

INDIVIDUALIZED TRAIT ANALYSIS FOR ED SOWERS

COMPREHENSIVE REPORT

NAME: ED SOWERS	ADDRESS : 4246 W. PINE DALLAS, TX 75209
SOCIAL SECURITY # : 460-20-3056	TELEPHONE: 214/350-9669
DATE OF BIRTH : 1/28/1990	CONTACT:
DATE OF EVALUATION: 2/28/2010	
HEIGHT: 5/9 AGE: 20 yrs/ 1 mos	
WEIGHT: 185 SEX: M	
HAND PREFERENCE : R	
EVALUATOR(S): ERNIE EVALUATOR	PREPARED FOR: PUBLIC SCHOOL ISD DALLAS, TX

Over 60 traits/behaviors can be scored with this program. Some of these are based on empirical study and others on experience of experts in this area. As with all test data, care must be taken in interpretation of these results.

SUMMARY OF ED SOWERS' COMPUTERIZED TRAIT ANALYSIS

ED's predicted level of vocational functioning is within the HIGH EXTENDED WORK TRAINING/ADVANCED PREVOCATIONAL range  $\{(SFVCS+FTA)/2 = 61.4\}$ . This vocational program level is described as "Adjustment or prevocational services in preparation for special community employment are emphasized at this level. A variety of work placement options are available. Job development time and on-site intervention to maintain placement are required, but total "fade out" can occur. Some accommodation/job site modification may be necessary. Individual placement is preferred. Improved academic abilities enhance a variety of specific work tasks. Increased community independence and social adjustment make individuals at this level prime candidates for supported work." The Standard Score range for this vocational level is 59.5 to 71.4.

ED's predicted residential level is within the GROUP HOME/MINIMAL SUPPORT range, which is described as "More than 2 but less than 24 hour support required; some supervision needed in matters of daily living. Most are placed in community work settings (some with support); some independent social activities (such as dating) and use of community resources (bus, rec center, library, etc.) may be possible." The Standard Score range for this residential level is 59.5 to 69.9.

ED's AVERAGE FACTOR STANDARD SCORE for all factors measured is 58.8.

Standard Score Range for the General Population:  
greater than 115.....above average  
85 to 115.....average  
less than 85.....below average

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PROGRAMMING PRIORITIES  
\*\* \*\* \*\* \*\* \*\*

The present analysis indicates that program planning for ED should include the following factors listed in order of remediation/accommodation priority:

Priority:	Std Score:	Factor:
1st	39	Emotional/Behavioral
2nd	50	Sensory
3rd	63	Motor
4th	70	Intellectual
5th	72	Coping/Adaptive Behavior

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RELATIVE STRENGTHS  
\*\*\* \*\* \*\* \*\*\*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\*\*\*

Strengths relative to the individual's average level of functioning which may be considered in programming or placement were observed in the following areas: (strengths are defined as those traits with STD Scores 7.5 points or more above the individual's average factor standard score)

COPING/ADAPTIVE BEHAVIOR FACTOR

- STD = 107 \*\* Basic Concepts: Knowledge and understanding of basic concepts related to following educational or vocational instructions, learning and performance
- STD = 107 \*\* Functional Signs: Ability to translate symbolic and written signs into meaningful information
- STD = 90 \*\* Domestic: Experience and familiarity with materials, implements and operations in independent living situations
- STD = 85 \*\* Tools: Knowledge, understanding and/or use of specific tools related to prevocational and vocational functioning
- STD = 81 \* Public Services: Capacity to identify and use public services available in the community
- STD = 76 \* Health & Safety: Capacity to maintain personal hygiene, follow good health practices and understand first aid and safety procedures
- STD = 75 \* Time: Ability to tell time and to understand time-related information
- STD = 75 \* Monetary: Knowledge and skills related to money and transactions involving money

INTELLECTUAL FACTOR

- STD = 77 \* Planning/Predicting Behavioral Outcomes
- STD = 76 \* Understanding Verbal Meanings and Verbal Concept Formation
- STD = 73 \* Discrimination of Essential/Non-Essential Visual Information
- STD = 73 \* Language Usage and Communication Ability
- STD = 71 \* Abstract Reasoning
- STD = 70 \* Social Awareness, Judgment and Practical Knowledge
- STD = 70 \* Education and Cultural Assimilation
- STD = 69 \* Long Term Memory
- STD = 68 \* Attention and Concentration
- STD = 68 \* Visuo-Spatial Concept Formation

