

MICAA-A

MULTI-INFORMANT CHILD AND ADOLESCENT ASSESSMENT - ADOLESCENT

Summary Report

Youth Name: Sample case · ADHD profile

Youth DOB: Not shown

Service Start Date: 10/14/2026

Youth Grade at Service: 8th

Youth Age at Service: 14

Date of Report: 10/22/2026

Test Version: MICAA-A v1.1

Test Variation: Standard

Norm Set: MICAA-A v1.1 Community Norms 2025/2026

Provider: Sample provider

Organization: Northwest Psychometric

Raters:

Youth (self-report)

Mother (parent rater P1)

Father (parent rater P2)

English (teacher rater T1)

Math (teacher rater T2)

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This sample report has been shortened for the website. The full report also includes item responses for every scale, infrequent responses, and a T-score graph for each rater.

MICA-A Description

About this assessment and how to interpret it

The MICA-A (Multi-Informant Child and Adolescent Assessment - Adolescent) is a standardized and validated syndrome-based instrument designed to screen and assess adolescent emotional, behavioral, and social functioning. It yields both norm-free standard scores, which reflect the percentage of symptoms endorsed, called PE (Percent Endorsed) scores, and normalized T-scores that compare an individual's responses to a contemporary national community sample. T-scores in the 60's indicate scores mildly to moderately higher than the community norm, and scores in the 70's indicate scores markedly higher than the community norm. Clinical interpretation of the scores should consider each rater's level of candor and capacity to observe and accurately report on the youth's internal experiences and behaviors. Interpretation of the youth's profile should also consider scores on the invalidity scales.

Youth Invalidity Scales: There are two validity scores for the youth report. Invalidity False Bias (IFB) consists of items likely to be true for almost everyone. It indicates a tendency to respond False without carefully reading the item. A sample IFB item is "In the past month, I have had something to drink almost every day."

The Invalidity True Bias scale consists of items likely to be false for almost everyone. It indicates a tendency to respond True without carefully reading the item. A sample ITB item is "In the past month, I have forgotten how to read."

Here are the interpretive labels for the invalidity scales using the mean of Invalidity False Bias (IFB) and Invalidity True Bias (ITB), based upon PE scores: < 15%: valid — youth responded carefully and was fully attentive. < 25%: valid — youth was fairly careful but a bit inattentive. >= 25%, < 50%: borderline valid — youth was careless and inattentive at times; interpret with caution. >= 50%: the profile is likely invalid, indicating that the youth may have responded carelessly or inattentively; that they may have difficulties with vision, reading comprehension, or language; or that the youth felt forced to take the test against their will.

When a youth is valid for ITB but borderline valid or invalid for IFB, it indicates that the youth was prone to deny items without carefully reading them and may have been rushing through the questionnaire.

Interpretive Guidelines: For scales in all of the domains except Resiliency, give greater interpretive weight to high scores than to low scores. Low scores can be a result of defensiveness or low psychological awareness, rather than actually being low on a trait or having few symptoms of a syndrome. For the Resiliency scales, give greater weight to low scores, because defensive individuals may score unrealistically high on the resiliency scales.

For scales in the Resiliency Domain, a T-score of 50 or more should be interpreted as having a normal degree of self-esteem or support. Those scores are strongly skewed towards lower scores, so few youths score above 60T. These scales are indicators of psychological strengths, and low scores indicate vulnerability. A low self-esteem score may be read as a subtle indicator of depression.

Self-report questionnaires are vulnerable to defensiveness and low psychological self-awareness. Unusually low scores — such as most scales having a PE score of 0, or the youth having significantly lower scores than other raters — suggest a youth who is not providing accurate information.

Raters

In addition to the youth's self-report, the MICA-A may include up to six parent raters and six teacher raters. The teacher and parent scales have the same names as the youth scales, though there are a few scales given only to teachers or parents. The items on the youth, parent, and teacher scales of the same name are not necessarily the same. The parent and teacher scales are ratings of the youth's behavior. The school edition of the MICA-A does not ask the youth any questions about their family situation, though the parent questionnaires do ask about any history of adverse circumstances within the family and whether there have been significant family stressors in the past year. The clinical version of the MICA-A includes multiple scales that explicitly ask about family problems and any history of neglect or abuse by their parents or other caretakers. All scales in both editions are optional; the provider can select a subset of scales to administer, but individual items cannot be excluded.

Scales

For scales that correspond to a mental health syndrome, interpret higher scores as indicative of having more of the diagnostic criteria for the condition. T-scores can be compared with each other to see which traits and syndromes are relatively more significant. Unless otherwise indicated, the time frame for the questions is the past 30 days. The "History of..." scales refer to behavior prior to age 6. The "Past" scales ask if behaviors have ever been true.

Negative Affect Scales

Anger (An): significant difficulty managing temper, with frequent irritability and episodes of losing control.

