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WAIS V IQ Report – XXXXXXXXXXX

Confidential

Completion Date:

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Principal Occupational Psychologist

Participant Details

Name:	XXXXXXXXXXXXX
Date of Birth:	
Date(s) of Assessment:	
Age:	

Examiner's Name:
Date of Report:

THIS IS A SAMPLE REPORT TO ILLUSTRATE THE STRUCTURE AND ADVICE ARCHITECTURE IN A COGNITIVE ASSESSMENT REPORT

Introduction WAIS 5

Features a shift to a 5-factor structure, splitting the older Perceptual Reasoning Index into separate Visual Spatial and Fluid Reasoning indexes. It shortens the Full Scale IQ calculation to 7 core subtests, updates normative data, and introduces novel subtests like Set Relations and Running Digits.

Structural and Scoring Differences

- Five-Factor Model: Replaces the 4-index structure of the WAIS-IV (Verbal Comprehension, Perceptual Reasoning, Working Memory, Processing Speed) with 5 primary indices: Verbal Comprehension (VCI), Visual-Spatial (VSI), Fluid Reasoning (FRI), Working Memory (WMI), and Processing Speed (PSI).
- Dual FSIQ Paths: To establish the individual's global baseline capability, the WAIS-5 utilizes two distinct pathways for calculating the Full-Scale IQ (FSIQ). The 7-Subtest Pathway is a streamlined framework designed to yield a highly accurate global FSIQ score in approximately 45 minutes. The 10-Subtest Pathway extends this baseline over approximately 60 minutes. While both pathways result in a psychometrically valid FSIQ, the 10-subtest model is required to fully calculate and report all five independent primary index scores.
- Expanded Indices: Provides a broader array of ancillary and domain-specific index scores, including updated measures for non-verbal assessment and quantitative reasoning *(see Applying Ancillary Scales below).*

New and Updated Subtests

- Fluid & Visual-Spatial: Splits tasks out explicitly, adding *Set Relations* as a fluid reasoning measure for deductive logic.
- Working Memory: Introduces *Running Digits* to assess auditory working memory flexibility and shifting attention.
- Processing Speed: Adds *Naming Speed Quantity* to gauge numerical processing fluency and rapid object/quantity labeling.

Administration and Norms

- Normative Data: Standardised on fresh normative data collected exclusively after the pandemic, accounting for modern demographic adjustments.
- Co-norming: Co-normed directly with the Wechsler Memory Scale (WMS-5) to allow higher precision when running dual cognitive and memory comparisons.

Applying Ancillary Scales – Key Examples Below Are Not Exhaustive

While the primary subtests establish the individual's general cognitive framework, the WAIS-5 Ancillary Index Scales are utilised to isolate specific operational strengths and vulnerabilities. The ancillary scales allow for the precise mapping of traits associated with neurodivergent profiles, such as executive dysfunction or language retrieval blocks. Consequently, the ancillary findings provide the objective justification required to mandate specific, targeted accommodations (i.e., where a specific neurodivergent condition is present), to support a client through due process.

- General Ability Index (GAI): Can be used when a person has severe working memory deficits, executive dysfunction, or motor processing delays. (e.g., ADHD). It calculates cognitive ability by bypassing the Working Memory (WMI) and Processing Speed (PSI) indices.

- Cognitive Proficiency Index (CPI): Can be used to measure how efficiently a person processes and holds information in active memory. It isolates WMI and PSI, making it highly useful for identifying the cognitive bottlenecks.

- Nonverbal Index (NVI): Can be used to estimate general intellectual ability for individuals with expressive language disorders, severe speech impairments, or English language learners. It removes all subtests requiring spoken responses. *Additional Measures Outside of 10 Core Subtests: Symbol Span.*

- Quantitative Reasoning Index (QRI): Can be used in the context of specific learning disabilities in numerics. It specifically isolates a person's capability for deductive logic and working with numbers - *Additional Measures Outside of 10 Core Subtests: Arithmetic.*

- Non-Motor: Can be used when a person has motor impairments (like cerebral palsy) or speech apraxia. It allows you to contrast verbal understanding when motor skills are taken out of the equation. *Additional Measures Outside of 10 Core Subtests: Naming Speed Quantity.*

Where ancillary scales are applied full justification will be provided, along with additional specific detail on working with that person. Shown in the Ancillary Analysis section of this report.

