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Student Feedback Report

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Student Information

Student name: Sample Client

Student ID: 1010

Gender: Female

Age: 20

School type: Vocational school/Technical college

Year in school: Sophomore

Test date: 07/18/2016

About the KLDA

The Kane Learning Difficulties Assessment (KLDA) is designed to assess perceived strengths and weaknesses in reading, writing, mathematics, listening, concentration, memory, organization, time management, oral presentation, self-control, and anxiety. In other words, it assesses those skills most important to academic success. The KLDA is appropriate for college students ages 17 years and older. The results below can help you understand your learning strengths and weaknesses and determine if you may be in need of further assessment for learning disabilities or attention deficit disorder.

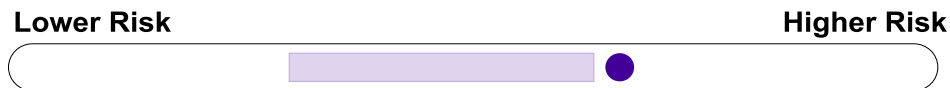
Understanding Your Results

Below are the results of your learning difficulties assessment. These results will help you identify specific learning difficulties that may impact your ability to succeed in college. The results may also highlight areas of strength. A counselor or advisor may be able to help you improve your skills based on these results.

The results below are not a measure of intelligence or indicative of your ability to succeed in college. Your scores are compared to other college students who have also completed the KLDA. Most college students have scores that fall within the shaded “average band” plotted after each scale. Your score is represented by the dot.