Anxiety Disorders (AD): significant social anxiety and agoraphobia symptoms.

Autism Spectrum (AS): significant sensory sensitivity, difficulty reading others, and repetitive behaviors.

Emotional Distress (ED): significant combined symptoms of depression and anxiety that could not be separated in factor analyses.

Peer Rejection (PR): significant social victimization, including teasing, bullying, and exclusion.

Post-Traumatic Stress (PS): intrusive thoughts and memories related to past trauma, along with avoidance of triggers.

Social Media Addiction (SMA): problematic social media use interfering with daily functioning.

Somatization (So): frequent unexplained physical symptoms such as stomach aches, pain, and dizziness.

Suicidal Ideation (SI): endorsement of thoughts about death, self-harm, or suicidal intent.

Unusual Thinking (UT): endorsement of confusion about identity, intrusive thoughts, perceptual disturbances, or auditory hallucinations.

Weight Issues (WI): significant body dissatisfaction and eating-related concerns.

Social Disengagement (SD): a pattern of social withdrawal and limited peer relationships, as observed by parents and teachers.

History of Autism (HAu): parent-reported early developmental markers associated with autism spectrum disorder.

Acting Out Scales

Aggression and Fighting (AF): involvement in physical aggression, including starting fights, injuring others, and using weapons.

Antisocial Behavior (AB): engagement in illegal activities.

Disobedience (Di): non-criminal misbehavior including lying, substance experimentation, sneaking out, and associating with disapproved peers.

Family Estrangement (FE): parent-perceived emotional withdrawal from the family, including refusal to communicate openly and a sense of disengagement from family life.

Negative Peer Influence (NPI): significant exposure to peers engaged in antisocial and illegal behavior.

Substance Abuse (SA): substance use extending beyond experimentation.

History of Behavioral Problems (HBP): parent-reported history of serious childhood conduct problems.

Attention Deficit Scales

ADHD (Teacher): significant hyperactivity, inattention, impulsivity, and disorganization in classroom settings, as reported by teachers.

Executive Dysfunction (ED): disorganized, difficulty staying on task or following directions.

Gaming Addiction (GA): excessive gaming interfering with sleep, emotional regulation, and daily functioning.

School Attention Deficit (SAD): difficulty paying attention in class, boredom, and carelessness with assignments.

School Misbehavior (SM): significant disruptive behavior in school settings.

School Underperformance (SU): declining academic engagement, poor homework completion, and falling grades.

History of ADHD (HAH): parent-reported developmental history of hyperactivity, impulsivity, inattention, difficulty following directions, and restlessness.

Resiliency Scales

Family Support (FS): strong parent-child relationships characterized by closeness, trust, and mutual enjoyment (higher scores are desirable).

School Belonging (SB): youth likes school, feels safe there, and trusts teachers.

Self-Esteem (SE): an optimistic, self-assured, and positive self-concept (higher scores are desirable).

Social Support (SS): access to confidants and trusting relationships the adolescent can turn to in times of need (higher scores are desirable).

Invalidity Scales

Invalidity True Bias (ITB): endorsement of highly unlikely or implausible items, indicating random responding or a failure to understand the test items.

Invalidity False Bias (IFB): a pattern of denying nearly all problems, indicating defensiveness or random responding.

Life Events and Functioning

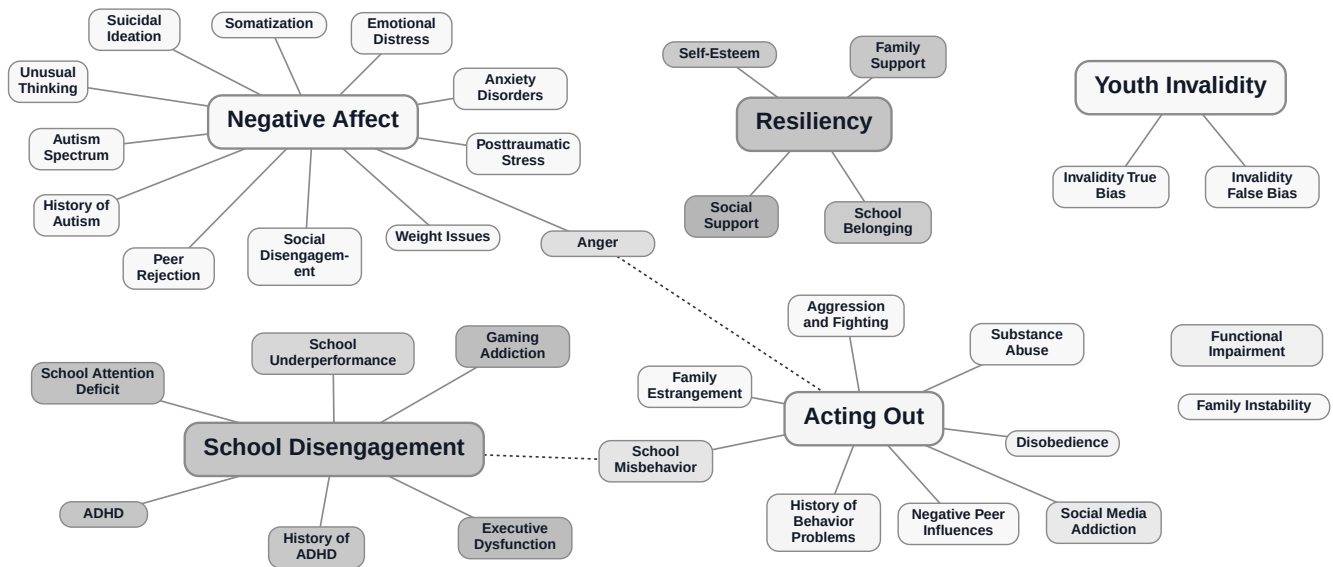
Adverse Childhood Experiences (ACES): presence of major adverse experiences in childhood. Clinical Edition only.

