

COMPETENCY EVALUATION

Confidential

Name: Ayaz Qureshi
Dates of Evaluation: February 1 & February 6, 2023
Evaluator: Michael Mintz, Psy.D.
Date of Report: February 23, 2023

EVALUATION PROCEDURES

- Clinical interview
- Collateral interview with Sarwad Naheed (wife)
- Test of Memory Malinger (TOMM)
- Wechsler Adult Intelligence Scales – Fourth edition (WAIS-IV)
- Woodcock-Johnson Tests of Oral Language
- Select subtests from the Woodcock-Johnson IV Test of Achievement (WJ-A)
- Wisconsin Card Sorting Test (WCST)
- Behavioral Rating Inventory of Executive Function – Second edition (BRIEF-2)
-Adult informant form, completed by Ms. Naheed

The testing measures and interviews were administered in English. The evaluation is based on approximately five hours of face-to face contact. The first session took place in-person in Washington, D.C., while the second session took place via a HIPAA-compliant telemedicine program (Zoom).

Identifying Information and Reason for Referral

Ayaz Qureshi is a 53-year-old, married male from Pakistan. He has been living in the United States since approximately age 30. He was referred by his attorney for a psychological evaluation to assess his cognitive functioning as it pertains to the crimes of which he has been accused. The evaluation also aims to consider whether he has the cognitive or reading skills to comprehensively understand the arrangements of his plea bargain.

Behavioral Observations and Mental Status

Mr. Qureshi appears to be his stated age. He arrived on time to the evaluation and noted that he had arrived at the building three hours early to ensure that he would not be late. During the evaluation, he seemed well-oriented to person, place, and time, and he showed no signs of thought disorder. He was friendly and cooperative throughout the evaluation. His reported mood was neutral/normal, and his affect during the evaluation matched his reported mood. His speech was normal in pitch, rate, and volume.

Mr. Qureshi answered questions and was open and forthcoming throughout the evaluation. However, his responses were tangential, as he provided winding responses that, in many instances, were only indirectly related to the question posted. More generally, he had difficulty providing a cohesive and coherent narrative, even in respect to his broader biography. Some of these challenges may have been associated with the fact that English is not his first language. However, he also struggled to answer simple biographical questions, such as those associated with his educational history. Mr. Qureshi admitted that he always has difficulty recalling dates and timeframes, and he was not able provide the years (or what age he was) when specific events took place. More generally, the examiner had to repeat questions numerous times, as Mr. Qureshi seemed not to understand the content of the question.

Mr. Qureshi had difficulty on formal cognitive testing, particularly in respect to verbal tasks. Of note, Urdu is his first language, and he indicated that, when presented with verbal information, he had to mentally translate the verbal prompts into Urdu in order to fully understand them. Given the referral question (i.e., associated with criminal activity and plea deals presented in English), the administration of these measures without interpreting the items into Urdu is appropriate, as his verbal deficits accurately reflect his cognitive and verbal functioning in the English language (i.e., reading, listening, comprehending, and/or writing in English).

Based on formal testing measures administered as part of this evaluation, Mr. Qureshi's intelligence is estimated to be in the *borderline* range of functioning, at least in terms of his verbal skills in English. It is likely that Mr. Qureshi would have performed better in his native language of Urdu. Of note, Mr. Qureshi performed in the *borderline* range on several nonverbal tasks, as well, suggesting broader cognitive deficits (even if linguistic issues are accounted for).

Relevant History

Mr. Qureshi was the youngest of eight children born and raised in Lahore, Pakistan. He was primarily raised by his mother, as his father lived out of the home in order to earn a living in as a laborer in a shipyard.

Mr. Qureshi's mother physically abused him throughout much of his early childhood, in part because he "could not pay attention." He often felt that his mother "was hitting [him even though he] was not doing anything wrong."

Mr. Qureshi only briefly attended school, and he struggled academically and socially. He "was shy and quiet" at school, and he did not adjust well to school. He had learning problems throughout his brief academic career. He only attended school for a few years before dropping out and, even then, his attendance was inconsistent.

Mr. Qureshi started working at young age, as his mother asked his brother-in-law to teach him how to earn money by trading at the local market. He started working alongside his brother-in-law around age 14 or 15, and he worked in market for year or two. At that point, his brother-in-law and his brother helped him open his own business, as his brother had started importing goods to Pakistan by that time.

In 2000, Mr. Qureshi came to the United States, along with his first wife, who was a United States citizen. The marriage did not last, however, and he returned to Pakistan, where he met Ms. Naheed in 2004; they were married just a few days later (i.e., arranged marriage).

Mr. Qureshi then returned to the United States, visiting Ms. Naheed in Pakistan and having two children prior to her immigration a few years later. Mr. Qureshi worked at a gas station and later worked for the post office (doing nighttime deliveries), delivering pizza, and delivering auto parts. Mr. Qureshi and Ms. Naheed had their third child together in the United States. Their second child was later diagnosed with an *autism spectrum disorder* (ASD) and an *attention-deficit/hyperactivity disorder* (ADHD).