MOTOR FACTOR

- STD = 92 \*\* Slow, Controlled Fine Movements
- STD = 86 \*\* Bimanual Speed and Coordination
- STD = 85 \*\* Right Upper Body Coordination
- STD = 82 \* Left Upper Body Coordination
- STD = 77 \* Coord. of Upper Body W/Eyes Closed
- STD = 75 \* Lower Body Strength
- STD = 74 \* Right Fine Motor Speed

\*\*\* Above average when compared with the general population  
\*\* Average when compared with the general population  
\* Below average when compared with the general population

STD = 72 \* Left Fine Motor Speed

SENSORY FACTOR

STD = 70 \* Configuration Discrimination - Discriminating differences among objects based on the spatial orientation and relative location of object parts using active touch and visual recognition senses

\*\*\* Above average when compared with the general population

\*\* Average when compared with the general population

\* Below average when compared with the general population

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RELATIVE WEAKNESSES  
\*\*\* \*\* \*\* \*\*\*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\*\*\* \*\* \*\* \*\*\*\* \*\* \*\*\*\* \*\* \*\*\*\*

Weaknesses relative to the individual's average level of functioning which may require specific programming remediation, accommodation and/or placement consideration were observed in the following areas:  
(weaknesses are defined as those traits with STD Scores 7.5 points or more below the individual's average factor standard score)

EMOTIONAL/BEHAVIORAL FACTOR

STD = 25 \* Anxiety: Nervous and anxious in normal situations  
STD = 31 \* Self-Concept: Self-doubt, dependent, clinging  
STD = 45 \* Impulsivity: Impulsive, easily distracted, overreacts  
---> Specific behaviors in need of program intervention <---  
> are listed in the Detailed Factor Analysis. <

SENSORY FACTOR

STD = 44 \* Size Discrimination - Discriminating among objects of different size using active touch and visual recognition senses  
STD = 49 \* Linear Relationships - Linear analysis and judgement of distances  
STD = 50 \* Left side exploratory and investigative touch and movement senses using the left hand and fingers

MOTOR FACTOR

STD = 28 \* Left Upper Body Strength  
STD = 29 \* Lower Body Coordination  
STD = 31 \* Right Upper Body Strength  
STD = 41 \* Balance With Eyes Open  
STD = 43 \* Left Side Balance  
STD = 45 \* Right Side Balance

INTELLECTUAL FACTOR

Recorded performances on this factor were either strengths or consistent with the overall level of functioning.

COPING/ADAPTIVE BEHAVIOR FACTOR

Recorded performances on this factor were either strengths or consistent with the overall level of functioning.

---> Specific behaviors in need of program intervention <---  
> are listed in the Detailed Factor Analysis. <

\*\*\* Above average when compared with the general population  
\*\* Average when compared with the general population  
\* Below average when compared with the general population

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ACADEMIC ACHIEVEMENT

ED's academic results appear consistent with other scores.

APPROACH TO TRAINING

The Verbal-Instructional approach to training appears to be the most appropriate for ED.

NOTE:

Over 60 traits/behaviors can be scored with this program depending on available data. This Summary Report lists as strengths only those traits which are one half a standard deviation (7.5 STD score points) above the average factor standard score, and as weaknesses those traits which are one half a standard deviation (7.5 STD score points) below the average factor standard score. For a complete list of those traits/behaviors which are consistent with the average factor standard score, see the Detailed Factor Analysis.

INTELLECTUAL/ACADEMIC ACHIEVEMENT PROFILE

MEASUREMENT	STD	25	40	55	70	85	100	115	130
Wechsler FSIQ	66	:.....:.....:...			#				
Wechsler VIQ	68	:.....:.....:...			#				
Wechsler PIQ	68	:.....:.....:...			#				
PPVT-R	75	:.....:.....:.....:..#							
Academic Achievement									
Reading Recognition	63	:.....:.....:..#							
Reading Comprehension	NA	:							
Spelling	59	:.....:.....:..#							
Arithmetic Computation	61	:.....:.....:..#							
AVG STD SCORE, ALL FACTORS	59	SP mean ->!				!<- GP mean			
PREDICTED VOCATIONAL LEVEL		:.....:.....:..###							
		Daycare	^---	^			^--	^	Semi-Skill
		Work Activity	^---	^			^--	^	Skilled
			Extended	^--^	^---	^			^----->
SP is Special Population Mean			Transitional	^---	^				Technical/
GP is General Population Mean									Professional

ED SOWERS's predicted level of vocational functioning is HIGH EXTENDED WORK TRAINING/ADVANCED PREVOCATIONAL (standard score range = 59.5 - 71.4).

