Kane Learning Difficulties Assessment™

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Score Report

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Student Information

Student name:	Sample Client
Student ID:	GB2014
Gender:	Female
Age:	18
School type:	Vocational school/Technical college
Year in school:	Freshman
Test date:	07/20/2016

The KLDA is not intended to diagnose learning disabilities or attention deficit disorders. Learning disabilities and attention deficit disorders should only be diagnosed by appropriately trained and licensed clinicians.

Version: 1.00

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 Sample's learning strengths and weaknesses and determine if Gary may be in need of further assessment for learning disabilities or attention deficit disorder.

Understanding Sample's Results

Below are the results of Sample's learning difficulties assessment. These results will help you identify specific learning difficulties that may impact Sample's ability to succeed in college. The results may also highlight areas of strength.

The results below are not a measure of intelligence or indicative of Sample's ability to succeed in college. Sample's 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. Sample's score is represented by the dot.

Overall Academic Risk

Score: 3.69   Percentile: 90

Lower Risk   Higher Risk
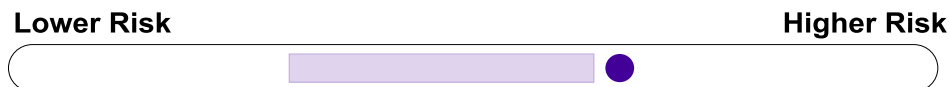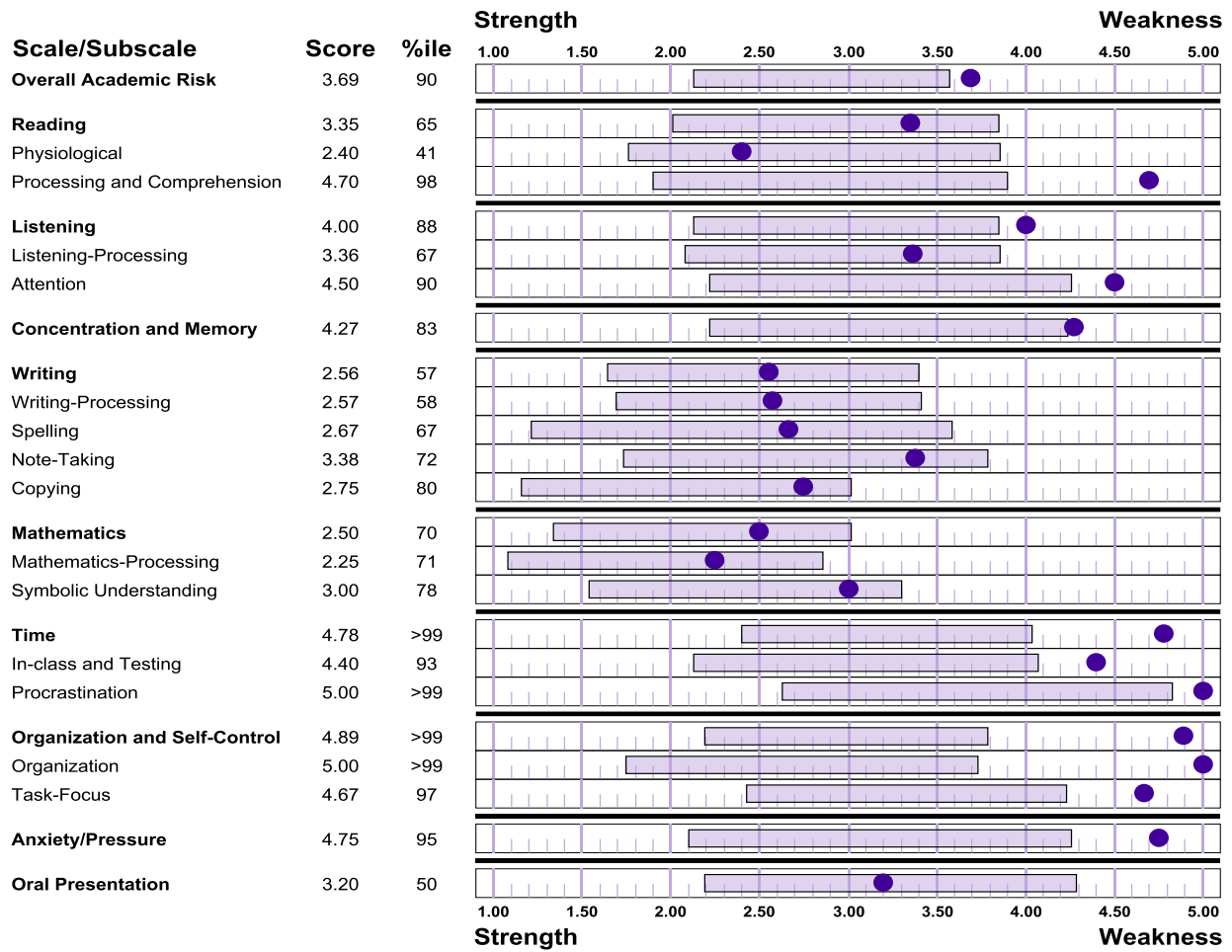
The Overall Academic Risk scale is a summary score of all of the KLDA scales and subscales. Scores range from 1-5 with 5 indicating greater academic risk. Students with *scores higher than 3.50, and especially 4.00, may have a higher probability of being at risk for learning difficulties and should be referred for additional assessment by a qualified counselor, advisor, or psychologist.* For more information, see Kane, S.T., Walker, J.H, & Schmidt, G.R. (2011). Assessing college level learning difficulties and "at-riskness" for learning disabilities and ADHD: Development and validation of the Learning Difficulties Assessment. *Journal of Learning Disabilities, 44*, 533-542.