Mr. Qureshi tried to learn various trades, though he struggled as a business owner. He invested in a friend's beauty supply business, though his business partner had a stroke, leaving Mr. Qureshi with approximately \$150,000 worth of supplies and no means to sell it. Around that time, another friend (Mustapha) suggested that they open a pizza shop together, and Mr. Qureshi invested \$27,000 in the business. By this time, Mr. Qureshi's credit score had diminished, and Mustapha suggested that they met with the partner's acquaintance (Adam) who was an expert in improving credit scores. Adam also told Mr. Qureshi that he could help him obtain a government loan. (Mr. Qureshi hoped to help finance a project in Pakistan.)

Adam told Mr. Qureshi that he had to sign documents that very day, noting that the window to apply for the loan was closing quickly. Mr. Qureshi blindly trusted Adam. He was excited when the loan came through, though he was worried to learn that the loan was for much more money than Mr. Qureshi originally wanted. Mr. Qureshi planned to repay the loan in total, and he returned large sums to Adam with the expectation that Adam would pay off some of the loan.

In retrospect, Mr. Qureshi recognizes that Adam took advantage of him, as Adam seems to have recognized that Mr. Qureshi did not have the awareness or reading abilities to understand the complex paperwork he had signed without reviewing properly. Mr. Qureshi stated that he had every intention of paying back the loan and that he never understood that it was a loan based on previously paid salaries (i.e., a PPP loan).

Collateral interview (wife)

Ms. Naheed met Mr. Qureshi in Pakistan in 2004, and they were married a few days later; the marriage was arranged by their families. Mr. Qureshi returned to the United States a few weeks later, and they maintained the marriage via long-distance. They had two children over the following years, and Ms. Naheed joined him in Pasadena, Maryland, in 2008. At that time, Mr. Qureshi was doing driving and delivery work. Their youngest child was born in 2013.

Ms. Naheed indicated that "everything changed" for Mr. Qureshi when his brother was murdered in 2006 in Pakistan. Ms. Naheed and Mr. Qureshi later learned that his brother had been murdered by his wife. Mr. Qureshi was devastated by his brother's death, as they had been extremely close.

Several years ago, Ms. Naheed's and Mr. Qureshi's second child was diagnosed with an *autism spectrum disorder* (ASD) and an *attention-deficit/hyperactivity disorder* (ADHD). Ms. Naheed noted that Mr. Qureshi "has the same thing" as their daughter, as he has difficulty focusing on conversations or tasks. He also has a poor memory and needs reminding to complete tasks, for example. He does not read well and often gets distracted when trying to read something. Ms. Naheed noted that Mr. Qureshi did not have much education in Pakistan.

Due to his attention and reading problems, Ms. Naheed manages the family's finances. She does not trust Mr. Qureshi to manage bills and other financial documents due to his academic and attention deficits.

Ms. Naheed believes that Mr. Qureshi was "pressured into" signing the documentation requesting a PPP loan. She described Mr. Qureshi as overly trusting of others, noting that "he will believe anything." She also noted that he does not have the reading abilities or the attention span to read documentation thoroughly before signing it.

TEST RESULTS

The instruments utilized in this evaluation have been normed on a United States population. Individuals from south Asia (including Pakistan) are included in the normative sample in numbers that approximate their percentage of the overall United States population. However, the normative sample may not include individuals who speak Urdu as their primary language. This should be taken into account when considering the results of these tests. Nevertheless, the tests yield valuable information concerning the subject.

Scoring Conventions and Abbreviations: AE=Age Equivalent; PR=Percentile Rating; SS=Standard Score

Standard scores have a median of 100 and variances in either direction of 15 points or more are considered significant; Percentile Ratings indicate what percentage of peers have lower scores. For example, a score in the 38th percentile means the performance is superior to 38% of peers. Scaled Scores are based on a mean of 10, with differences of three or more being significant.

Test of Memory Malingering

The Test of Memory Malingering (TOMM) is a 50-question visual memory recognition test that discriminates between true memory impairment and malingering, with two learning trials and an optional retention trial following a delay. Mr. Qureshi's performance (46 out of a best possible score of 50) on the TOMM is not indicative of malingering or intentionally exaggerating symptoms. As such, it is very likely that Mr. Qureshi was putting forth his best effort on all testing measures he attempted.

Intellectual Functioning: WAIS-IV

Mr. Qureshi was administered ten subtests of the Wechsler Adult Intelligence Scale - Fourth edition (WAIS-IV) from which his composite scores are derived. Mr. Qureshi's unique set of thinking and reasoning abilities make his overall intellectual functioning difficult to summarize by a single score on the WAIS-IV. His nonverbal reasoning abilities are much better developed than his verbal reasoning abilities. Processing complex visual information by forming spatial images of part-whole relationships and/or by manipulating the parts to solve novel problems without using words is a strength. Making sense of complex verbal information and using verbal abilities to solve novel problems are weaknesses for Mr. Qureshi.