His average standard score (STD) for all behaviors measured is 58.8. For the INTELLECTUAL FACTOR, his standard score is 70, which is 2.0 standard deviations below the average for the general population.

In priority ranking for program planning (either remediation or accommodation), the INTELLECTUAL FACTOR ranks 4th.

PROFILE OF COGNITIVE FUNCTIONING AND INFORMATION PROCESSING

55	70	85	100	115	130	145	
:...#	:.....	:.....	!.....	:.....	:.....	:.....	1. Attention and Concentration
:...#	:.....	:.....	!.....	:.....	:.....	:.....	2. Visual Information Discrimination
:..#	:.....	:.....	!.....	:.....	:.....	:.....	3. Visual Perceptual Organization
:.#	:.....	:.....	!.....	:.....	:.....	:.....	4. Immediate Recall and Short Term Memory
:...#	:.....	:.....	!.....	:.....	:.....	:.....	5. Long Term Memory
:...#	:.....	:.....	!.....	:.....	:.....	:.....	6. Rote Learning Ability
:...#	:.....	:.....	!.....	:.....	:.....	:.....	7. Understanding Verbal Meanings
:...#	:.....	:.....	!.....	:.....	:.....	:.....	8. Visuo-Spatial Concept Formation
:...#	:.....	:.....	!.....	:.....	:.....	:.....	9. Abstract Reasoning
:...#	:.....	:.....	!.....	:.....	:.....	:.....	10. Planning/Predicting Behavioral Outcomes
:...#	:.....	:.....	!.....	:.....	:.....	:.....	11. Language Usage and Communication Ability
:..#	:.....	:.....	!.....	:.....	:.....	:.....	12. Number Concepts and Arithmetic Reasoning
:...#	:.....	:.....	!.....	:.....	:.....	:.....	13. Social Awareness and Judgment
:...#	:.....	:.....	!.....	:.....	:.....	:.....	14. Education and Cultural Assimilation

INTELLECTUAL FACTOR

General intellectual functions listed in descending order are:

STD = 68 \* Verbal Knowledge, Learning and General Language Abilities  
STD = 68 \* Visuo-Spatial (Image Oriented) Learning, Performance and  
Problem Solving Abilities  
STD = 68 \* Verbal Receptive Language and Word Recognition Abilities  
STD = 66 \* General Knowledge, Learning and Problem Solving Abilities

Academic achievement scores listed in descending order are:

STD = 63 \* Reading Recognition  
STD = 61 \* Arithmetic Computation  
STD = 59 \* Spelling  
STD = NA Reading Comprehension

ANALYSIS OF INTELLECTUAL FUNCTIONING AND INFORMATION PROCESSING TRAITS

Intellectual strengths and weaknesses are determined by comparison to ED's intellectual factor standard score (STD) of 70. Individual strengths and weaknesses are listed in descending order. Standard scores (STD) (mean of 100; standard deviation of 15) are for each intellectual trait.

The following intellectual traits are within 15 STD score points (+/- 1 SD) of ED's intellectual factor score of 70.