Family Instability (FI): Teacher-observed indicators of instability or hardship at home.

Functional Impairment (FI): parent's report of how any symptoms are causing impairment in the youth's day-to-day functioning.

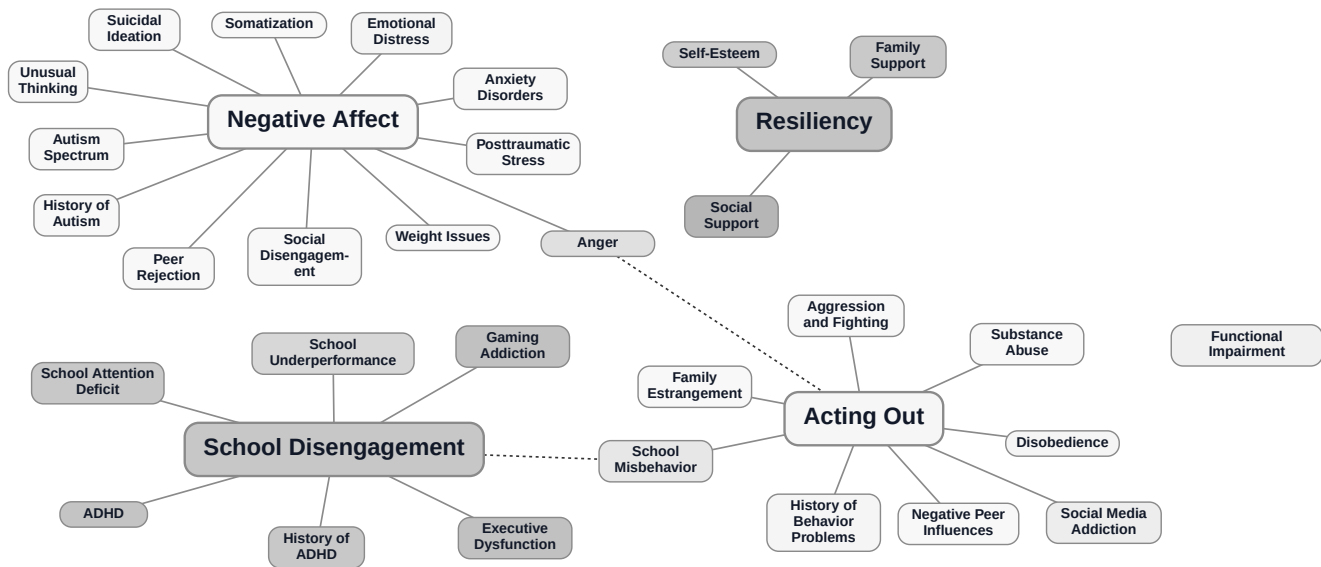
MICAA-A Concept Map

All Raters — mean

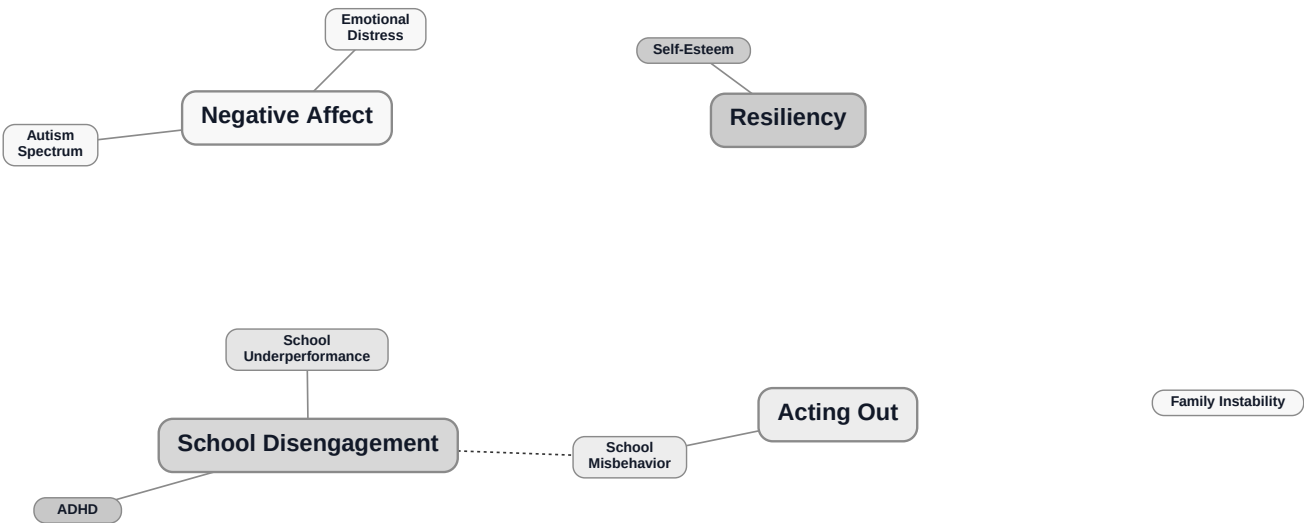


MICAA-A Concept Map

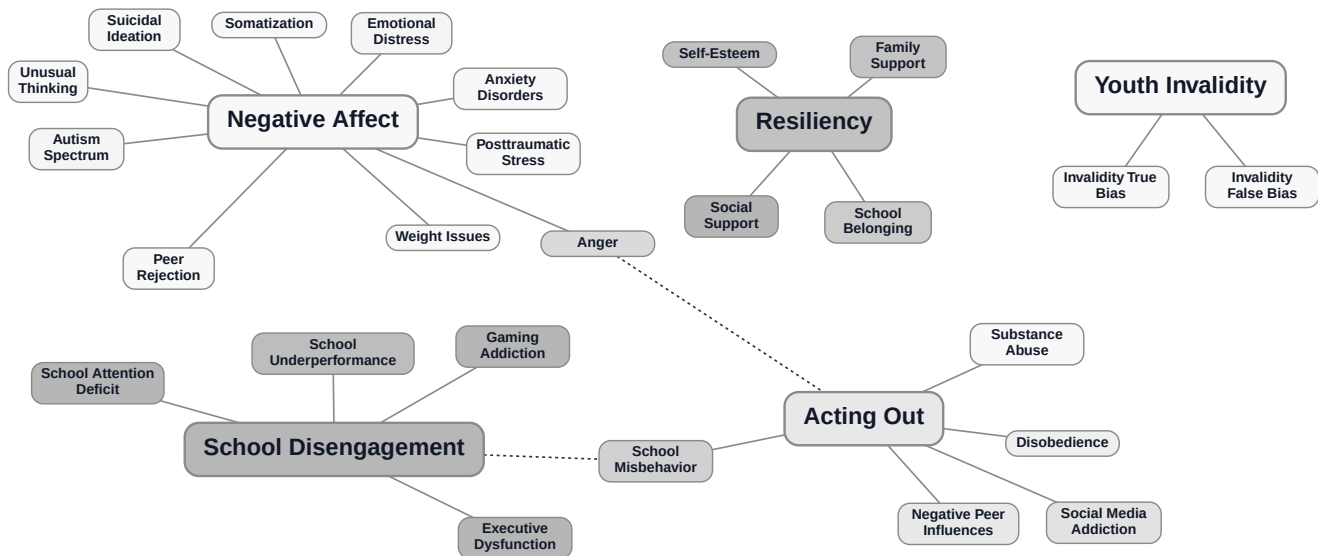
All Parents — mean



MICAA-A Concept Map
All Teachers — mean