Sample's 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 Sample's strengths and weaknesses on the KLDA scales and subscales.

Profile of KLDA Scores

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

| Scale/Subscale	Score	%ile
Overall Academic Risk	3.69	90
Reading	3.35	65
Physiological	2.40	41
Processing and Comprehension	4.70	98
Listening	4.00	88
Listening-Processing	3.36	67
Attention	4.50	90
Concentration and Memory	4.27	83
Writing	2.56	57
Writing-Processing	2.57	58
Spelling	2.67	67
Note-Taking	3.38	72
Copying	2.75	80
Mathematics	2.50	70
Mathematics-Processing	2.25	71
Symbolic Understanding	3.00	78
Time	4.78	>99
In-class and Testing	4.40	93
Procrastination	5.00	>99
Organization and Self-Control	4.89	>99
Organization	5.00	>99
Task-Focus	4.67	97
Anxiety/Pressure	4.75	95
Oral Presentation	3.20	50

Scales and Subscales

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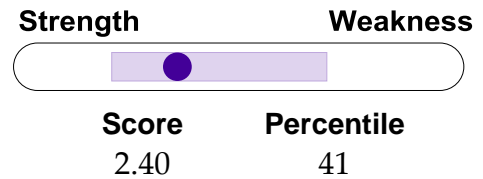
Reading Scale

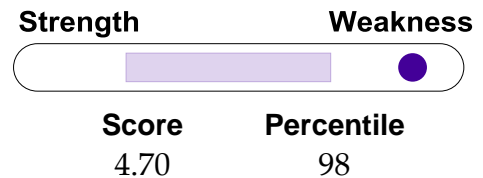Assesses overall reading difficulties (e.g., "I don't seem to understand much of what I read").

Strength   **Weakness**

Score	Percentile
3.35	65
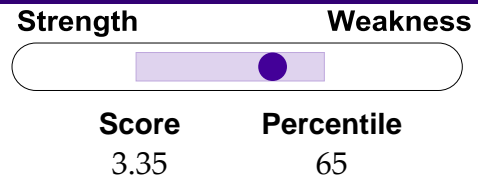
Reading Subscales

Physiological

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

Strength   **Weakness**

| Score	Percentile
2.40	41

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").

Strength   **Weakness**

Score	Percentile
4.70	98

Listening Scale

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

Strength   **Weakness**

| Score	Percentile
4.00	88
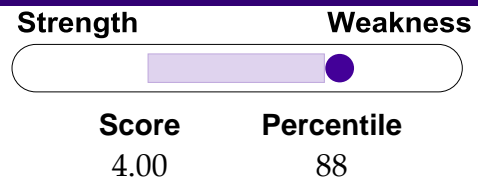
Listening Subscales

Listening-Processing

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

Strength   **Weakness**

Score	Percentile
3.36	67
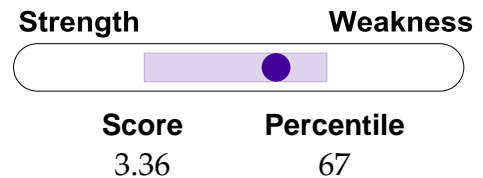
Attention

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

Strength   **Weakness**

| Score	Percentile
4.50	90
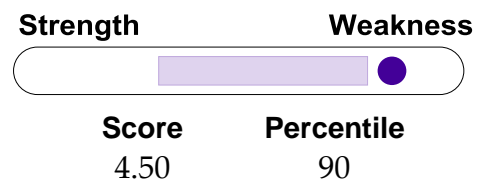
Concentration and Memory Scale

