

MeSA-AE Assist Standard Report

Name: Case, Sample 1 Age: 22
Sex: M Report Date: 11/11/2016 Test Date: 11/9/2016 3:53 PM On Meds: N
Test Type: Standard
Education Level: Two years of College

GENERAL INTERPRETIVE GUIDELINES

The purpose of the MeSA-AE Assist test is to measure an individual's overall executive control by assessing their visual attention control and cognitive flexibility. This Standard Report provides the examiner with suggestions and guidelines for interpreting the test scores. However, it is not to be construed as prescriptive, definitive, or diagnostic. The test by itself is not to be used as a stand-alone instrument in making any diagnosis and its use requires that it be administered under the supervision of a licensed health care professional. In accordance with professional standards this confidential report is only to be distributed to others after it has been carefully reviewed, modified as needed, and signed by the examiner. Examiners will need to determine if the test is fully valid in preparing their signed interpretive report. The authors and publisher of this test are not responsible for any inaccuracies or errors that may result from its usage.

Validity of MeSA-AE Assist Test Results

Based on my clinical judgement, this individual validly completed both tests A and B. This individual was not tested on any medications that the examiner believed were likely to improve his test scores.

Education Adjustment

An adjustment was made to the completion time of the MeSA-AE Assist test scores in order to take into account this person's education level. He completed two years of college and his test scores were corrected in order to compare his performance to individuals with similar levels of intelligence.

Attention Control Scale

This individual completed Test A in 35 seconds. His Attention Control Quotient (ACQ) scale score was 78 (PR=7). This score fell in the mildly to moderately impaired range. This quotient score for the ACQ scale revealed this individual to have some problems involving his overall attention control. His cognitive dysfunction suggests he has specific deficits involving mental processing speed and sustained attention. The cognitive impairments identified by Test A suggest that this individual is likely to be slower than most individuals his age in respect to being able to complete tasks quickly and is likely to have some difficulty in staying attentive when completing basic simple tasks.

In Test A, he made 2 sequential errors. This number of errors suggests that specific deficits involving selective attention, response inhibition, and visuospatial sequencing may exist.

Cognitive Flexibility Scale

The Cognitive Flexibility Quotient (CFQ) scale is based on the time it takes the individual to complete Test B. This individual finished Test B in 95 seconds. His CFQ scale score was 68 (PR=2). His CFQ scale scores on Test B revealed that he was moderately to severely impaired in his cognitive flexibility. The impaired functioning revealed by his low CFQ scale score on Test B provided clear evidence that he was having difficulties in his ability to sustain attention and perform tasks that required visuospatial sequencing in combination with working memory, alternating attention and his

central processing speed. His problems with cognitive flexibility are likely to lead to difficulties in organizing and structuring tasks, determining goals, and being able to control his emotional state.

During Test B, he made a total of 4 errors. He made only one sequential error. He made 3 perseverative errors while taking this test. This high number of errors was considered likely to have negatively impacted his Test B performance.

Executive Control Scale

The Executive Control Quotient (ECQ) scale score is based on the combined time that it took this individual to complete both Test A and Test B (130 seconds). He had an ACQ scale score of 78. He also finished Test B which resulted in a CFQ scale score of 68. His ECQ scale score was 62 which showed that his executive control abilities were in the severely impaired range.

This individual was found to have a significant impairment in his executive control abilities. His ACQ scale score was found to fall in the mildly to moderately impaired range. Thus, his ACQ scale score revealed significant deficits in his selective attention, visuospatial sequencing, fine motor control, response inhibition, sustained attention and/or central processing speed. Since his mental processing speed is slow, his ability to get his work done quickly will typically be limited for both simple and possibly complex tasks. His cognitive flexibility functioning fell in the extremely impaired range and showed that he had significant deficits in his visuospatial classification, working memory, problem solving and alternating attention cognitive abilities. His inability to actively use his working memory skills in my judgement will very likely affect his capabilities in learning new material and in performing work tasks. Deficits in his problem solving skills along with the lack of flexibility needed to adapt and meet work or social challenges is also an area of concern.

I have reviewed this interpretive report and have modified it as necessary in accordance with my comprehensive evaluation, the client's history, and other relevant clinical data.

John Q. Public Ph.D.
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