MICA-A Concept Map Youth



Rater Rare Items

Miscellaneous Indicators

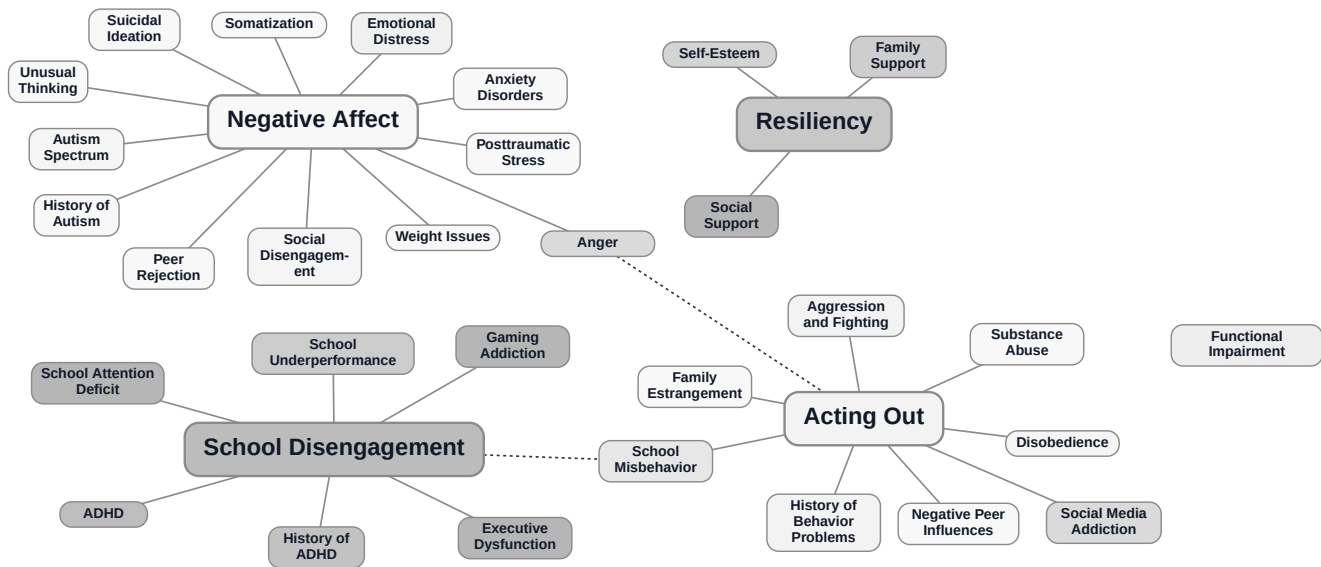
I have been thinking about the great things I will do in the future. (True)
I have been having trouble falling asleep. (Partly True)
I've been irritable much of the time. (Partly True)
I have had some "meltdowns". (Partly True)
I have found purpose, strength, or meaning in my religious faith. (Partly True)
other kids think I'm a little weird. (Partly True)