STD = 77 \* Planning/Predicting Behavioral Outcomes  
STD = 76 \* Understanding Verbal Meanings and Verbal Concept Formation  
STD = 73 \* Discrimination of Essential/Non-Essential Visual Information  
STD = 73 \* Language Usage and Communication Ability  
STD = 71 \* Abstract Reasoning  
STD = 70 \* Social Awareness, Judgment and Practical Knowledge  
STD = 70 \* Education and Cultural Assimilation  
STD = 69 \* Long Term Memory  
STD = 68 \* Attention and Concentration  
STD = 68 \* Visuo-Spatial Concept Formation  
STD = 66 \* Rote Learning Ability  
STD = 65 \* Visual Perceptual Organization  
STD = 64 \* Number Concepts and Arithmetic Reasoning  
STD = 60 \* Immediate Recall and Short Term Memory

\*\*\* Above average when compared with the general population  
\*\* Average when compared with the general population  
\* Below average when compared with the general population



SENSORY FACTOR PROFILE

MEASUREMENT	Raw	STD	25	40	55	70	85	100	115	130
BVMGT	16	42	:...: #	:	:	:	:	:	:	:
HVDT, Right	25	63	:...: #	:	:	:	:	:	:	:
HVDT, Left	22	50	:...: #	:	:	:	:	:	:	:
			SP mean ->!				!<- GP mean			
AVG STD SCORE, ALL FACTORS		59	:...: #	:	:	:	:	:	:	:
PREDICTED VOCATIONAL LEVEL			:...: #	:	:	:	:	:	:	:
			Daycare	Extended			Semi-Skill			
			Work Activity	Transitional			Skilled			
									Technical/	Professional

ED SOWERS's predicted level of vocational functioning is HIGH EXTENDED WORK TRAINING/ADVANCED PREVOCATIONAL (standard score range = 59.5 - 71.4).

His average standard score (STD) for all behaviors measured is 58.8. For the SENSORY FACTOR, his standard score is 50, which is 3.3 standard deviations below the average for the general population.

In priority ranking for program planning (either remediation or accommodation), the SENSORY FACTOR ranks 2nd.

PROFILE OF SENSORY TRAITS

25	40	55	70	85	100	115	130	
:...: #	:	:	:	:	:	:	:	1. Eye-Hand Coordination
:...: #	:	:	:	:	:	:	:	2. Right Investigative Touch
:...: #	:	:	:	:	:	:	:	3. Left Investigative Touch
:...: #	:	:	:	:	:	:	:	4. Shape Discrimination
:...: #	:	:	:	:	:	:	:	5. Size Discrimination
:...: #	:	:	:	:	:	:	:	6. Texture Discrimination
:...: #	:	:	:	:	:	:	:	7. Configuration Discrimination
:...: #	:	:	:	:	:	:	:	8. Spatial Relationships
:...: #	:	:	:	:	:	:	:	9. Linear Analysis/Distance Judgement

APPROACHES TO TRAINING

	25	40	55	70	85	100	115	130
General	:...: #	:	:	:	:	:	:	:
Verbal	:...: #	:	:	:	:	:	:	:
Modeling	:...: #	:	:	:	:	:	:	:
Hands-On; Practice	:...: #	:	:	:	:	:	:	:

ANALYSIS OF SENSORY TRAITS

Sensory strengths and weaknesses are determined by comparison to ED's sensory factor standard score (STD) of 50. Individual strengths and weaknesses are listed in descending order. Standard scores (STD) (mean of 100; standard deviation of 15) are for each sensory trait.

ED's strengths in this factor listed in descending order are:

STD = 70 \* Configuration Discrimination - Discriminating differences among objects based on the spatial orientation and relative location of object parts using active touch and visual recognition senses

The following sensory traits are within 15 STD score points (+/- 1 SD) of ED's sensory factor score of 50.

STD = 63 \* Right side exploratory and investigative touch and movement senses using the right hand and fingers  
STD = 63 \* Shape Discrimination - Discriminating among objects of different shape using active touch and visual recognition senses  
STD = 62 \* Texture Discrimination - Discriminating among objects of different material, grade or texture using active touch and visual recognition senses  
STD = 60 \* Spatial Relationships - Understanding the relationships of objects to each other in space; spatial organization  
STD = 54 \* Eye-hand coordination using visual, movement and body position senses to make coordinated fine motor movements  
STD = 50 \* Left side exploratory and investigative touch and movement senses using the left hand and fingers  
STD = 49 \* Linear Relationships - Linear analysis and judgement of distances  
STD = 44 \* Size Discrimination - Discriminating among objects of different size using active touch and visual recognition senses

\*\*\* Above average when compared with the general population

\*\* Average when compared with the general population

\* Below average when compared with the general population

RESPONSES TO TRAINING APPROACHES

The individual's rate of task acquisition in response to a particular training approach is estimated for three separate training modes: verbal, modeling and hands-on. An estimate of the individual's general rate of response or "learning rate" is also given.