Verbal Comprehension

Mr. Qureshi's verbal reasoning abilities as measured by the Verbal Comprehension Index (VCI) are in the *borderline* range and above those of only 3% of his peers (VCI = 72; 95% confidence interval = 67-79). The VCI is designed to measure verbal reasoning and concept formation. Mr. Qureshi's performance on the verbal subtests contributing to the VCI presents a diverse set of

verbal abilities, as he performed much better on some verbal tasks than others. The degree of variability is unusual and may be noticeable to those who know him well. Examination of Mr. Qureshi's performance on individual subtests provides additional information regarding his specific verbal abilities.

Mr. Qureshi demonstrated his weakest performance among the verbal reasoning tasks on the Similarities and Vocabulary subtests. His weak performances on the Similarities and Vocabulary subtests were far below that of most of his peers. On the Similarities subtest, Mr. Qureshi was required to respond orally to a series of word pairs by explaining how the words of each pair are alike. This subtest examines his ability to abstract meaningful concepts and relationships from verbally presented material (Similarities scaled score = 3). On this subtest, Mr. Qureshi often provided concrete aspects of related items (i.e., stating that two animals are alike by remarking on their common characteristic of having "four legs...and a tail" rather than simple noting that they are both animals). When queried for more details, he repeatedly started describing how two items or concepts are different (i.e., stating that an automobile drives on the street while a boat floats in the water). On several occasions, he required redirection to the task of focusing on similarities. In response to a few prompts, he simply stated that the two concepts are not alike.

The Vocabulary subtest required Mr. Qureshi to explain the meaning of words presented in isolation. As a direct assessment of word knowledge, the subtest is one indication of his overall verbal comprehension. Performance on this subtest also requires abilities to verbalize meaningful concepts as well as to retrieve information from long-term memory (Vocabulary scaled score = 4). On this subtest, Mr. Qureshi often used the specific word in a sentence or otherwise related the word to his own experience, such as by defining *curious* as: "when I was young, I was watching drama...watching how it happened."

Perceptual Reasoning

Mr. Qureshi's nonverbal reasoning abilities as measured by the Perceptual Reasoning Index (PRI) are in the *average* range and above those of approximately 39% of his peers (PRI = 96; 95% confidence interval = 90-102). The PRI is designed to measure fluid reasoning in the perceptual domain with tasks that assess nonverbal concept formation, visual perception and organization, visual-motor coordination, learning, and the ability to separate figure and ground in visual stimuli. Mr. Qureshi presents a diverse set of nonverbal abilities, performing much better on some nonverbal tasks than others. The degree of variability is unusual for individuals his age and may be noticeable to those who know him well.

Mr. Qureshi's performance was significantly better on the Block Design and Visual Puzzles subtests than his own mean score. Furthermore, he performed better than most of his peers, thus demonstrating strong abilities on the Visual Puzzles subtest.

The Block Design subtest required Mr. Qureshi to use two-color cubes to construct replicas of two-dimensional, geometric patterns. This subtest assesses nonverbal fluid reasoning and the ability to mentally organize visual information. More specifically, this subtest assesses his ability to analyze part-whole relationships when information is presented spatially. Performance on this task also may be influenced by visual-spatial perception and visual perception-fine motor coordination, as well as planning ability (Block Design scaled score = 10). On Block Design, Mr. Qureshi took a methodical approach, trying to match his blocks to the image one-by-one.

The Visual Puzzles subtest required Mr. Qureshi to view a completed puzzle and select three response options that, when combined, reconstruct the puzzle, and do so within a specified time limit. This subtest is designed to measure nonverbal reasoning and the ability to analyze and synthesize abstract visual stimuli. Performance on this task also may be influenced by visual perception, broad visual intelligence, fluid intelligence, simultaneous processing, spatial visualization and manipulation, and the ability to anticipate relationships among parts (Visual Puzzles scaled score = 13). Mr. Qureshi performed better on this subtest than on any other subtest of the WAIS-IV, reflecting a relative strength for him.

Working Memory

Mr. Qureshi's ability to sustain attention, concentrate, and exert mental control is in the *low average* range. He performed better than approximately 18% of his peers in this area (Working Memory Index [WMI] = 86; 95% confidence interval 80-94).

Mr. Qureshi's abilities to sustain attention, concentrate, and exert mental control are better developed than his verbal reasoning abilities but not as robust as his perceptual reasoning abilities. Mr. Qureshi performed in the *low average* range when asked simple arithmetic questions orally (Arithmetic scaled score = 8). He performed slightly less well on Digit Span (scaled score = 7), which required him to recite number sequences.