sometimes I don't know how to act in social situations. (Partly True)

Rater Item Comments

Rater General Comments

MICAA-A Concept Map

P1 — Mother



Rater Rare Items

Miscellaneous Indicators

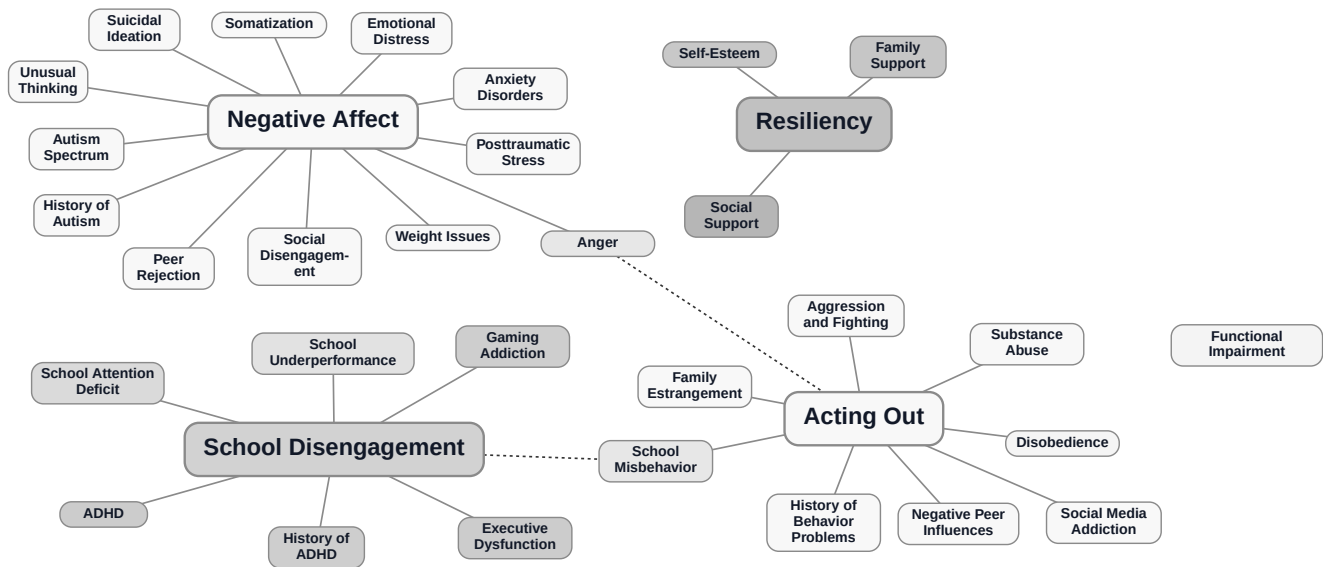
having trouble sleeping. (True)
prone to give up too easily. (Partly True)
having periods when they get "carried away" when feeling good. (Partly True)
frequently irritable. (Partly True)
good at getting others to do what they want. (Partly True)