Overall Academic Risk

Score: 3.69

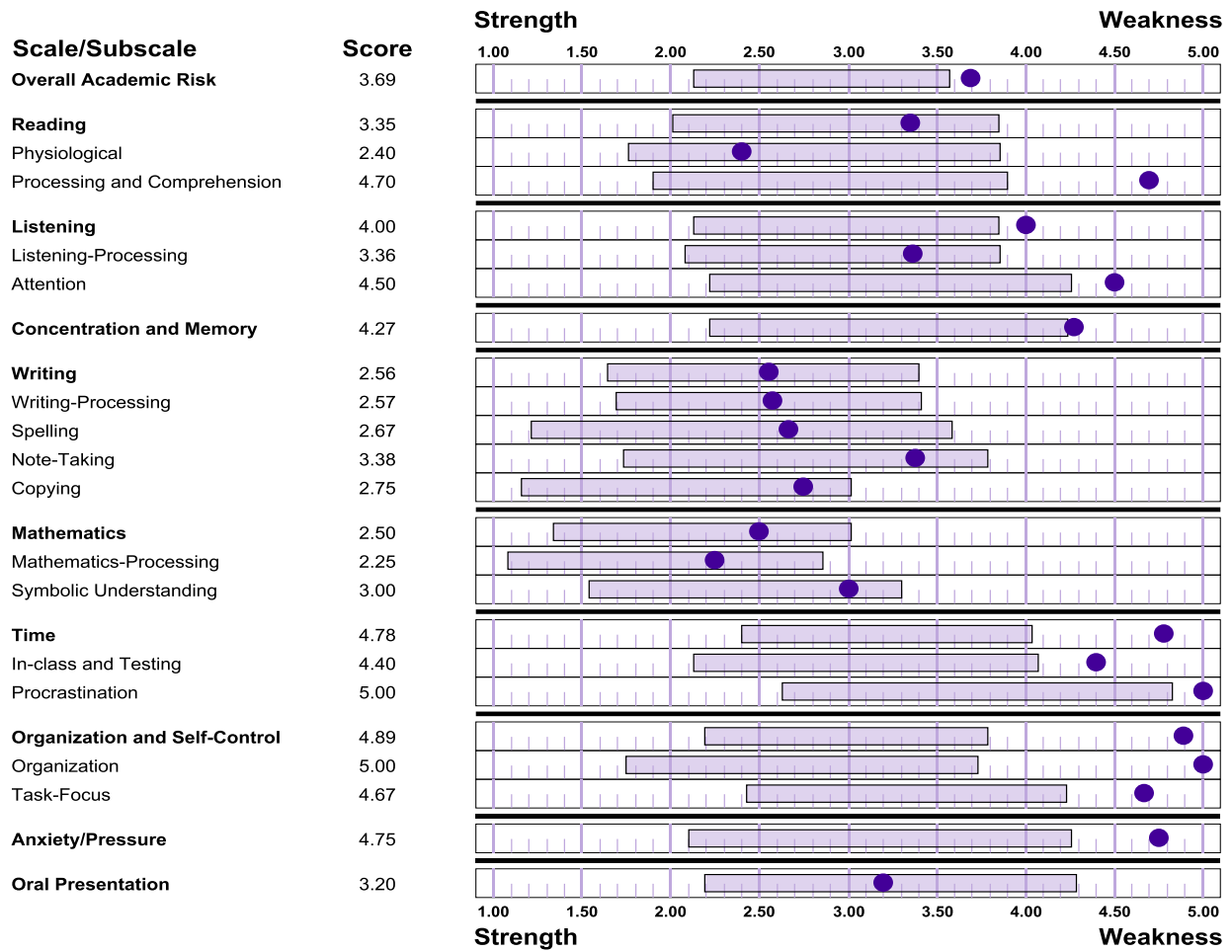


The Overall Academic Risk scale is a summary score of all of the KLDA scales and subscales. Scores range from 1-5 with 5 indicating greater academic risk. Students with scores higher than 3.50, and especially 4.00, may benefit from further assistance.

Your score of 3.69 on the Overall Academic Risk scale is *higher* than the “average band,” which represents possible multiple weaknesses and should be further explored with a counselor, advisor, or teacher. Review the profile in the following section to see your strengths and weaknesses on the KLDA scales and subscales.

Profile of KLDA Scores

The graph below is a visual depiction of your scores on the KLDA. Most college students have scores that fall within the shaded “average band” plotted after each scale and subscale. Your score is represented by the dot.

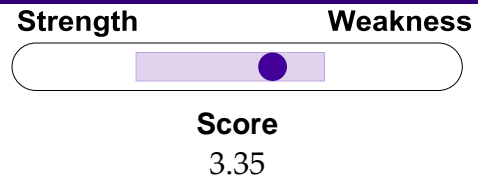


Scales and Subscales

On the following pages, you will find a description of each scale and subscale along with your scores. Scores range from 1-5, with 5 indicating a significant weakness.

Reading Scale

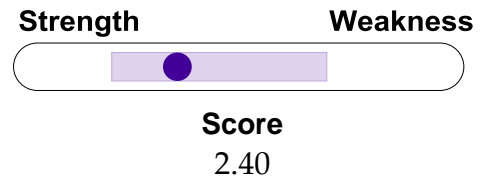
Assesses overall reading difficulties (e.g., “I don’t seem to understand much of what I read”).



Reading Subscales

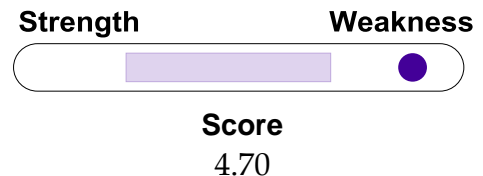
Physiological

Assesses physical aspects of reading (e.g., “I often get headaches from reading”).



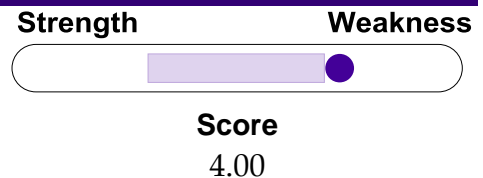
Processing and Comprehension

Assesses reading speed and difficulties understanding written material (e.g., “I have to keep reading the same material over and over before I understand it”).



Listening Scale

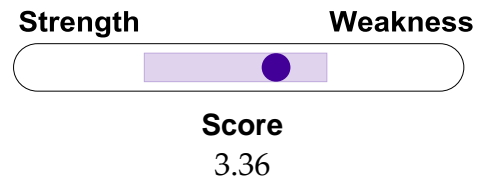
Assesses overall listening difficulties (e.g., “I have a difficult time listening to lectures”).



Listening Subscales

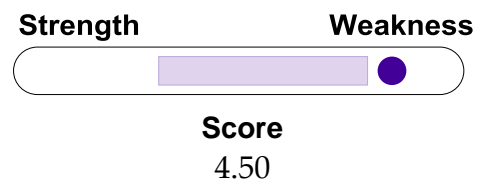
Listening-Processing

Reflects difficulties processing and using auditory information (e.g., “I find myself getting lost during long lectures.”).



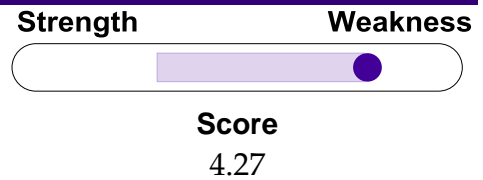
Attention

Assesses difficulties with auditory attention and memory (e.g., “I constantly daydream during class lectures”).



