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# Psychological Assessment Report For Students

## Student Information:

Name: Jane Smith

Age: 16

Grade: 11th

School: Springfield High School

Date of Evaluation: [Date]

Evaluator: [Your Name], School Psychologist

## Reason for Referral:


Jane was referred to by her teachers due to concerns regarding her academic performance and noticeable changes in her behavior, including withdrawal from peers and decreased participation in class.

## Assessment Instruments Used:

- Clinical Interview with the student
- Observations in the classroom setting
- Wechsler Intelligence Scale for Children (WISC-V)
- Beck Youth Inventories
- Teacher and Parent Behavioral Checklists

## Background Information:

An interview with Jane and her parents, along with a review of her academic records, revealed that Jane has been experiencing academic difficulties for the past year.



Teachers reported a decline in her grades and participation. Jane's parents have observed her spending more time alone in her room.

**Behavioral Observations:**

During the assessment, Jane was cooperative but appeared reserved and hesitant to talk about herself. She engaged more openly when discussing non-personal topics, such as her interests in art.

**Test Results:**


- **WISC-V:** Jane's overall IQ score is in the average range, with relative strengths in verbal comprehension and weaknesses in processing speed.
- **Beck Youth Inventories:** Indicated moderate levels of depression and anxiety.
- **Teacher and Parent Behavioral Checklists:** Both sources noted concerns with attention and withdrawn behaviors.

**Summary of Findings:**

Jane's academic struggles appear to be related to her emotional state, with test findings suggesting moderate levels of anxiety and depression. These emotional challenges, coupled with her slower processing speed, seem to contribute to her difficulties in maintaining attention and engagement in schoolwork and social interactions.

**Recommendations:**

1. **Counseling Services:** It is recommended that Jane receive individual counseling to address her symptoms of depression and anxiety. This could include cognitive-behavioral therapy techniques aimed at improving her mood and anxiety levels.
2. **Learning Support:** Given her processing speed challenges, Jane may benefit from accommodations such as extended time on tests and assignments to help alleviate academic pressure.

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3. **Social Skills Group:** Participation in a social skills group could help Jane develop strategies for initiating and maintaining peer relationships, thereby reducing her feelings of isolation.
  4. **Parent and Teacher Collaboration:** Encourage regular communication between Jane's parents and teachers to monitor her progress and adjust interventions as needed. A team approach will be crucial for Jane's success.

**Conclusion:**

Jane is a 16-year-old student facing academic and social challenges likely influenced by underlying emotional difficulties. With appropriate interventions focusing on her mental health and learning needs, along with supportive engagement from her family and school, Jane has the potential to overcome these barriers and achieve her academic and social goals.