Despite increases in clinical judgement feed-in, the WAIS 5 cannot formally diagnose a clinical condition simply by generating an IQ or index score. Instead, the WAIS-5 functions as an objective measurement of a person's cognitive architecture.

Wechsler 5 IQ Classifications

Q Range	Standard Classification	Value-Neutral Term	Percent of Cases
130 and above	Extremely High	Well Above Average	Upper 2.2%
120–129	Very High	Moderately Above Average	6.7%
110–119	Above Average	Upper Average	16.1%
90–109	Average	Mid-Range	50%
80–89	Below Average	Lower Average	16.1%
70–79	Very Low	Moderately Below Average	6.7%
69 and below	Extremely Low	Well Below Average	Lower 2.2%

The Wechsler Adult Intelligence Scale – 5 (WAIS 5)

The Wechsler Adult Intelligence Scale – 5 (WAIS 5) features ten primary (core) subtests mapped across five distinct cognitive domains: Verbal Comprehension, Visual Spatial, Fluid Reasoning, Working Memory and Processing Speed. FSIQ can be calculated with the seven subtests shown in bold. All ten subtests are required to calculate the full five indices (domains).

Subtest	Primary Index Domain	Core Summary
Similarities	Verbal Comprehension	Measures verbal reasoning and concept formation by identifying shared characteristics between words or concepts.
Vocabulary	Verbal Comprehension	Assesses word knowledge, language development, and acquired verbal knowledge through defining words.
Block Design	Visual Spatial	Evaluates visual-spatial reasoning, spatial analysis, and visual-motor coordination through the replication of geometric designs.
Visual Puzzles	Visual Spatial	Measures visual-spatial reasoning, mental rotation, and the ability to understand part-to-whole relationships.
Matrix Reasoning	Fluid Reasoning	Assesses non-verbal logical reasoning and pattern recognition by identifying missing elements in visual sequences.
Figure Weights	Fluid Reasoning	Measures quantitative reasoning and the ability to identify relationships between visual elements using balance and proportion concepts.
Digit Sequencing	Working Memory	Assesses auditory working memory, attention, and mental manipulation by requiring information to be reordered and recalled.
Running Digits	Working Memory	Measures the ability to update, track, and recall changing auditory information in real time.
Coding	Processing Speed	Evaluates processing speed, visual-motor coordination, attention, and the efficient execution of routine tasks.
Symbol Search	Processing Speed	Measures visual scanning speed, attention to detail, and decision-making efficiency when identifying target symbols.

Assessment

Appearance and Behaviour During Assessment

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, there is an approximate 95% probability that XXXXXXXX's true IQ scores fall within the confidence intervals stated on page 6 overleaf.

XXXXXXXX maintained confident eye contact throughout the assessment. xxx mood and affect were polite and engaged. XXXXXXXX remained attentive and motivated in relation to the tasks presented throughout the assessment. Overall, XXXXXXXX was compliant and responsive to encouragement. xxx made every effort to complete the tasks, maintaining motivation. xxx remained polite when xxx left the testing room.

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 xxx first language.

Cognitive Assessment (IQ) Numerical Results – Full Scale IQ and Indices

Taking these factors into account, there is an approximate 95% probability that XXXXXXXX's true IQ scores fall within the confidence intervals stated below.

Score	IQ	95% Confidence Interval	Percentile	Classification
Full Scale IQ	[redacted]	[redacted]	[redacted]	**Below Average**

1. **XXXXXXXX's Full Scale IQ score** falls at the [redacted]th percentile. This means that %% of individuals in the relevant age-based norm group (..... year olds) would be expected to obtain a higher score.