Processing Speed

Mr. Qureshi's ability in processing simple or routine visual material without making errors is in the *extremely low* range when compared to his peers. He performed better than approximately 0.3% of his peers on the processing speed tasks (Processing Speed Index [PSI] = 59; 95% confidence interval 55-71). Processing visual material quickly is an ability that Mr. Qureshi performs poorly as compared to his nonverbal reasoning ability. Processing speed is an indication of the rapidity with which Mr. Qureshi can mentally process simple or routine information without making errors. Because learning often involves a combination of routine information processing (such as reading) and complex information processing (such as reasoning), a weakness in the speed of processing routine information may make the task of comprehending novel information more time-consuming and difficult for Mr. Qureshi. Thus, this weakness in simple visual scanning and tracking may leave him less time and mental energy for the complex task of understanding new material. Of note, the subtests that comprise the PSI (Coding and Symbol Search) are devoid of language (aside from the initial instructions, which are quite basic). As such, his poor performance on these tasks indicates that his cognitive deficits are not exclusively associated with the fact that the WAIS-IV was administered in English (versus his native language of Urdu).

Tests of Oral Language: WJ-IV

Mr. Qureshi's oral language skills were assessed using the Woodcock-Johnson Tests of Oral Language. Mr. Qureshi's performance on this test will be described using Standard Scores, which provides an estimate of how he compares to individuals of his age group. Standard Scores of 90-110 are considered to be in the average range. Percentile rankings (PR) indicate where he stands in relationship to his peers on a percentile basis (i.e., a PR of 47 indicates he performs better than 47% of his peers). In addition, his performance will be described using the Relative Proficiency Index (RPI), which provides a more accurate understanding of the level of difficulty that the student may experience when attempting to master a skill in the classroom. RPI scores indicate the level of proficiency of the individual, compared to the level of proficiency expected

for the average individual of his age. Scores higher than 82/90 are considered age appropriate, and individuals who perform at this level or higher are expected to find those particular tasks manageable. The lower the score is below 82/90, the greater the difficulty the individual is likely to have managing those tasks. Mr. Qureshi's performance on this test will also be described using Age equivalents (AE), which indicate the performance of the average child of that age.

On the Woodcock-Johnson Tests of Oral Language, Mr. Qureshi performed in the *very low* range on the majority of subtests. His Oral Language standard score of 51 (PR=<0.1; RPI=4/90) has an age-equivalence of 6 years, 7 months, suggesting that his overall oral language skills are on par with the average child of this age.

Mr. Qureshi displayed relative strengths on subtests of the WJ-IV Tests of Oral Language that were solely based on sounds (rather than specific words). He performed in the *average* range on the Phonetic Coding cluster (SS=90; PR=25; RPI=67/90; AE=8-6). This suggests a relative strength in respect to perceiving specific sounds.

Aside from the Phonetic Coding cluster, all other cluster scores are in the *very low* range. His Broad Oral Language cluster standard score is 51 (PR=<0.1; RPI=7/90; AE=6-7). His Oral Expression cluster standard score is <40 (PR=<0.1; RPI=0/90; AE=4-9), indicating that his ability to express himself orally is approximately as poor as his ability to comprehend oral language (i.e., Listening Comprehension cluster standard score is 49 (PR=<0.1; RPI=8/90; AE=6-2).

Taken as a whole, Mr. Qureshi's oral language skills are extremely poor, even when taking into account the fact that English is not his first language.

Achievement: WJ-IV

Mr. Qureshi's academic achievement skills were assessed using select subtests from the WJ-IV. The Woodcock-Johnson IV Tests of Achievement (WJ-IV) is a nationally standardized measure of academic achievement. In Mr. Qureshi's case, subtests were administered in the areas of reading, math, and writing. Mr. Qureshi's performance on the WJ-IV will be described using Standard Scores, which provides an estimate of how he compares to individuals of his age group. Standard Scores of 90-110 are considered to be in the average range. Percentile rankings (PR) indicate where he stands in relationship to his peers on a percentile basis (i.e., a PR of 47 indicates he performs better than 47% of his peers). In addition, his performance will be described using the Relative Proficiency Index (RPI), which provides a more accurate understanding of the level of difficulty that the student may experience when attempting to master a skill in the classroom. RPI scores indicate the level of proficiency of the individual, compared to the level of proficiency expected for the average individual of his age. Scores higher than 82/90 are considered age appropriate, and individuals who perform at this level or higher are expected to find those particular tasks manageable. The lower the score is below 82/90, the greater the difficulty the individual is likely to have managing those tasks.

Overall, Mr. Qureshi's performance on the WJ-IV ranged between the *low average* and the *very low* range of academic functioning.

Reading

Mr. Qureshi's performance on Reading is in the *very low* range. His performance on Passage Comprehension (SS = 57; PR = 0.2; RPI = 1/90) as in the *very low* range, as he displayed a poor ability to understand simple sentences and fill in the blank with the appropriate word. His performance on Reading Fluency (SS = 47; PR = <0.1; RPI = 0/90) was even lower, as he read short, simple sentences at a slow rate.

