allow M. xxxxxxx time to process and digest information.
3. Allow extra time for responses to questions, as "word-finding" may decline with an extremely low profile.
4. Break information into smaller, manageable segments.
5. Discuss one issue at a time, to avoid divided attention between two simultaneous tasks.
6. Provide cues to assist recall rather than expecting spontaneous retrieval of information.
7. Repeat, paraphrase, summarise, and check periodically for accuracy of communication and comprehension.
8. Provide simple summary notes, and go through these with hxx. Include key points, decisions to be made, and documents to bring to next meeting.
9. Schedule appointments for times of the day when M. xxxxxxx is at peak performance – this will need to be monitored.

Caveat

On the basis of M. xxxxxxx's extremely low level of function, I would conclude, given the evidence, it is likely M. xxxxxxx will require the reasonable interactional adjustments within due process outlined above, and an intermediary would be necessary to assist in this regard.

The statement referenced above represents a summary in relation to M. xxxxxxx's capability when working within complex environments and any consequent reasonable adjustments that may need to be made are contained within my report. It is in no way intended to represent a formal or informal statement of capacity in absolute terms.

Statement of Truth

"I confirm that insofar as the facts stated in my report are within my own knowledge I have made clear which they are and I believe them to be true, and that the opinions I have expressed represent my true and complete professional opinion."

_____

Mr. Mike Crimes B.Sc. (HONS) M.Sc. C.Psychol. C.Sci. AFBPsS
Chartered Occupational Psychologist & Chartered Scientist

Mike can also be contacted via LinkedIN – Os2i.

www.Os2i.org

END