	Verbal Comprehension	Visual Spatial	Fluid Reasoning	Working Memory	Processing Speed
IQ/Index Scores	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Percentiles	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Confidence Intervals 95%	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

Score	IQ	Classification
Verbal Comprehension	[redacted]	**Below Average**
Visual Spatial	[redacted]	**Below Average**
Fluid Reasoning	[redacted]	**Average**
Working Memory	[redacted]	**Below Average**
Processing Speed	[redacted]	**Below Average**

1. **XXXXXXXX's Verbal Comprehension Index score** falls at the [redacted]th percentile. This indicates that %% of individuals in the relevant age-based norm group (..... year olds) would be expected to obtain a higher score.

2. **XXXXXXXX's Visual Spatial Index score** falls at the [redacted]th percentile. This indicates that %% of individuals in the relevant age-based norm group (..... year olds) would be expected to obtain a higher score.

3. **XXXXXXXX's Fluid Reasoning Index score** falls at the [redacted]th percentile. This indicates that %% of individuals in the relevant age-based norm group (..... year olds) would be expected to obtain a higher score.

4. **XXXXXXXX's Working Memory Index score** falls at the [redacted]th percentile. This indicates that %% of individuals in the relevant age-based norm group (..... year olds) would be expected to obtain a higher score.

5. **XXXXXXXX's Processing Speed Index score** falls at the [redacted]th percentile. This indicates that %% of individuals in the relevant age-based norm group (..... year olds) would be expected to obtain a higher score.

Working With XXXXXXXX

Verbal Comprehension

XXXXXXXX'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 XXXXXXXX'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. XXXXXXXX may very well exhibit problems in responding to verbal and written instruction, appearing distant and unable to comprehend verbal and written information/tasks.

XXXXXXXX may well exhibit problems in relation to:

- More complex letter and word recognition.
- Expressing certain words and ideas.
- Reading speed and fluency.
- General vocabulary skills.

XXXXXXXX:

- 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.

Presenting Written Information:	Difficulty With Reading and Writing:
• Give verbal as well as written instructions. • Highlight salient points in documents. • Give clear concise and direct instructions; do not hint or make assumptions that you have been understood.	• Allow plenty of time to read and complete a task. • Examine other ways of giving the same information to avoid reading. • Discuss presented material with XXXXXXXX, giving summaries and/or key points. • Utilise information prepared in other formats for example diagrams and flowcharts.
Verbal Instructions:	
• Demonstrate and supervise tasks and projects. • Support by writing a plan of action.	

Additionally, XXXXXXXX may demonstrate:

- A tendency to become easily distracted by surroundings.
- Poor attention and listening skills.
- Some word-finding difficulties.
- Difficulty following more complex discussions.

- Difficulty in understanding abstract concepts.
- Poor organisational skills.

Activities to develop XXXXXXXX's verbal comprehension skills could include:

- Reward after completion of task.
- Using yes or no – true or false statements in tasks, goals and objectives.
- Everyday questions about life activities.
- Following a simple instruction sequence for an activity using pictures.
- Time sequence – draw a flow chart of tasks and objectives.

Visual Spatial Reasoning

The Visual Spatial Index (VSI) measures the ability to understand, analyse, and work with visual information. It assesses how well a person can recognise how objects relate to one another in space and mentally manipulate shapes and designs.

People with strong visual-spatial skills can imagine how an object would look if it were rotated, rearranged, or viewed from a different angle. This type of reasoning relies on the ability to create and manipulate mental images in order to solve problems and understand visual patterns.

XXXXXXXX demonstrated a below-average visual-spatial reasoning. This means xxx may experience difficulties organising, interpreting, and mentally manipulating visual information, including shapes, layouts, diagrams, and physical spaces.