Math

Mr. Qureshi's performance on Calculation (SS=83; PR=13; RPI = 36/90) was in the *low average* range, which is a relative strength of his academic profile.

Writing

Mr. Qureshi's performance on Writing Samples (SS=57; PR = 0.2; RPI = 2/90) is in the *very low* range, as he was unable to write even simple complete sentences. His Spelling skills are also in the *very low* range (SS = 62; PR = 1; RPI = 1/90).

Executive Functions & Attention: WAIS-IV; WJ-IV; BRIEF; WCST

Executive functions involve the organization and integration of behaviors needed to achieve a goal. It involves the ability to initiate and maintain problem-solving behavior, abstract thought and to change behavior when circumstances dictate.

The WCST is a test of shift, sustaining attention, flexibility of thinking and the use of conceptual level thinking to solve a problem. Mr. Qureshi's performance on the WCST was notable for rigidity and poor cognitive flexibility. He adjusted his approach on a few occasions but did not persist when he stumbled upon an approach that was working, instead returning to failing approaches. His scores were particularly poor in respect to Perseverative Responses (4th percentile), indicating a lack of flexibility in thinking when problem-solving and a relative inability to incorporate error messages into his problem-solving approach. Although given direct feedback that his strategy was not working, he was unable to adapt and find a different strategy, so he continued to use a failed strategy. He did not make use of conceptual thinking to help him solve problems on this test. Mr. Qureshi performed slightly better on other aspects of the WCST, with all other scores ranging between the 21st and 32nd percentiles.

The Behavior Rating Inventory of Executive Function (BRIEF) is a questionnaire completed by a parent or domestic partner. In Mr. Qureshi's case, it was completed by his wife (as noted above). The BRIEF is designed to provide a better understanding of an individual's self-control and problem-solving skills by measuring eight aspects of executive functioning. The executive functions are mental processes that direct an individual's thought, action, and emotion, particularly during active problem solving. Specific skills include (a) selecting appropriate goals for a particular task, (b) planning and organizing an approach to problem solving, (c) initiating a plan, (d) inhibiting (blocking out) distractions, (e) holding a goal and plan in mind, (f) flexibly trying a new approach when necessary, and (g) checking to see that the goal is achieved, (h) keeping emotions under control. The executive functions are also responsible for controlling an individual's emotional responses, thereby allowing for more effective problem solving.

On the BRIEF, high T-scores (and high percentiles) are indicative of challenges in terms of executive functioning. Low T-scores (and low percentiles) are not indicative of executive functioning challenges. Of note, none of the validity scales were elevated to significant degree,

as there was no indication that Ms. Naheed was overreporting symptoms, underreporting symptoms, or responding inconsistently to similar items.

On Mr. Qureshi's BRIEF profile, both index scales of the BRIEF were elevated in the *clinically significant* range. The Behavior Regulation Index score of 71 places Mr. Qureshi in the 95th percentile compared to peers, and the Metacognition Index score of 83 places him in the 99th percentile compared to peers. Both scores are indicative of severe deficits in terms of executive functioning. Additionally, ratings of Mr. Qureshi's behavior across the nine specific scales of executive functioning assessed in the BRIEF generated the following results:

1. *Inhibit* is the ability to resist impulses and to stop one's behavior at the appropriate time. Mr. Qureshi's score on the Inhibit scale of the BRIEF was elevated in respect to inhibition ($T = 78$, %ile = 99).
2. The *Self-Monitor* scale assesses awareness of the impact of one's own behavior on other people and outcomes. It captures the degree to which an individual is aware of the effect that his or his behavior has on others and how it compares with standards or expectations for behavior. Mr. Qureshi's score on the Self-Monitor scale is elevated ($T = 72$, %ile = 96).
3. The *Shift* scale assesses the ability to move freely from one situation, activity, or aspect of a problem to another as the circumstances demand. Key aspects of shifting include the ability to make transitions, tolerate change, problem solve flexibly, switch or alternate attention between tasks, and change focus from one task or topic to another. Mild deficits may compromise efficiency of problem solving and result in a tendency to get stuck or focused on a topic or problem, whereas more severe difficulties can be reflected in perseverative behaviors and marked resistance to change. Mr. Qureshi's score on the Shift scale is elevated ($T = 73$, %ile = 97). This suggests that Mr. Qureshi has difficulties adjusting to changes flexibly, such as changes in environment, plans, place, or demands.
4. The *Emotional Control* scale measures the impact of executive function problems on emotional expression and assesses an individual's ability to modulate or regulate his or his emotional responses. Mr. Qureshi's score on the Emotional Control scale is within normal limits ($T = 58$, %ile = 81).
5. The *Initiate* scale reflects an individual's ability to begin a task or activity and to independently generate ideas, responses, or problem-solving strategies. Mr. Qureshi's score on the Initiate scale is elevated ($T = 78$, %ile = 99).
6. The *Working Memory* scale measures online representational memory—that is, the capacity to hold information in mind for the purpose of completing a task; encoding information; or generating goals, plans, and sequential steps to achieve goals. Working memory is essential to carrying out multistep activities, completing mental manipulations such as mental arithmetic, and following complex instructions. Mr. Qureshi's score on the Working Memory scale is elevated ($T = 82$, %ile = >99).
7. The *Plan/Organize* scale measures an individual's ability to manage current and future-oriented task demands. The scale has two components: Plan and Organize. The Plan component captures the ability to anticipate future events, to set goals, and to develop appropriate sequential steps