Rater Item Comments

Rater General Comments

MICAA-A Concept Map

P2 — Father



Rater Rare Items

Miscellaneous Indicators

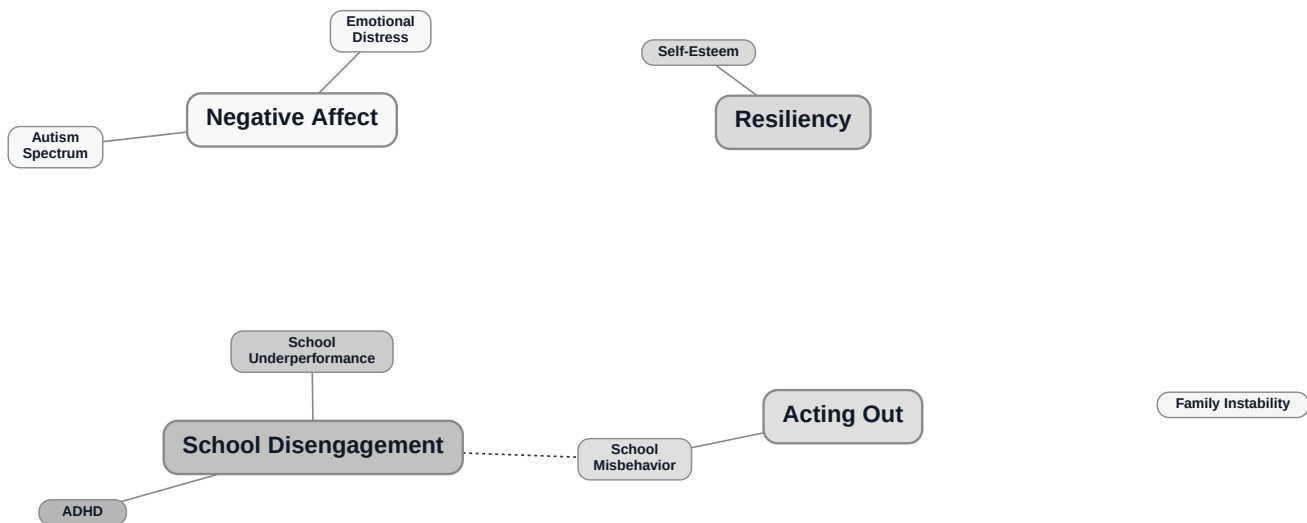
having trouble sleeping. (Partly True)
 prone to give up too easily. (Partly True)
 good at getting others to do what they want. (Partly True)

Rater Item Comments

Rater General Comments

MICAA-A Concept Map

T1 — English



Rater Rare Items

Miscellaneous Indicators

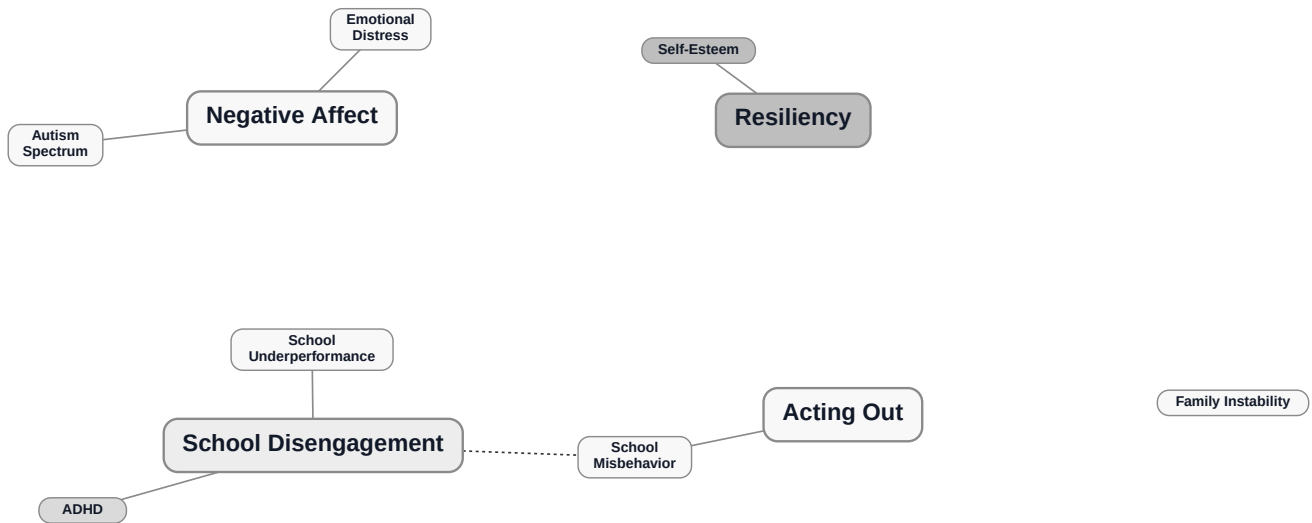
quick to give up on assignments (Partly True)
 exhibiting a negative attitude (Partly True)
 rejecting offered help. (Partly True)
 easily discouraged (Partly True)