In practice, xxx may find it challenging to navigate complex diagrams, understand visual representations of information, or mentally map out timelines and sequences of events. When presented with large volumes of detailed documentation, xxx may become overwhelmed by the layout, lose xxx place within the material, or inadvertently refer to the wrong page or section.

Individuals with reduced visual-spatial reasoning skills often find it difficult to interpret complex visual information, estimate distances or proportions, and mentally visualise how different elements fit together. XXXXXXXX may on occasions process verbal and written information more effectively than visual information and may therefore benefit from information being presented in a structured step by step format.

The following reasonable adjustments may support XXXXXXXX

- Highlight key sections, steps, or documents to improve navigation and reduce the risk of losing track of information.
- Provide extra time for tasks, goals and objectives.
- Divide lengthy documents into smaller, clearly labelled sections and signpost important information to make it easier to locate and follow.

Fluid Reasoning

The Fluid Reasoning Index (FRI) measures a person's ability to think logically, identify patterns, and solve new problems. It reflects the capacity to reason through unfamiliar situations without relying on previously learned information or memorised facts.

This skill is often described as "thinking on your feet" because it requires an individual to analyse new information, recognise underlying rules or relationships, and develop logical solutions. Strong fluid reasoning supports flexible thinking, problem-solving, and the ability to adapt to new challenges.

XXXXXXXX demonstrated an average fluid reasoning profile. This indicates that xxx may demonstrate a standard ability to solve novel problems, identify visual patterns, and think logically without relying on prior knowledge or learned information.

It can be inferred that XXXXXXXX can effectively analyse unfamiliar information, recognise underlying rules, and apply logical thinking to solve new problems at a typical pace. XXXXXXXX may demonstrate an ability to handle day-to-day conceptual tasks and abstract thinking when given structured instructions and adequate context.

xxx non-verbal problem-solving skills fall within the normative range, consequently it is likely xxx will work with moderate effectiveness through due process, but xxx may require structured guidance or extra time when faced with highly complex, multi-layered, or rapidly changing abstract concepts.

The following may assist when working with XXXXXXXX:

- Ground abstract or theoretical concepts in practical, real-world examples to help XXXXXXXX bridge the gap between theory and execution.
- Divide multi-step, novel tasks into smaller, sequential steps rather than presenting a large, ambiguous problem all at once.
- Grant standard, unhurried time when introducing entirely new systems or conceptual frameworks so XXXXXXXX can deduce the underlying rules.
- When pivoting to a new strategy, model the thinking process explicitly before asking XXXXXXXX to apply it independently.

Working Memory

XXXXXXXX's working memory is xxxxxxxxxx. 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 during multi-level tasks.

XXXXXXXX may well need more support in relation to basic arithmetic calculations and in manipulating numbers. xxx may work better with visual information than verbal/written information when under pressure. However, XXXXXXXX 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.
- Not seeing tasks through to completion.
- Frequently losing xxx place in complicated tasks that xxx may eventually abandon.
- Forgetting the content of messages and instructions.

XXXXXXXX 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 xxx mental processing as follows:

- Look out for warning signs of memory overload in XXXXXXXX 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 XXXXXXXX that is crucial to on-going activities.
- Repeat instructions to XXXXXXXX frequently.
- Ask XXXXXXXX to repeat an instruction back to check xxx understanding.
- Allow XXXXXXXX longer response times in verbal and written tasks.
- Reduce the amount of work XXXXXXXX needs to complete in complex tasks, i.e., bite size.
- Focus on quality of productions, rather than quantity.
- Provide copies of visual information relating to tasks, such as visual instructions.

Processing Speed

Processing speed refers to how quickly a person can take in, understand, and respond to simple information. Faster processing speed can make it easier to learn new material, complete tasks efficiently, and manage larger amounts of information.

The Processing Speed Index (PSI) measures how quickly and accurately an individual can focus attention, scan visual information, recognise details, and make decisions. It also requires concentration, persistence, and effective planning.

Performance in this area can be influenced by factors such as motivation, confidence when working under time pressure, and motor coordination.