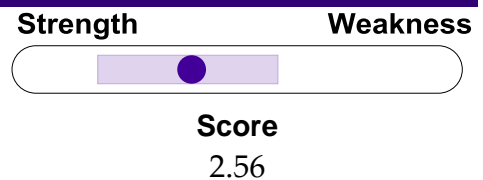
Concentration and Memory Scale

Assesses overall concentration and memory difficulties (e.g., “I often get tired and lose concentration after 10-15 minutes”).



Writing Scale

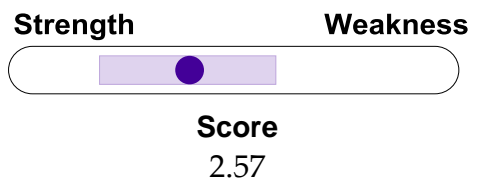
Assesses overall difficulties with writing (e.g., “I don’t get the grades I deserve because of poor writing skills”).



Writing Subscales

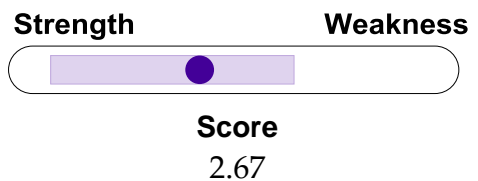
Writing-Processing

Assesses difficulties with grammar, sentence construction, and writing coherent paragraphs (e.g., “Even when I know what I want to write in a paper, I have trouble doing it”).



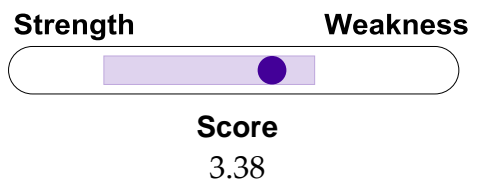
Spelling

Assesses difficulties with spelling (e.g., “I keep making silly spelling mistakes”).



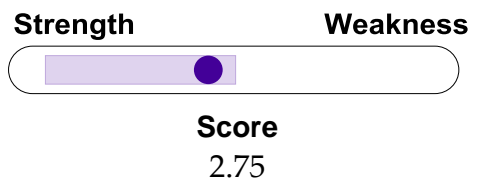
Note-Taking

Assesses taking and organizing class notes (e.g., “It’s hard for me to listen to a lecture and take notes at the same time”).



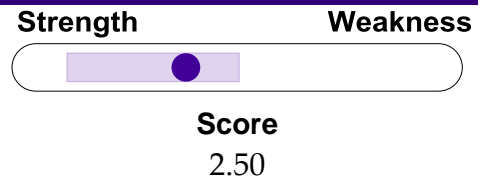
Copying

Assesses difficulties with copying text and graphics (e.g., “I don’t seem to be able to copy things from the blackboard or projector very well”).



Mathematics Scale

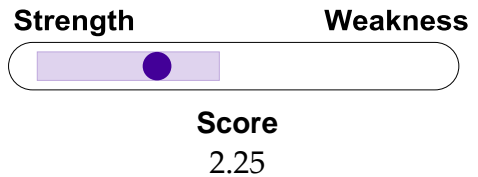
Assesses overall difficulties with math skills (e.g., “Most of the concepts or ideas in math don’t make sense to me”).



Mathematics Subscales

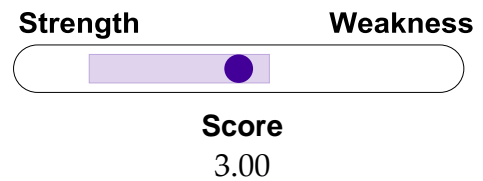
Mathematics-Processing

Assesses difficulties performing math computations and using formulas (e.g. “Understanding algebraic formulas is much more difficult for me than for other people”).



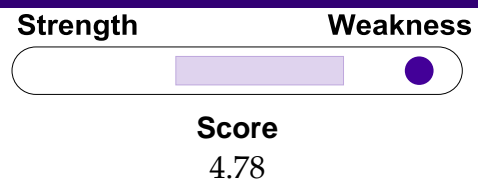
Symbolic Understanding

Assesses difficulties with understanding and applying math symbols (e.g., “Math and science symbols don't make much sense to me”).



Time Scale

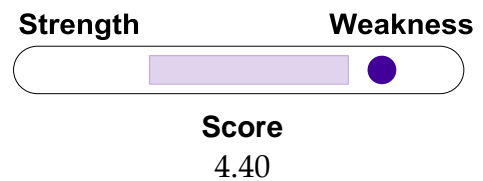
Assesses overall difficulties with time management (e.g., “I never have enough time”).



