

**\*NOTE: This is only a template. The information does not represent any real student.**

**Psy 660  
Western Kentucky University  
Confidential Psychological Evaluation**

**Name:** Minnie Mouse  
**Date of Birth:** May 12, 1993  
**Age at Evaluation:** 13 years, 10 months  
**Date of Evaluation:** March 12, 2007  
**Date of Report:** April 4, 2007  
**Examiner:** Snoopy the Dog, B.A.  
**Supervisor:** Frederick Grieve, Ph.D.

**REASON FOR REFERRAL:**

Minnie agreed to a psychological assessment to assist a graduate student in training

**BACKGROUND INFORMATION:**

Minnie is a 13-year-old Caucasian female. She is currently in the seventh grade at Valley Middle School.

**BEHAVIORAL OBSERVATIONS:**

Minnie Mouse was of average height and weight for her age, with a small build. She was casually dressed in a t-shirt, jeans, and tennis shoes. She displayed adequate grooming and hygiene, with her hair neat, and wore no make-up. She displayed good posture and showed no difficulty with ambulation, willingly following the consultant into the examination room. Minnie had good eye contact, displayed a good level of cooperation, and wrote with her right hand. She did not appear to have difficulties with visual/auditory/motor skills, nor were there any indications of hallucinations or delusions. She was oriented x 4. She was reserved and quiet and occasionally asked questions to double-check if she understood the directions. Her attitude was positive and attentive, and she appeared to be concentrating and trying her best. Her motivation for testing appeared to be appropriate, and the test results are considered to be a valid indicator of her psychological functioning.

**TEST ADMINISTERED:**

Behavior Assessment System for Children Second Edition, Parent Rating Scale-Adolescent (BASC-II PRS-A)

## **TEST RESULTS:**

**BASC-II PRS-A:** Minnie's mother completed the BASC-II PRS-A and obtained the following results:

F Index Score (0): The F Index Score indicates that this is a valid profile.

### **Externalizing Problems**

Hyperactivity (T score 86): This scale suggests that Minnie's behavior is pervasive and at a level that will result in significant behavior problems.

Aggression (T score 62): This moderately elevated scale signifies some disruptive behavior that will be of great concern to teachers, parents, and other caregivers.

Conduct Problems (T score 61): This slight elevation is due to factors such as ineffective parenting practices, academic failure, and peer rejection that lead to depressed mood.

### **Internalizing Problems**

Anxiety (T score 60): This moderately elevated scale suggests that Minnie is likely to be taken as a major disappointment, and she is hypersensitive to criticism.

Depression (T score 99): This scale suggests that Minnie is often seen as reserved or introverted, but with some evidence of anxiety and emotional lability. She seldom takes chances; however, appears agitated at times. Mild to moderated problems in relating to other people and in emotional expression are often present at home, at school, and with peers.

Somatization (T score 63): This moderately elevated scale suggests anxiety, internalization, and suppression of feelings, although chronic complaining may be evident.

### **Behavioral Symptoms**

Atypicality (T score 65): This moderate elevation signifies confused thought and a decompensation process.

Withdrawal (T score 62): This scale suggests that Minnie has some difficulty bonding with both peers and adults, which is associated with feeling neglected or rejected by peers.

Attention Problems (T score 60): A slight elevation on this scale suggests an inability to maintain attention and a tendency to be easily distracted from tasks requiring attention.

## **Adaptive Skills**

Adaptability (T score 29): The elevation on this scale suggests a tendency toward negative emotionality and poor emotional self-control.

Social Skills (T score 28): The elevation on this scale indicates a need for social-skills training, such as complimenting others, encouraging others, offering assistance, and saying “please” and “thank you.”

Leadership (T score 33): The slight elevation on this scale suggests a difficulty having many ideas, giving good suggestions, and making decisions easily.

Activities of Daily Living (T score 28): The elevation on this scale indicates difficulty following through or completing simple daily tasks.

Functional Communication (T score 44): WNL

## **Summary**

The BASC is a measure of broad psychopathology for children and adolescents. Minnie’s mother completed the BASC in regards to Minnie’s behaviors. Results of the validity scales indicated that the profile is valid and can be interpreted.

The scores Minnie received due to her mother’s ratings indicate that her Clinical scales are all within the moderately elevated to elevated range. Individuals with similar scores on the Hyperactivity scale exhibit pervasive behavior that will result in significant behavior problems. Individuals with similar scores on the Depression scale reflect feelings of unhappiness, sadness, and stress that may result in an inability to carry out everyday activities or may bring on thoughts of suicide. Similar individuals are often seen as reserved or introverted, but with some evidence of anxiety and emotional lability. They seldom take chances; however, appear agitated at times. Mild to moderated problems in relating to other people and in emotional expression are often present at home, at school, and with peers.

The scores Minnie received due to her mother’s ratings indicate that all of her Adaptive scales, except for Functional Communication, are below the normal range and reveal possible problem areas. Individuals with similar scores have difficulties in performing basic, everyday tasks in an acceptable and safe manner. They have problems with the skills necessary for interacting successfully with peers and adults in home, school, and community settings. Finally, individuals with similar profiles lack the skills associated with accomplishing academic, social, or community goals, including the ability to work with others.

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Snoopy the Dog, B.A.  
Psychology Practicum Student

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Frederick Grieve, Ph.D.  
Supervising Psychologist

### **HYPOTHESES**

1. Minnie may have feelings of unhappiness, sadness, and stress that may result in an inability to carry out everyday activities.
2. Minnie tends to be easily distracted and unable to concentrate more than momentarily.
3. Minnie may have issues with anxiety, internalization, and suppression of feelings.
4. Minnie may feel neglected or rejected by peers.
5. Minnie may have difficulty bonding with both peers and adults.
6. Minnie indicates tendency towards negative emotionality and poor emotional self-control.
7. Minnie has difficulties in performing basic, everyday tasks in an acceptable and safe manner.
8. Minnie has difficulties in working with others.
9. Minnie is reserved or introverted, but displays some evidence of anxiety and emotional lability.
10. Minnie has some difficulty in giving good suggestions and making decisions easily.
11. Minnie has an inability to maintain attention and a tendency to be easily distracted from tasks requiring attention.