STD = 64 \* Training Time to Task Acquisition Using Verbal-  
Instructional Approaches  
STD = 62 \* Training Time to Task Acquisition - General  
STD = 58 \* Training Time to Task Acquisition Using Visual-  
Demonstrations and/or Modeling Approaches  
STD = 57 \* Training Time to Task Acquisition Using Kinesthetic-  
Demonstration Approaches

\*\*\* Above average when compared with the general population  
\*\* Average when compared with the general population  
\* Below average when compared with the general population

MOTOR FACTOR PROFILE

MEASUREMENT	Raw	STD	25	40	55	70	85	100	115	130
MAND Fine	368	78	:.....:.....:.....:..#							
MAND Gross	177	52	:.....:.....:#:							
MAND Total	545	63	:.....:.....:..#							
			SP mean ->!				!<- GP mean			
AVG STD SCORE, ALL FACTORS	59	:.....:.....:#								
PREDICTED VOCATIONAL LEVEL	:.....:.....:####									
			Daycare ^---^		^--^ Semi-Skill					
			Work Activity ^---^		^--^ Skilled					
			Extended ^---^		^----->					
			Transitional ^---^		Technical/					
					Professional					

ED SOWERS's predicted level of vocational functioning is HIGH EXTENDED WORK TRAINING/ADVANCED PREVOCATIONAL (standard score range = 59.5 - 71.4).

His average standard score (STD) for all behaviors measured is 58.8. For the MOTOR FACTOR, his standard score is 63, which is 2.5 standard deviations below the average for the general population.

In priority ranking for program planning (either remediation or accommodation), the MOTOR FACTOR ranks 3rd.

PROFILE OF MOTOR TRAITS

25	40	55	70	85	100	115	130	
:.....:.....:.....:#.....!.....:.....:								1. Right Fine Motor Speed
:.....:.....:.....:#.....!.....:.....:								2. Left Fine Motor Speed
:.....:.....:.....:#.....!.....:.....:								3. Bimanual Speed and Coordination
:.....:.....:.....:#.....!.....:.....:								4. Right Upper Body Coordination
:.....:.....:.....:#.....!.....:.....:								5. Left Upper Body Coordination
:#.....:.....:.....:.....!.....:.....:								6. Lower Body Coordination
:.....#.....:.....:.....!.....:.....:								7. Balance With Eyes Open
:.....:.....#.....:.....:.....!.....:.....:								8. Balance With Eyes Closed
:.....:.....#.....:.....:.....!.....:.....:								9. Right Side Balance
:.....:.....#.....:.....:.....!.....:.....:								10. Left Side Balance
:.....:.....:.....:.....#.....!.....:.....:								11. Coord. of Upper Body W/Eyes Closed
:#.....:.....:.....:.....!.....:.....:								12. Right Upper Body Strength
:#.....:.....:.....:.....!.....:.....:								13. Left Upper Body Strength
:.....:.....:.....:.....#.....!.....:.....:								14. Lower Body Strength
:.....:.....:.....:.....#.....!.....:.....:								15. Slow, Controlled Fine Movements

ANALYSIS OF MOTOR TRAITS

Motor strengths and weaknesses are determined by comparison to ED's motor factor standard score (STD) of 63. Individual strengths and weaknesses are listed in descending order. Standard scores (STD) (mean of 100; standard deviation of 15) are for each motor trait.

ED's strengths in this factor listed in descending order are:

STD = 92 \*\* Slow, Controlled Fine Movements  
STD = 86 \*\* Bimanual Speed and Coordination  
STD = 85 \*\* Right Upper Body Coordination  
STD = 82 \* Left Upper Body Coordination

The following motor traits are within 15 STD score points (+/- 1 SD) of ED's motor factor score of 63.