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

To support both processing speed and working memory, the key instructional strategy for XXXXXXXX should incorporate, as a

primary, the following:

- Allow XXXXXXXX longer response times in more complex tasks and keep any written instruction simple.
- Reduce the amount of work XXXXXXXX needs to complete in complex tasks, i.e., bite size.
- Provide a method of prompting XXXXXXXX to increase time awareness in tasks.
- Make use of brief response formats in development interventions.
- Reduce the number of tasks required to demonstrate competence.
- Monitor the time it takes XXXXXXXX to complete certain tasks to aid adjustments in development interventions.
- Regularly encourage and offer positive feedback to XXXXXXXX in any presented tasks/activities.
- Develop simple action plans and use graphic (pictorial) organisers within these plans.
- Significantly reduce any wider distractions when working with XXXXXXXX.
- Develop incentive regimes for completed tasks.
- When working with XXXXXXXX repeat directions, give gentle reminders and encourage questions.

Opinion

Considerations For Interpreting Low Scores

The descriptions below highlight areas that may require further consideration when a primary subtest score falls within the lower ranges. These descriptions are intended to provide context for the results and should not be interpreted as absolutes or used as standalone conclusions.

Index Scale	Primary Subtest	Possible Interpretation of Low Scores
Verbal Comprehension (VCI)	Similarities	May indicate difficulty in identifying how ideas or concepts are related, understanding abstract concepts, or moving beyond literal interpretations.
	Vocabulary	May indicate limited vocabulary knowledge or challenges expressing word meanings. Performance may also be influenced by language development, educational opportunities, cultural background, or word-retrieval difficulties.
Visual Spatial (VSI)	Block Design	May indicate difficulty in analysing and reproducing visual patterns, integrating visual and motor skills, or working efficiently on timed visual-spatial tasks.
	Visual Puzzles	May indicate difficulty in mentally manipulating shapes, visualising spatial relationships, or solving visual problems without hands-on support.
Fluid Reasoning (FRI)	Matrix Reasoning	May indicate difficulty in identifying visual patterns, recognising relationships, or using abstract reasoning to solve unusual problems.
	Figure Weights	May indicate difficulty in understanding quantitative relationships, balance, proportion, or solving visual reasoning problems involving comparison and logic.
Processing Speed (PSI)	Coding	May indicate slower speed when processing visual information and producing responses, particularly on timed tasks. Performance may also be influenced by attention, visual scanning, motor coordination, or task approach.
	Symbol Search	May indicate difficulty or reduced efficiency in visual scanning, visual discrimination, or making quick decisions when working under time constraints.

SAMPLE QUESTION (1) - How professionals can best ensure that XXXXXXXX understands what is said to xxx, understand how xxx processes information and understand how to work more effectively with xxx through due process.

In relation to XXXXXXXX 's cognitive profile, the following information presentation strategies may assist xxx engagement in due process:

1. Allow extra time for responses to questions, as "word-finding" may decline with xxx borderline profile.
2. Break information into smaller, manageable segments.
3. Discuss one issue at a time, to avoid divided attention between two simultaneous tasks.

4. Provide cues to assist recall rather than expecting spontaneous retrieval of information.
5. Repeat, paraphrase, summarise, and check periodically for accuracy of communication and comprehension.
6. Provide summary notes and information xxx to facilitate later recall. Include key points, decisions to be made, and documents to bring to next meeting. Go through these with xxx.

In relation to how professionals should communicate with XXXXXXXX, the following may prove to be prudent:

- Ask XXXXXXXX to repeat an instruction back to check xxx understanding.
- Allow XXXXXXXX longer response times in tasks, goals and objectives.
- Reduce the amount of work XXXXXXXX needs to complete in complex tasks, i.e., bite size.
- Look out for warning signs of memory overload in XXXXXXXX such as incomplete recall and task abandonment.