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

Strength   **Weakness**

Score	Percentile
4.27	83
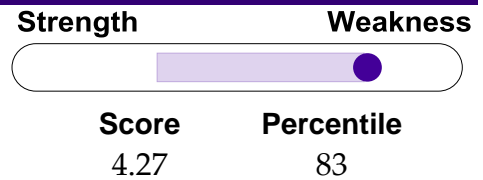
Writing Scale

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

Strength   **Weakness**

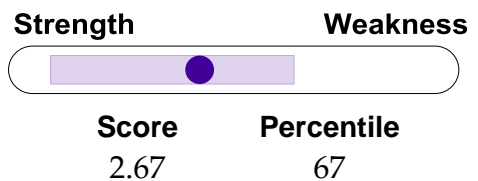| Score	Percentile
2.56	57
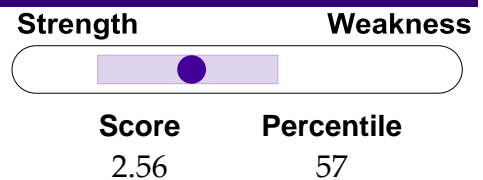
Writing Subscales

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").
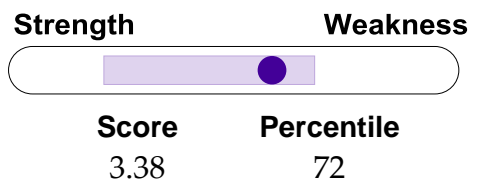
Strength   **Weakness**

Score	Percentile
2.57	58
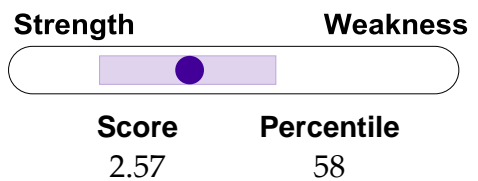
Spelling

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

Strength   **Weakness**

| Score	Percentile
2.67	67

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").

Strength   **Weakness**

| Score	Percentile
3.38	72

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").

Strength   **Weakness**

Score	Percentile
2.75	80
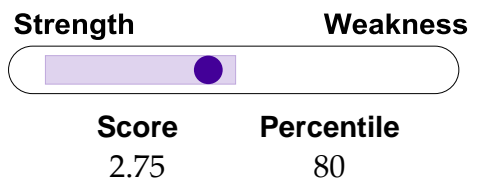
Mathematics Scale

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

|	Strength	Weakness
	Score	**Percentile**
	2.50	70
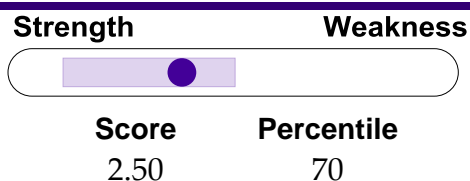
Mathematics Subscales

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").

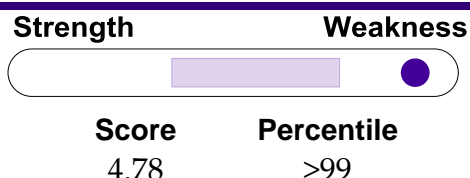|	Strength	Weakness
	Score	**Percentile**
	2.25	71
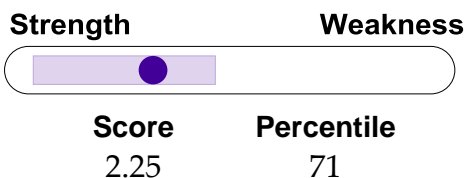
Symbolic Understanding

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

	Strength	Weakness
	Score	**Percentile**
	3.00	78
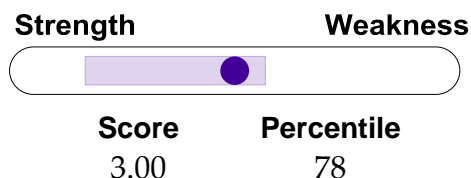
Time Scale

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

	Strength	Weakness
	Score	**Percentile**
	4.78	>99

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").

	Strength	Weakness
	Score	**Percentile**
	4.40	93
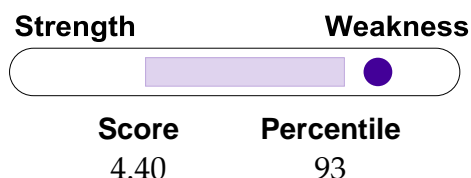
Procrastination

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

	Strength	Weakness
	Score	**Percentile**
	5.00	>99
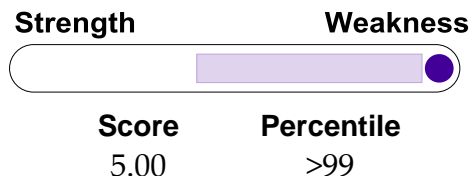
Organization and Self-Control Scale

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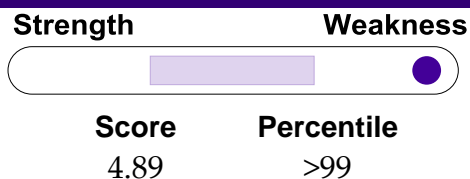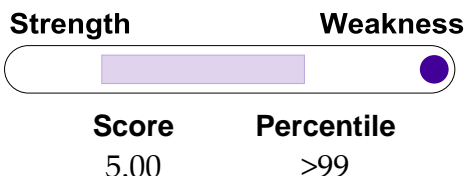
Strength   **Weakness**

Score	**Percentile**
4.89	>99

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").