STD = 77 \* Coord. of Upper Body W/Eyes Closed  
STD = 75 \* Lower Body Strength  
STD = 74 \* Right Fine Motor Speed  
STD = 72 \* Left Fine Motor Speed  
STD = 53 \* Balance With Eyes Closed

ED's weaknesses in this factor include:

STD = 45 \* Right Side Balance  
STD = 43 \* Left Side Balance  
STD = 41 \* Balance With Eyes Open

ED has severe weaknesses in this factor for the following:

STD = 31 \* Right Upper Body Strength  
STD = 29 \* Lower Body Coordination  
STD = 28 \* Left Upper Body Strength

\*\*\* Above average when compared with the general population  
\*\* Average when compared with the general population  
\* Below average when compared with the general population

Suggestions for remediation strategies for identified motor weaknesses may be obtained from the Remedial Motor Training computer report.

EMOTIONAL/BEHAVIORAL FACTOR PROFILE

MEASUREMENT	Raw	STD	25	40	55	70	85	100	115	130
OEI Total	74	39	:...#	:	:	:	:	:	:	:
Impulsivity	16	45	:...:.#	:	:	:	:	:	:	:
Anxiety	21	25	#	:	:	:	:	:	:	:
Depression	7	54	:...:....#	:	:	:	:	:	:	:
Socialization	10	54	:...:....#	:	:	:	:	:	:	:
Self-Concept	20	31	:.#	:	:	:	:	:	:	:
			SP mean ->!				!<- GP mean			
AVG STD SCORE, ALL FACTORS	59		:...:....#	:	:	:	:	:	:	:
PREDICTED VOCATIONAL LEVEL			:...:....:####	:	:	:	:	:	:	:
			Daycare ^----^				^--^ Semi-Skill			
			Work Activity ^----^				^--^ Skilled			
			Extended ^--^^--^				^----->			
SP is Special Population Mean			Transitional ^----^				Technical/			
GP is General Population Mean							Professional			

ED SOWERS's predicted level of vocational functioning is HIGH EXTENDED WORK TRAINING/ADVANCED PREVOCATIONAL (standard score range = 59.5 - 71.4).

His average standard score (STD) for all behaviors measured is 58.8. For the EMOTIONAL/BEHAVIORAL FACTOR, his standard score is 39, which is 4.1 standard deviations below the average for the general population.

In priority ranking for program planning (either remediation or accommodation), the EMOTIONAL/BEHAVIORAL FACTOR ranks 1st.

EMOTIONAL/BEHAVIORAL FACTOR

This factor is measured by the Observational Emotional Inventory (OEI) which reflects the presence of maladaptive or problem behaviors. Since positive adaptive behaviors are not measured, strengths cannot be identified. Standard scores of 70 and above are considered within the normal range for the general population.

ANALYSIS OF EMOTIONAL/BEHAVIORAL TRAITS

Weaknesses at the OEI subtest level are determined by comparing ED's performance in those areas to that of the general population. Standard scores (STD) (mean of 100; standard deviation of 15) are given for each of the OEI subtests and are listed in descending order.

Moderate problems were identified in the following areas:

STD = 54 Depression: Depressed, down-hearted, blue, withdrawn  
STD = 54 Socialization: Problems in interacting & working with others  
STD = 45 Impulsivity: Impulsive, easily distracted, overreacts

Severe problems were identified in the following areas:

STD = 31 Self-Concept: Self-doubt, dependent, clinging  
STD = 25 Anxiety: Nervous and anxious in normal situations

SPECIFIC BEHAVIORS IN NEED OF PROGRAM INTERVENTION

The following maladaptive behaviors have been frequently observed for ED and remedial procedures are indicated. The most frequently observed maladaptive behaviors include:

IMPULSIVITY

Has poor attention; is easily distracted from task  
Moves excessively; fidgets

ANXIETY

Appears irritable, upset and/or vaguely uneasy  
Has difficulty staying on task even when structured  
Shows anxiety by taps, twitches, rocking in seat  
Complains of bodily problems which are not part of an illness

DEPRESSION-WITHDRAWAL

Is too hard on self; self-critical; feels "no good"

SOCIALIZATION

Does not know how to talk with others  
Continues inappropriate behavior after correction

SELF-CONCEPT

Says critical things about self  
Does not see self as an independent person; is dependent  
Has self-expectations which are too high or too low  
Goes along with others too easily; low self-reliance