Overall, given XXXXXXXX 's confidence interval potential (see numerical analysis), it is likely XXXXXXXX will demonstrate some capability in relation to:

- Communication skills in a complex environment.
- Attention to detail.
- Effective judgment and decision making when working with complex material and/or questioning.
- Negotiation.
- Planning and organising.

Consequently, xxx is likely to have the capability to engage with moderate effectiveness within the due process life cycle. However, XXXXXXXX may need to be given more time to process the information, advice and options presented to xxx. It will also be important to gauge xxx understanding, in xxx own words, of what has been presented to xxx, to ascertain what components of information have been retained and understood.

Given XXXXXXXX 's borderline verbal IQ, comprehension monitoring, and checking xxx understanding of more complex material, tasks and objectives through questioning may on occasions be important. Planning activity around complex tasks and objectives may need to be closely managed to both motivate and check understanding of prioritisation. xxx is likely to work better with visual information than verbal/written information when under pressure.

SAMPLE QUESTION (2) Does XXXXXXXX require any assistance through due process? Specifically, does xxx require an intermediary?

XXXXXXXX should learn and adapt well in relation to instructional tasks presented, if given sufficient motivation support.

It could be inferred xxx will remain motivated and committed when trying to understand new information.

XXXXXXXX should learn and adapt well in relation to instructions given. On occasions, xxx may take more time to make more complex decisions when under pressure.

Where difficulty does arise, the following may assist and drive motivation and effective involvement in due process:

1. Begin any interview with simple questions requiring brief responses to assess XXXXXXXX's understanding and optimal pace.

2. Conduct business at a slower pace to allow XXXXXXXX to process and digest information.
3. Break information into smaller, manageable segments.
4. Provide summary notes and information to facilitate later recall. Include key points, decisions to be made, and documents to bring to next meeting.

Instructions: Ensure that all components of the instructional routine are well understood – that is, become "background information" – so that XXXXXXXX can focus on the new, to-be-learned information.
Verification: Verify that XXXXXXXX has understood instructions or other information before proceeding to new information. Verification may include asking XXXXXXXX to repeat instructions or summarise new information.

In general terms, and in relation to XXXXXXXX 's cognitive profile, the following may further assist:

- Use either/or questions rather than yes/no questions. This leads to improved understanding through choice.
- Ask XXXXXXXX to repeat back instructions in xxx own words.
- Help XXXXXXXX think of examples from xxx own experience that connect to what you are exploring.

Understanding information given in the context of proceedings:

Based on the cognitive assessment it could be argued that XXXXXXXX is likely to have a moderate capability to assimilate and act on advice and instruction given.

However, it is likely xxx will require some support in relation to:

- Communication skills in a complex environment.
- Detail attention.
- Effective judgment and decision making when working with material and/or questioning.

The following may well assist XXXXXXXX:

1. Do not move on to another question too quickly. If there is no response, try rephrasing the question.
2. Use the same words consistently in questions. Ensure there is a shared understanding of key concepts and phrases.
3. Use unambiguous language - avoid metaphors and figures of speech.
4. Ask short, simple questions, one idea at a time.

Examining XXXXXXXX 's profile against Gateway guidelines it could be inferred that consideration of the following may be prudent:

- Monitor when XXXXXXXX is at peak performance, i.e., AM/PM, this may allow appropriate times for questioning.
- Key issues to be mapped and covered in advance to assist xxx working memory.
- Use of communication aids, i.e., maps, procedure at court to assist.
- Consideration of language, above.
- Calm interactions.
- Exploring XXXXXXXX 's preferences in respect of additional measures, i.e., break out room and need for breaks.
- Agree how any unscheduled breaks might be managed should XXXXXXXX become overwhelmed within hearings.

Overall, it could be argued that XXXXXXXX should be able to operate within due process with some effectiveness.

