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NEUROPSYCHOLOGICAL AND AUTISM SPECTRUM DISORDER EVALUATION

CLIENT:

[REDACTED] "Ted" [REDACTED]

DATE OF BIRTH:

[REDACTED]

AGE:

45

DATE OF EVALUATION:

July 16 and 21, August 14,
2026

ABSTRACT: [REDACTED] "Ted" [REDACTED] is a 45 year old man with average verbal intellectual abilities and superior non-verbal, visual spatial skills. Reading abilities, including reading comprehension, were at the advanced college level. Math skills were lower but were still well within the average level. Mr. [REDACTED] was perfectly oriented, attention-concentration was average to above average, speed of information processing was average, visual-motor integration was average, and both receptive and expressive language skills were intact and fully functional for communication. Rate of learning was average, and memory for newly learned information ranged from average for verbal material to superior for visual patterns. Of particular importance, performance on tests of executive functioning ranged from average to superior, with implications for good problem solving skills.

[REDACTED]

[REDACTED]

[illegible]

Domain	Standard Score	Percentile	Grade Equivalent
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Attention-Concentration: In a test emphasizing auditory attention, his performance was above average.

Likewise, on a standardized self-report inventory of symptoms associated with inattention and hyperactivity (CAARS-S:L), his responses were well within the average range for both attention and hyperactivity

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Sensory-Perceptual and Motor Abilities: On a task emphasizing speed, visual scanning, and visual-motor integration, his performance was average.

Language: Both expressive and receptive language skills were intact and fully functional for communication

Memory: The same pattern seen in intellectual testing, with visual skills being stronger than verbal ones, was again present in memory testing.

On a test of verbal learning across repeated trials, his rate of learning was average (Percentile = 34%). After an extended delay, his recall remained average (Percentile = 57%).

In contrast, on a test of visual memory, his delayed recall was superior (Percentile = 92%).

Executive Functioning: Executive functions are those abilities related to problem solving, concept formation, planning and the use of strategies, initiation of behavior, and the use of feedback from the environment to adjust behavior. On a test (WCST) emphasizing the use of feedback from the environment to adjust behavior, his performance was exactly average (Percentile = 50%).

On a related measure (COWAT) emphasizing verbal fluency, divergent thinking, and speed of response, his performance was superior (Percentile = 99%).

On a task emphasizing speed, visual scanning, visual-motor integration, and the rapid alternation of cognitive sets, his performance was average.

Personality and Emotional Functioning: On the Beck Depression Inventory-II, his responses were well within the average range.

On the Minnesota Multiphasic Personality Inventory-2, his responses produced a valid

SUMMARY AND RECOMMENDATIONS:

██████ "Ted" ██████ is a 45 year old man whose visual spatial skills are stronger than his verbal abilities. For example, verbal intellectual abilities were average, while non-verbal, visual spatial skills were superior. Overall intellectual functioning was above average.

Reading abilities, including reading comprehension, were at the advanced college level. Math skills were lower but were still well within the average level. Thus, these results gave no indication of dyslexia or other learning disability.

Mr. ██████ was perfectly oriented, attention-concentration was average to above average, speed of information processing was average, visual-motor integration was average, and both receptive and expressive language skills were intact and fully functional for communication.

He has been previously diagnosed as having Attention Deficit Hyperactivity Disorder (ADHD). However, in this evaluation, neither his responses on a standardized questionnaire nor the results of cognitive testing gave any indication of problems with attention. Approximately two-thirds of the individuals identified during childhood/adolescence as having ADHD grow out of the disorder as young adults, and it may be that he has matured out of the condition.

Rate of learning was average. the same pattern of results seen in intellectual testing, with visual skills being stronger than verbal ones, was again present in memory testing. Memory for newly learned verbal information was average, while memory for visual patterns was superior.

Of particular importance, performance on tests of executive functioning ranged from average to superior, with implications for good skills in planning, decision making, problem solving, and fluid intelligence, that is, the ability to adjust and adapt to new or changing situations.