



# MANDEL & ASSOCIATES LTD.

Clinical and Rehabilitation Psychology Services

## PSYCHOLOGICAL ASSESSMENT REPORT

[Redacted Name]

Date of Birth: [Redacted]

Problems: [Redacted]

Seen By: Dr. Mary Westcott  
[Redacted]

Referred By: [Redacted]

Dates Seen: 29 & 30 July, 6 August, and 2 September 2010

### Tests Administered:

- Beck Depression Inventory – Second Edition (BDI-II)
- Conners' Adult ADHD Rating Scales – Self Report (CAARS)
- Delis-Kaplan Executive Functioning System – selected subtests (D-KEFS)
- General Aptitude Test Battery (GATB)
- Integrated Visual and Auditory Continuous Performance Test (IVA)
- Millon Clinical Multiaxial Inventory (MCMI)
- Minnesota Multiphasic Personality Inventory – Second Edition Restructured (MMPI-2-RF)
- ~~Personality Assessment Inventory (PAI)~~
- State Trait Anger Expression Inventory (STAXI-2)
- State Trait Anxiety Inventory (STAI)
- Test of Memory Malingering (TOMM)
- Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV)
- Wechsler Memory Scale – Third Edition (WMS-III)
- Wechsler Test of Adult Reading (WTAR)
- Wide Range Achievement Test – Fourth Edition (WRAT-4)

Dr. Westcott and her assistants did NOT administer Personality Assessment Inventory (PAI).

Date of Report: 15 September 2010

Dr. Westcott failed to identify which of the two different GATB tests was used to test [REDACTED]. Dr. Westcott's clinical records show that she administered the GATB CND or GATB Canadian Edition normed in 1985 on Canadians and published by Nelson Canada in 1986 (and did not administer the USES GATB normed prior to 1952 in USA and published by the US Department of Labour.

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### 4.3 Vocational Aptitudes

#### General Aptitude Test Battery (GATB)

The General Aptitude Test Battery (GATB) is the most widely-used aptitude test in North America. It consists of nine sub-tests that are grouped together into three major areas of functioning: cognitive abilities; perceptual abilities; and psychomotor abilities. Scores on the nine aptitude areas of the GATB are related to the requirements of specific jobs which are listed in the National Occupational Classifications (NOC), and as such it is possible to draw conclusions about the jobs a person might be capable of performing (from an aptitude point of view) by comparing GATB scores with aptitude requirements listed in the NOC. The GATB does what very few other tests do: it permits comparison of client characteristics with those of actual workers in specific occupations. By convention, an aptitude level of 5 reflects very poor performance, within the bottom 10 percent of the population. An aptitude level of 4 is rated within the 11th to 36th percentile, and is considered to be below average. An aptitude level of 3 is "average", and reflects performance within the 37th to the 64th percentile. An aptitude level of 2 is above average, and is rated within the 65th to 90th percentile. An aptitude level of 1 reflects performance within the top 10% of the population, and represents exceptional ability. The average range for a standard score for each aptitude is 90 to 110. In order to provide a wider range of vocational possibilities for [REDACTED], one standard error of measurement was added to her obtained aptitude scores. This is a standard practice in vocational rehabilitation assessments. For comparison, the aptitudes typically required of an elementary school teacher as listed in the NOC are also presented below. most frequently occurring levels of

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Dr. Westcott falsely stated that she added one standard error of measurement (SEM). She did not and failed to follow the GATB CND Manual directions.

Dr. Westcott falsely stated that the GATB "permits comparison of client characteristics with those of actual workers in specific occupations." The Career Handbook is crystal clear that Career Handbook Aptitude Levels were not based on any scores of any workers in any actual occupation.

The Career Handbook says: "The rated information in the Handbook [Aptitude Levels] is not based on experimental data collected from representative samples of the employed labour force for the occupations of the NOC."

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Table 4. Summary of Scores on the GATB.

Factor	Cognitive			Perceptual			Psychomotor		
	G	V	N	S	P	Q	K	F	M
Standard Score + 1SEM	89	98	81	92	97	109	135	69	80
Aptitude Level	83	92	75	84	88	100	128	57	69
Standard Score	4	3	4	4	4	3	1	5	5
Percentile	29	46	17	34	44	67	96	6	16

the Most Frequently Occurring Levels of

Table 5. Elementary School Teacher Required Aptitudes as Listed in the National Occupational Classifications.

Factor	Cognitive			Perceptual			Psychomotor		
	G	V	N	S	P	Q	K	F	M
Standard Score	2	2	3	4	4	3	4	4	4

## Key to Tables 4 and 5

## Aptitudes

G - General Learning Ability

V - Verbal Aptitude

N - Numerical Aptitude

S - Spatial Aptitude

P - Form Perception

Q - Clerical Perception

K - Motor Coordination

F - Finger Dexterity

M - Manual Dexterity

1 = Significantly Below Average

2 = Above Average

3 = Average

4 = Below Average

5 = Significantly Below Average

\_\_\_\_\_ demonstrated low average (20<sup>th</sup> percentile) ability to "catch-on" to new tasks, instructions, and underlying principles as measured by the GATB. Based on these findings, she may be expected to successfully complete courses of study of less than two years in duration at the community college level. Her comparative general intellectual abilities are likely to be in the lower third of persons in the general working population. This finding is not consistent with her past achievement of a university degree. Elementary school teachers typically demonstrate above average general learning ability compared to the general working population. This finding suggests a decline in \_\_\_\_\_ general learning ability subsequent to the completion of her Bachelor of Education degree. Lower scores on this scale can be attributed to behavioural, cognitive, emotional, and/or physical factors affecting test performance. This finding is consistent with \_\_\_\_\_ and evidence of cognitive decline as measured by the WAIS-IV, WTAR, D-KEFS, and RCFT.

\_\_\_\_\_ demonstrated verbal aptitude in the mid-average range (35<sup>th</sup> percentile). This finding suggests that she has satisfactory English language vocabulary development. Her ability to understand the meanings of words and ideas is generally unremarkable. She is not likely to experience major difficulties presenting information and ideas clearly. Her ability to master self-instructional texts used in training and to understand reference materials used in a work situation is normal. Although, her verbal aptitudes were well within average range and consistent with her VCI

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