And, given xxx profile confidence interval ranges, XXXXXXXX may demonstrate the following:

- xxx is likely to work moderately efficiently with *simple* written or verbal information.
- xxx is likely to listen to and understand some instructions presented to xxx.
- It could be inferred xxx will mostly remain motivated and committed when trying to understand new information.
- It could be argued XXXXXXXX may be reasonably fluent and automatic with verbal instruction.
- Finally, xxx should learn and adapt reasonably well in relation to instructions given in goals and objectives.

Consequently, XXXXXXXX should not require intermediary support, the reasonable adjustments contained in this report should be sufficient to support xxx.

If participation is deemed to be an issue and this cannot be compensated for by the reasonable adjustments identified *(either evidenced interactional, derived from cognitive assessment or logistical derived from statutory guidelines- Advocates Gateway)* an intermediary assessment may prove a prudent course of action.

This consequent action would then need to evidence step changes over and above what has been advised in this report in areas such as rapport, communication style and approach by all parties in addition to creating noticeable improvements in understanding within proceedings. Further, with a view to improving the quality (completeness, accuracy, coherence) of litigation participation.

Ancillary Analysis

The WAIS-5 primary index scales and Full-Scale IQ (FSIQ**)** provided a complete and valid representation of the examinee's cognitive profile. Because there was no indication or history of a specific learning disability, the administration of ancillary index scales was not required for further learning and adaptation clarification.

Mike Crimes – Professional Narrative

Mike Crimes is a Principal Business Psychologist and founding partner of Os2i. Listed on the UK leading specialist register across four global areas of Occupational Psychology since 1999, he is also a Certified Principal Business Psychologist, Member of the Health Care Professions Council and Associate Fellow of the British Psychological Society. He is also the author of ADEPT® – Assessment and Development Event Portfolio for Talent.

He brings extensive expertise in culturally fair psychometric assessment, with significant expertise in neurodivergence. He has applied this knowledge across the sociolegal sector for the last sixteen years. His work is particularly relevant to cognitive assessments, profiling an individual's full cognitive architecture and commenting on reasonable interactional adjustments in terms of supporting a person through the socio-litigation life cycle.

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

In a previous life he spent more than seven years as Head of Occupational Psychology Services for the Carlisle Group, where he also served as Principal Consultant for Psychometrics across the business group. From this point and throughout his career he has been developing approaches to workplace neurodiversity and inclusion, with a focus on environmental and cultural fit.

Mike also has over twenty years' experience in OD, team and departmental performance across central government and FTSE 100 companies. Within these settings, he has acted as a senior business partner and thought leader, applying psychometric and assessment practice to support measurable performance outcomes.

APPENDIX - Cognitive Assessment Caveat

In the context of Family Law cases under the Public Law Outline a cognitive assessment is categorially not about *PASS or FAIL.*

It not about grading intelligence rather identifying where a person is within a standardised spectrum, i.e. Extremely Low, Very Low, Below Average, Average, Above Average, Very High, Extremely High.

The multiple purposes of a cognitive assessment include looking at information processing capability, memory, visual spatial reasoning and logic and level of language understanding.

Key reporting goals include identifying a parent's cognitive strengths and weaknesses, or where the parent may have learning or processing difficulties. Consequently, the cognitive assessment report can provide advice on what development interventions are necessary, determining the parents' key needs in terms of support when working with that parent on a day to day basis.

It is used so professionals can adapt their approaches when working with that person, it is not used to disqualify a parent in terms of paternal or maternal competence.

It might ensure for example social workers use simple language, visual aids, or extra time if needed, and creates developmental methods that match the parents' unique learning style. Most importantly it ensures that the parent understands any due legal process intervention and enables support decision-making to be made across the due process life cycle: i.e., does the person need advocacy support in the form of an intermediary or do they need specialist support in any due parenting assessment in the form of an adaptive framework, i.e. CUBAS or *ParentAssess.*

Consequently, it ensures the parent fully understands the full due process life cycle and can participate fairly though it.

For professional enquiries, Mike Crimes may be contacted through Os2i.

Please feel free to connect via LinkedIN.

www.Os2i.org

END