COPING/ADAPTIVE BEHAVIOR FACTOR PROFILE

MEASUREMENT	Raw	STD	25	40	55	70	85	100	115	130
Behavior Rating Scale	48	61	:.....:..#							
SSSQ Total	173	83	:.....:..#							
Basic Concepts	24	107	:.....:..#							
Functional Signs	24	107	:.....:..#							
Tools	20	85	:.....:..#							
Domestics	19	90	:.....:..#							
Health & Safety	18	76	:.....:..#							
Public Service	19	81	:.....:..#							
Time	16	75	:.....:..#							
Money	19	75	:.....:..#							
Measurements	14	65	:.....:..#							
			SP mean ->!				!<- GP mean			
AVG STD SCORE, ALL FACTORS	59	:.....:..#								
PREDICTED VOCATIONAL LEVEL	:.....:..#####									
			Daycare ^---^				^--^ Semi-Skill			
			Work Activity ^---^				^--^ Skilled			
			Extended ^---^		^---^					
			Transitional ^---^						^-----> Technical/Professional	
SP is Special Population Mean										
GP is General Population Mean										

ED SOWERS's predicted level of vocational functioning is HIGH EXTENDED WORK TRAINING/ADVANCED PREVOCATIONAL (standard score range = 59.5 - 71.4).

His average standard score (STD) for all behaviors measured is 58.8. For the COPING/ADAPTIVE BEHAVIOR FACTOR, his standard score is 72, which is 1.9 standard deviations below the average for the general population.

In priority ranking for program planning (either remediation or accommodation), the COPING/ADAPTIVE BEHAVIOR FACTOR ranks 5th.

COPING/ADAPTIVE BEHAVIOR FACTOR

Adaptive Behavior, measured by the Behavior Rating Scale (BRS) and/or the Street Survival Skills Questionnaire (SSSQ), reflects the individual's ability to function autonomously in a variety of community settings. The BRS and SSSQ include assessments of actual functional skill as well as prerequisite knowledge to skill development. Standard scores of 85 and above are considered to be within the normal range for the general population.



ANALYSIS OF COPING/ADAPTIVE BEHAVIOR TRAITS

STREET SURVIVAL SKILLS QUESTIONNAIRE (SSSQ)

Strengths and weaknesses in the nine categories (subtests) of adaptive behavior are determined by comparison to the individual's overall Coping/Adaptive Behavior Standard Score. Standard scores (STD) (mean of 100; standard deviation of 15) are given for each of the nine categories measured, and are listed in descending order.

Adaptive behavior strengths include these categories:

- STD = 107 \*\* Basic Concepts: Knowledge and understanding of basic concepts related to following educational or vocational instructions, learning and performance
- STD = 107 \*\* Functional Signs: Ability to translate symbolic and written signs into meaningful information
- STD = 90 \*\* Domestics: Experience and familiarity with materials, implements and operations in independent living situations

The following Coping/Adaptive Behavior traits are within 15 STD score points (+/- 1 SD) of ED's Coping/Adaptive Behavior factor score of 72.

- STD = 85 \*\* Tools: Knowledge, understanding and/or use of specific tools related to prevocational and vocational functioning
- STD = 81 \* Public Services: Capacity to identify and use public services available in the community
- STD = 76 \* Health & Safety: Capacity to maintain personal hygiene, follow good health practices and understand first aid and safety procedures
- STD = 75 \* Time: Ability to tell time and to understand time-related information
- STD = 75 \* Monetary: Knowledge and skills related to money and transactions involving money
- STD = 65 \* Measurements: Ability to understand and use temperature, liquid and linear measurements for practical purposes

- \*\*\* Above average when compared with the general population
- \*\* Average when compared with the general population
- \* Below average when compared with the general population

The SSSQ Computer Report provides analysis of strengths and weaknesses in adaptive behavior at the item level with specific page references to the Curriculum Guides for remediation of identified needs.

BEHAVIOR RATING SCALE (BRS)

Specific behaviors which reflect relative strengths include:

- Dressing neatly and appropriately for the situation
- Appropriate eating habits and table manners
- Ability to count
- Being truthful
- Respect for property
- Ability to follow daily schedule

Specific behaviors for which program intervention may be helpful include:

- Ability to tell time
- Ability to recognize and name colors
- Effect on performance and morale of peers

Specific behaviors in need of program intervention include:

- Ability to travel independently
- Ability to handle living arrangements independently
- Physical stamina for lifting, loading or prolonged standing
- Ability to stand up to stressful situations