Rater Item Comments

Rater General Comments

MICAA-A Concept Map

T2 — Math



Rater Rare Items

Miscellaneous Indicators

Rater Item Comments

Rater General Comments

MICA-A All Rater T-Score Graph



MICAA-A Composite T-Scores

Norms: MICAA-A v1.1 Community Norms 2025/2026

Domain and Scale	All All	Raters		
		Y Youth	P1 Mother	P2 Father
Diagnostic Composites				
Anxiety	45	44	47	43
Depression	46	51	44	41
PTSD	50	51	49	49
Autism	50	62•	41	47
ADHD	68••	74•••	67••	63•
Misbehavior	65•	64•	65•	65•
No Dx	46	51	42	46

• Somewhat elevated: above the 85th percentile
•• Moderately elevated: above the 95th percentile
••• Highly elevated: above the 99th percentile
- Percentile is not available
Resiliency scales are flagged when low instead: below the 15th, 5th, and 1st percentiles.

MICA-A T-Scores

Norms: MICA-A v1.1 Community Norms 2025/2026

Raters

Domain and Scale		Y Youth	P1 Mother	P2 Father	T1 English	T2 Math
Negative Affect						
An	Anger	58	61•	58		
AD	Anxiety Disorders	44	43	43		
AuS	Autism Spectrum				36	36
ED	Emotional Distress	44	53	48	38	38
HAu	History of Autism		43	43		
PR	Peer Rejection	52	48	48		
PS	Posttraumatic Stress	38	48	48		
SW	Social Withdrawal				38	38
So	Somatization	45	43	43		
SI	Suicidal Ideation	48	49	49		
UT	Unusual Thinking	48	46	46		
WI	Weight Issues	44	48	48		
School Disengagement						
AH	ADHD		67••	64•	69••	52
ExD	Executive Dysfunction	70••	69••	59		
GA	Gaming Addiction	67••	67••	58		
HAH	History of ADHD		71••	65•		
SAD	School Attention Deficit	73••	69••	57		
SU	School Underperformance	64•	66•	59	58	37
Resiliency						
FS	Family Support	37•	41	45		
SB	School Belonging	43				
SE	Self-Esteem	44	42	48	50	64
SS	Social Support	54	56	56		
Acting Out						
AF	Aggression and Fighting		58	46		
An	Anger	58	61•	58		
AB	Antisocial Behavior		50	50		
Di	Disobedience	58	53	53		
FC	Family Conflict		57	51		
FE	Family Estrangement		46	46		
HBP	History of Behavior Problems		54	49		
NPI	Negative Peer Influences	54	45	45		
SM	School Misbehavior	65•	65•	65•	56	46
SMA	Social Media Addiction	56	58	39		
SA	Substance Abuse	47	49	49		
Youth Invalidity						
IFB	Invalidity False Bias	48				
ITB	Invalidity True Bias	50				

MICAA-A T-Scores (continued)

Norms: MICAA-A v1.1 Community Norms 2025/2026

Domain and Scale		Y Youth	P1 Mother	P2 Father	T1 English	T2 Math
Other Scales						
ACES Adverse Childhood Experie...						
AS	Autism Spectrum	49	54	44		
FI	Family Instability				51	42
Fnl	Functional Impairment					
SD	Social Disengagement		50	41		

- Somewhat elevated: above the 85th percentile
 - Moderately elevated: above the 95th percentile
 - Highly elevated: above the 99th percentile
 - Percentile is not available
- Resiliency scales are flagged when low instead: below the 15th, 5th, and 1st percentiles.

MICAA-A PE (Percent Endorsed) Scores

Norms: MICAA-A v1.1 Community Norms 2025/2026

Raters

Domain and Scale		Y Youth	P1 Mother	P2 Father	T1 English	T2 Math
Negative Affect						
An	Anger	50	50•	33		
AD	Anxiety Disorders	10	0	0		
AuS	Autism Spectrum				0	0
ED	Emotional Distress	13	20	10	0	0
HAu	History of Autism		0	0		
PR	Peer Rejection	10	0	0		
PS	Posttraumatic Stress	0	0	0		
SW	Social Withdrawal				0	0
So	Somatization	0	0	0		
SI	Suicidal Ideation	0	0	0		
UT	Unusual Thinking	0	0	0		
WI	Weight Issues	0	0	0		
School Disengagement						
AH	ADHD		90••	70•	100••	50
ExD	Executive Dysfunction	100••	100••	70		
GA	Gaming Addiction	100••	100••	67		
HAH	History of ADHD		83••	67•		
SAD	School Attention Deficit	100••	100••	50		
SU	School Underperformance	90•	70•	40	70	0
Resiliency						
FS	Family Support	80•	67	78		
SB	School Belonging	70				
SE	Self-Esteem	83	58	75	50	88
SS	Social Support	100	100	100		
Acting Out						
AF	Aggression and Fighting		17	0		
An	Anger	50	50•	33		
AB	Antisocial Behavior		0	0		
Di	Disobedience	22	13	13		
FC	Family Conflict		33	17		
FE	Family Estrangement		0	0		
HBP	History of Behavior Problems		17	8		
NPI	Negative Peer Influences	30	0	0		
SM	School Misbehavior	63•	33•	33•	43	7
SMA	Social Media Addiction	40	50	0		
SA	Substance Abuse	0	0	0		
Youth Invalidity						
IFB	Invalidity False Bias	0				
ITB	Invalidity True Bias	0				