ahead of time to carry out a task or activity. The Organize component refers to the ability to bring order to information and to appreciate main ideas or key concepts when learning or communicating information. Mr. Qureshi's score on the Plan/Organize scale is elevated compared with peers ($T = 85$, %ile = 99). This suggests that Mr. Qureshi has a particular difficulty with planning and organizing information.

8. The *Task-Monitor* scale assesses task-oriented monitoring or work-checking habits. The scale captures whether an individual assesses his or his own performance during or shortly after finishing a task to ensure accuracy or appropriate attainment of a goal. Mr. Qureshi's score on the Task-Monitor scale is elevated ($T = 77$, %ile = >99).
9. The *Organization of Materials* scale measures orderliness of work, play, and storage spaces (e.g., desks, lockers, backpacks, and bedrooms). Caregivers and teachers typically can provide an abundance of examples describing an individual's ability to organize, keep track of, or clean up his or his belongings. Mr. Qureshi's score on the Organization of Materials scale is elevated ($T = 76$, %ile = 98).

SUMMARY & IMPRESSIONS:

Ayaz Qureshi was referred by his attorney to assess his cognitive functioning as it pertains to the crimes of which he has been accused. The evaluation also aims to consider whether he has the cognitive or reading skills to comprehensively understand the arrangements of his plea bargain.

Based on comprehensive cognitive testing, Mr. Qureshi's verbal abilities are very poor. Of note, English is not Mr. Qureshi's primary language. As such, his poor performance on verbal tasks is related, at least in part, to the fact that testing was administered in English. Testing was administered in English based on broad limitations (i.e., the examiner is not proficient in Urdu, and materials in Urdu were not available). However, given the nature of the case (i.e., the alleged crimes were based on forms completed in English), Mr. Qureshi's English-language abilities are particularly relevant. Not only does Mr. Qureshi display verbal deficits in the *extremely low* range, but his reading abilities are generally on-par with the average reading abilities of seven-year-old child. His oral language skills are similarly impaired.

Mr. Qureshi's broader cognitive profile is notable in that his nonverbal reasoning abilities are much better developed than his verbal reasoning abilities. His nonverbal reasoning abilities are in the *average* range. Despite the fact that his nonverbal reasoning abilities are a relative strength, Mr. Qureshi struggled on several subtests lacking a verbal component, suggesting that his cognitive deficits are not exclusively language-based and/or associated with the fact that English is not his primary language. He performed particularly poorly on tests assessing his processing speed. His processing speed is in the *extremely low* range and is even more impaired than his language skills. Mr. Qureshi also struggled on other tasks associated with sustained attention, and he may meet diagnostic criteria for *attention-deficit/hyperactivity disorder* (ADHD) (though further testing would be necessary to confirm the diagnosis).

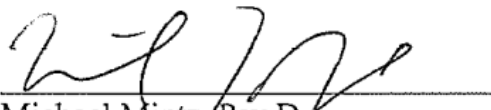
Mr. Qureshi's executive functioning skills are also impaired. On the WCST, his performance was notable for rigidity and poor cognitive flexibility. Furthermore, based on his wife's responses on a questionnaire assessing executive functioning, Mr. Qureshi has severe deficits across domains. He is disorganized and has trouble carrying tasks to completion.

Based on the clinical findings detailed above, it is highly unlikely that Mr. Qureshi would have the verbal or executive functioning skills to manage the complex documentation required to navigate a complex, multi-step process on his own. Furthermore, his verbal deficits are likely to directly interfere with, and compromise his understanding of, complex legal proceedings. It is highly unlikely that he would be able to understand legal documentation in written or spoken form.