Strength   **Weakness**

Score	**Percentile**
5.00	>99

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").

Strength   **Weakness**

Score	**Percentile**
4.67	97
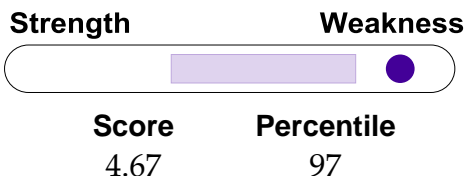
Anxiety/Pressure Scale

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

Strength   **Weakness**

Score	**Percentile**
4.75	95
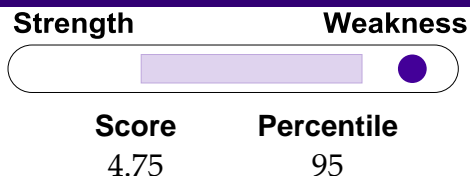
Oral Presentation Scale

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

Strength   **Weakness**

Score	**Percentile**
3.20	50
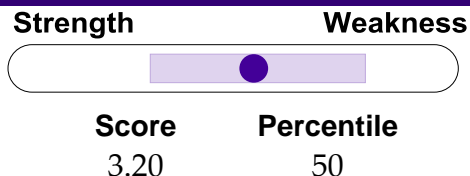
Interpretation

Below you will find a list of Sample's 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

Sample's 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	— 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]	— Audio/digital books — Extended time on exams — Audio text reading software — Large print textbooks — Chapter summaries/pre-reading organizers
	— *Remaining text redacted for sample report*	—

[a] Robinson, F. P. (1961). Effective study (Revised Ed.). New York City, New York: Harper.

[b] Pauk, W. & Owens, R. J. Q. (2013). How to study in college (11th Ed.). Boston, MA: Cengage Learning.

KLDA Item Responses

Item	Response	Item	Response	Item	Response	Item	Response
1	AC (5)	31	DS (2)	61	N (3)	91	DS (2)
2	AC (5)	32	DS (2)	62	AC (5)	92	AC (5)
3	DS (2)	33	AC (5)	63	AS (4)	93	N (3)
4	AC (5)	34	AC (5)	64	AC (5)	94	AC (5)
5	AC (5)	35	DS (2)	65	AS (4)	95	AC (5)
6	DC (1)	36	N (3)	66	N (3)	96	AC (5)
7	AS (4)	37	DS (2)	67	DS (2)	97	AC (5)
8	AS (4)	38	DS (2)	68	AC (5)	98	AC (5)
9	DS (2)	39	DS (2)	69	AS (4)	99	AC (5)
10	AC (5)	40	DS (2)	70	N (3)	100	AC (5)
11	AS (4)	41	DS (2)	71	AC (5)	101	AC (5)
12	AS (4)	42	DS (2)	72	AS (4)	102	AC (5)
13	AC (5)	43	DC (1)	73	AC (5)	103	AC (5)
14	AS (4)	44	AS (4)	74	AC (5)	104	AC (5)
15	AC (5)	45	AC (5)	75	N (3)	105	N (3)
16	AC (5)	46	DS (2)	76	AC (5)	106	AS (4)
17	AS (4)	47	N (3)	77	N (3)	107	N (3)
18	DS (2)	48	AS (4)	78	N (3)	108	AS (4)
19	AS (4)	49	AC (5)	79	AC (5)	109	DC (1)
20	DS (2)	50	AC (5)	80	AC (5)	110	AC (5)
21	DC (1)	51	AC (5)	81	AC (5)	111	AC (5)
22	N (3)	52	N (3)	82	N (3)	112	AC (5)
23	DS (2)	53	N (3)	83	AC (5)	113	AS (4)
24	AC (5)	54	AC (5)	84	AC (5)	114	AC (5)
25	DC (1)	55	N (3)	85	N (3)	115	DC (1)
26	DS (2)	56	N (3)	86	N (3)	116	AS (4)
27	N (3)	57	AC (5)	87	AS (4)	117	AC (5)
28	DC (1)	58	N (3)	88	AC (5)	118	AC (5)
29	N (3)	59	AS (4)	89	DS (2)	119	AC (5)
30	AS (4)	60	N (3)	90	DS (2)	120	AC (5)

Note: AC = Agree Completely; AS = Agree Somewhat; N = Neutral; DS = Disagree Somewhat; DC = Disagree Completely.

End of Report