MICAA-A PE (Percent Endorsed) Scores (continued)

Norms: MICAA-A v1.1 Community Norms 2025/2026

Domain and Scale		Y Youth	P1 Mother	P2 Father	T1 English	T2 Math
Other Scales						
ACES	Adverse Childhood Experie...		0	0		
AS	Autism Spectrum	13	13	0		
FI	Family Instability				13	0
Fnl	Functional Impairment		25	15		
SD	Social Disengagement		13	0		

- Somewhat elevated: above the 85th percentile
 - Moderately elevated: above the 95th percentile
 - Highly elevated: above the 99th percentile
 - Percentile is not available
- Resiliency scales are flagged when low instead: below the 15th, 5th, and 1st percentiles.

MICA-A Item Responses for Selected Scales

School Attention Deficit (SAD)

Youth Responses (100PE, 73T)

Y

In the past month,...

it has been hard for me to stay interested in my schoolwork.

T

it has been hard for me to pay attention in class.

T

teachers and parents keep telling me I'm too sloppy on my homework.

T•

I've often needed reminders to do homework and chores.

T

It has been hard for me to focus on homework.

T

Parent Ratings (75PE, 63T)

P1

P2

In the past month, they have been...

having problems focussing on schoolwork.

T•

P

needing multiple reminders to do their homework.

T

P

having problems paying attention in class.

T•

P

P1 = Mother, P2 = Father

Executive Dysfunction (ExD)

Youth Responses (100PE, 70T)

Y

In the past month,...

teachers and parents have told me my homework is messy or careless.

T

I have often needed reminders to do homework and chores.

T

I have repeatedly thought schoolwork would take less time than it actually did.

T

I have had trouble keeping track of materials I needed (papers, books, devices, etc.).

T

I have forgotten instructions or steps soon after hearing them.

T

Parent Ratings (85PE, 64T)

P1

P2

In the past month, they have been...

told by teachers or caregivers that their homework was messy or careless.

T•

P

needing reminders to do homework and chores.

T

T

expecting schoolwork to take less time than it actually did.

T

P

having trouble keeping track of materials they needed, such as papers, books, or devices.

T

T

forgetting instructions or steps soon after hearing them.

T

P

P1 = Mother, P2 = Father

Bold = keyed response (True on a forward item, False on a reverse item) T = True · P = Partly True · F = False · ? = Don't Know · – = Missing

• <15% · •• <5% · ••• <1% of the norm sample gave this response

Developmental History Questionnaire

Rater: P1 • Mother · Completed Oct 15, 2026 at 12:16 AM

Only notable responses are shown.

Has your child ever been evaluated for a learning disability or other educational disability?

✓ An evaluation has been recommended or requested but has not yet been completed

Does your child currently receive special education services or have an IEP?

✓ Not formally, but they currently receive extra help or interventions at school (e.g., tiered supports) without an IEP

Does your child currently have a Section 504 plan?

✓ No, but a 504 plan is currently being discussed or developed

Developmental History Questionnaire

Rater: P2 · Father · Completed Oct 15, 2026 at 12:20 AM

Only notable responses are shown.

Did your child ever lose skills they had already developed — such as words they used to say, social behaviors, or physical abilities — after previously having them?

✓ Yes, but only a few skills, and they were regained within a few months

Has your child ever been evaluated for a learning disability or other educational disability?

✓ An evaluation has been recommended or requested but has not yet been completed

Does your child currently receive special education services or have an IEP?

✓ Not formally, but they currently receive extra help or interventions at school (e.g., tiered supports) without an IEP

Does your child currently have a Section 504 plan?

✓ No, but a 504 plan is currently being discussed or developed

Medical History Questionnaire

Rater: P1 · Mother · Completed Oct 15, 2026 at 12:16 AM

Only notable responses are shown.

Have any of your child's biological relatives had ADHD or a learning disability?

✓ Yes

Does your child have ongoing trouble falling asleep, staying asleep, or waking up in the morning?

✓ Yes

Medical History Questionnaire

Rater: P2 · Father · Completed Oct 15, 2026 at 12:20 AM

Only notable responses are shown.

Have any of your child's biological relatives had ADHD or a learning disability?

✓ Yes

Does your child have ongoing trouble falling asleep, staying asleep, or waking up in the morning?

✓ Yes