Mr. Qureshi's verbal deficits and executive functioning deficits may also impair his ability to assist his legal counsel in respect to any legal proceedings. Recommendations for optimizing his participation in such proceedings are as follows:

1. Use simple language. (e.g., using the word "lawyer" rather than the word "attorney.")
2. Speak slowly, clearly, and calmly. Do not raise your voice or push the client too hard. Increasing his anxiety will only make it harder for Mr. Qureshi to understand.
3. Use concrete terms and ideas.
4. Avoid questions with multiple parts. (e.g., "Given what you said about X, how would you explain Y?")
5. Mr. Qureshi's attorney should be permitted to ask leading questions, as well as simple 'yes/no questions.' Additionally, follow-up questions may be necessary in order to clarify his response.
6. Repeat questions from a slightly different perspective using slightly different language. This will help make sure that Mr. Qureshi is not merely *parroting* answers.
7. Proceed slowly and give praise and encouragement.
8. Avoid frustrating questions about time, complex sequences, or reasons for behavior. (e.g., avoid asking, "How long ago was that?" as Mr. Qureshi may struggle to keep track of dates.)
9. Be sure that not to show potential frustration towards Mr. Qureshi, as he will likely sense it and become overwhelmed, anxious and/or less cooperative.
10. Highlight important information to improve memory retention. (For example, say, "Now pay attention. What I'm about to say is very important and you need to remember this... [then provide the information].")
11. Repeat important information. This also helps with memory retention.
12. Cut down on distractions, such as the amount of people in the room.
13. If Mr. Qureshi does not communicate effectively or responds inappropriately to questions, give his direct, explicit feedback. (e.g., "No, that's not right" or "You're saying it too fast - slow down.")

I would be happy to be of further assistance in this matter, as long as the appropriate consent form is signed by Mr. Qureshi.



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TABLE OF SCORES**Composite Score Summary**

Scale	Sum of Scaled Scores	Composite Score	Percentile Rank	95% Conf. Interval	Qualitative Description
Verbal Comprehension	15	VCI 72	3	67-79	Borderline
Perceptual Reasoning	28	PRI 96	39	90-102	Average
Working Memory	15	WMI 86	18	80-94	Low Average
Processing Speed	5	PSI 59	0.3	55-71	Extremely Low
Full Scale	63	FSIQ 75	5	71-80	Borderline
General Ability	43	GAI 81	10	77-87	Low Average

Confidence Intervals are based on the Overall Average *SEMs*.

The GAI is an optional composite summary score that is less sensitive to the influence of working memory and processing speed. Because working memory and processing speed are vital to a comprehensive evaluation of cognitive ability, it should be noted that the GAI does not have the breadth of construct coverage as the FSIQ.

Note. The vertical bars represent the standard error of measurement (*SEM*). *SEM* values are based on the examinee's age.

ANALYSIS**Index Level Discrepancy Comparisons**

Comparison	Score 1	Score 2	Difference	Critical Value .05	Significant Difference Y/N	Base Rate by Overall Sample
VCI - PRI	72	96	-24	7.78	Y	3.7
VCI - WMI	72	86	-14	8.31	Y	14.1
VCI - PSI	72	59	13	11.76	Y	20.3
PRI - WMI	96	86	10	8.81	Y	23.7
PRI - PSI	96	59	37	12.12	Y	0.8
WMI - PSI	86	59	27	12.47	Y	4.3
FSIQ - GAI	75	81	-6	3.29	Y	12.4

Base Rate by Overall Sample.

Statistical significance (critical value) at the .05 level.

Verbal Comprehension Subtests Summary

Subtest	Raw Score	Scaled Score	Percentile Rank	Reference Group Scaled Score	SEM
Similarities	10	3	1	3	1.04
Vocabulary	12	4	2	4	0.73
Information	11	8	25	9	0.73

Perceptual Reasoning Subtests Summary

Subtest	Raw Score	Scaled Score	Percentile Rank	Reference Group Scaled Score	SEM
Block Design	38	10	50	8	0.95
Matrix Reasoning	8	5	5	4	0.95
Visual Puzzles	18	13	84	11	0.85

Working Memory Subtests Summary

Subtest	Raw Score	Scaled Score	Percentile Rank	Reference Group Scaled Score	SEM
Digit Span	21	7	16	6	0.73
Arithmetic	12	8	25	9	0.90

Processing Speed Subtests Summary

Subtest	Raw Score	Scaled Score	Percentile Rank	Reference Group Scaled Score	SEM
Symbol Search	13	3	1	3	1.56
Coding	22	2	0.4	1	1.20

Subtest Level Discrepancy Comparisons

Subtest Comparison	Score 1	Score 2	Difference	Critical Value .05	Significant Difference Y/N	Base Rate
Digit Span - Arithmetic	7	8	-1	2.57	N	42.20
Symbol Search – Coding	3	2	1	3.41	N	42.60

Statistical significance (critical value) at the .05 level.