Time Subscales

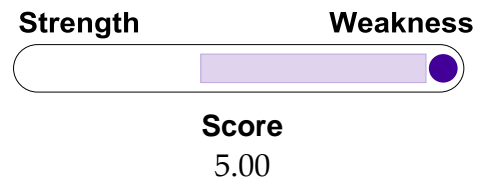
In-class and Testing

Assesses in-class time challenges as well as difficulties on timed exams (e.g., “I keep running out of time when taking tests”).



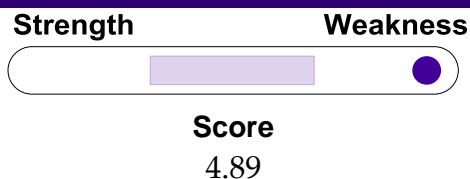
Procrastination

Assesses difficulties with procrastination (e.g., “I wait to the last minute to start doing a task or assignment”).



Organization and Self-Control Scale

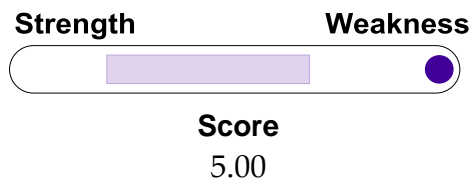
Assesses difficulties with self-regulation and organizational and planning skills (e.g., “I have trouble keeping track of classes and appointments”).



Organization and Self-Control Subscales

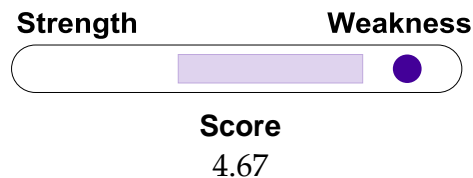
Organization

Assesses difficulties with organizing and planning school work (e.g., “I can never find something when I need it”).



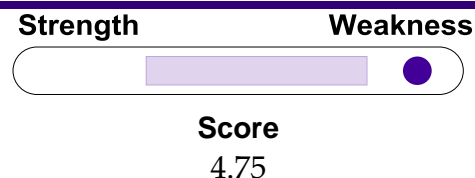
Task-Focus

Assesses difficulties with sustaining attention and staying focused on academic tasks (e.g., “When I’m trying to read, the least little thing can distract me”).



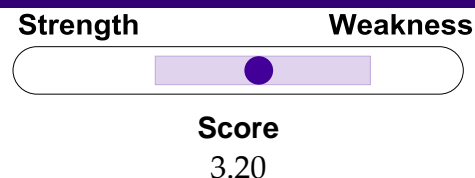
Anxiety/Pressure Scale

Assesses difficulties with test anxiety and anxiety related to schoolwork (e.g., “I get nervous or panicked before an exam”).



Oral Presentation Scale

Assesses anxiety and stress related to oral presentations (e.g., “When giving an oral presentation, I get nervous real easily”).



Interpretation

Below you will find a list of your possible strengths and weaknesses. Scores not listed below are within the average range, which means the scores are similar to other students. Some interventions and accommodations that may improve the skills assessed by the KLDA scales and subscales are listed in the table following the possible strengths and weaknesses.

Possible Strengths

No scores fell below the average band (i.e., the scores obtained by most college students).

Possible Weaknesses

Your scores on the following scales/subscales are higher than average, which represent possible weaknesses that should be further explored: Reading-Processing and Comprehension, Listening, Listening-Attention, Concentration and Memory, Time, Time-In-class and Testing, Time-Procrastination, Organization and Self-Control, Organization and Self-Control-Organization, Organization and Self-Control-Task-Focus, and Anxiety/Pressure.

Possible Interventions and Accommodations for Weaknesses on KLDA Scales and Subscales

Scale/subscale	Intervention	Accommodation
Reading Scale	<ul style="list-style-type: none"> – Basic reading or phonics skill-building classes – Internet-based reading and language skill development applications – Specialized tutoring to increase reading and language fluency – Vocabulary skill-building activities – Ear plugs while reading – Reading/study skill strategies such as SQ3R (Survey, Question, Read, Recite, Review)^a 	<ul style="list-style-type: none"> – Audio/digital books – Extended time on exams – Audio text reading software – Large print textbooks – Chapter summaries/pre-reading organizers
	– <i>Remaining text redacted for sample report</i>	–

End of Report