TESTS ADMINISTERED*Woodcock-Johnson IV Tests of Oral Language* (Norms based on age 53-8)*Woodcock-Johnson IV Tests of Achievement Form A and Extended* (Norms based on age 53-8)**TABLE OF SCORES***Woodcock-Johnson IV Tests of Oral Language* (Norms based on age 53-8)

<u>CLUSTER/Test</u>	<u>AE</u>	<u>GE</u>	<u>RPI</u>	<u>SS (95% Band)</u>	<u>SS Classification</u>	<u>PR</u>
ORAL LANGUAGE	6-7	1.2	4/90	51 (43-59)	Very Low	<0.1
BROAD ORAL LANGUAGE	6-7	1.2	7/90	51 (45-57)	Very Low	<0.1
ORAL EXPRESSION	4-9	<K.0	0/90	<40 (<40-46)	Very Low	<0.1
LISTENING COMP	6-2	K.8	8/90	49 (41-56)	Very Low	<0.1
PHONETIC CODING	8-6	3.1	67/90	90 (84-96)	Average	25
SPEED of LEXICAL ACCESS	7-10	2.4	30/90	69 (60-78)	Very Low	2

Picture Vocabulary	7-7	2.2	7/90	61 (51-70)	Very Low	0.5
Oral Comprehension	6-0	K.5	2/90	44 (<40-55)	Very Low	<0.1
Segmentation	7-1	1.6	30/90	84 (77-91)	Low Average	14
Rapid Picture Naming	8-1	2.7	19/90	76 (66-86)	Low	6
Sentence Repetition	3-4	<K.0	0/90	<40 (<40-46)	Very Low	<0.1
Understanding Directions	6-6	1.1	26/90	67 (59-74)	Very Low	1
Sound Blending	13-10	8.4	90/90	100 (92-109)	Average	51
Retrieval Fluency	7-5	2.0	44/90	67 (54-80)	Very Low	1
Sound Awareness	7-3	1.8	34/90	73 (65-81)	Low	3

Woodcock-Johnson IV Tests of Achievement Form A and Extended (Norms based on age 53-8)

<u>CLUSTER/Test</u>	<u>AE</u>	<u>GE</u>	<u>RPI</u>	<u>SS (95% Band)</u>	<u>SS Classification</u>	<u>PR</u>
WRITTEN LANGUAGE	7-3	1.9	1/90	55 (49-62)	Very Low	0.1
Spelling	7-11	2.5	1/90	62 (56-68)	Very Low	1
Passage Comprehension	7-2	1.7	1/90	57 (50-64)	Very Low	0.2
Calculation	10-5	5.0	36/90	83 (75-90)	Low Average	13
Writing Samples	6-10	1.4	2/90	57 (46-67)	Very Low	0.2
Sentence Reading Fluency	6-10	1.4	0/90	47 (<40-56)	Very Low	<0.1

<u>VARIATIONS</u>	STANDARD SCORES			DISCREPANCY		Interpretation at + or - 1.50 SD (SEE)
	<u>Actual</u>	<u>Predicted</u>	<u>Difference</u>	<u>PR</u>	<u>SD</u>	

Intra-Oral Language [Extended] Variations

ORAL EXPRESSION	<40	70		0.2	-2.93	Weakness
LISTENING COMP	49	73	-24	1	-2.45	Weakness
PHONETIC CODING	90	75	15	89	+1.23	--
SPEED of LEXICAL ACCESS	69	74	-5	35	-0.40	--
Picture Vocabulary	61	72	-11	15	-1.03	--
Oral Comprehension	44	76	-32	0.1	-2.99	Weakness
Segmentation	84	78	6	68	+0.46	--

<u>VARIATIONS</u>	STANDARD SCORES			DISCREPANCY		Interpretation at + or - 1.50 SD (SEE)
	<u>Actual</u>	<u>Predicted</u>	<u>Difference</u>	<u>PR</u>	<u>SD</u>	
<i>Intra-Oral Language [Extended] Variations</i>						
Rapid Picture Naming	76	78	-2	46	-0.10	--
Sentence Repetition	<40	75		<0.1	-3.13	Weakness
Understanding Directions	67	78	-11	17	-0.97	--
Sound Blending	100	80	20	95	+1.63	Strength
Retrieval Fluency	67	77	-10	22	-0.76	--

<u>COMPARISONS</u>	STANDARD SCORES			DISCREPANCY		Significant at + or - 1.50 SD (SEE)
	<u>Actual</u>	<u>Predicted</u>	<u>Difference</u>	<u>PR</u>	<u>SD</u>	
<i>Oral Language/Achievement Comparisons</i>						
WRITTEN LANGUAGE	55	64	-9	24	-0.69	No
PHONETIC CODING	90	70	20	96	+1.70	Yes (+)
SPEED of LEXICAL ACCESS	69	72	-3	41	-0.24	No

BRIEF-A Adult Informant Score Summary Table

Index/scale	T score	Percentile
Behavior Regulation Index	71	95
Metacognition Index	83	99
Inhibit	78	99
Self-Monitor	72	96
Shift	73	97
Emotional Control	58	81
Initiate	78	99
Working Memory	82	>99
Plan/Organize	85	99
Task-Monitor	77	>99
Organization of Materials	76	98

Validity scale	Raw score	Percentile	Protocol classification
Negativity	5	≤ 98	Acceptable
Inconsistency	7	≤ 98	Acceptable
Infrequency	0	99	Acceptable

Note: Male, age-specific norms have been used to generate this profile.
For additional normative information, refer to Appendixes A–C in the BRIEF-A Professional Manual.