

LEARNING DISABILITIES



Courtesy Herman Zielinski.

IQ assessment: K-ABC II

Kaufman Assessment Battery
for Children- II

Ages: 3 – 18

Time to administer: depends
on model



K-ABC II (Kaufman & Kaufman, 2004)

Luria Model

- **Mental Processing Index (MPI)**
- Excludes verbal ability

Cattell/Horn/Carroll Model

- **Fluid-crystallised Index (FCI)**
- Children from mainstream cultural and language background

Subtests used are the same- interpretation tables are different

Pros

Reduces cultural biases:

- * minimising verbal instructions and responses
- question: advantageous to disabled?
- Minimal cultural content
- Performance of children from lower SES are less affected compared to other standardised tests

Core

Optional

READING DISABILITY



- Reading difficulty not consistent with regular performance in schoolwork and in traditional intelligence assessments.
- Usually due to a neurological condition
- Developmental dyslexia
- Alexia
- Hyperlexia



Hyperlexia

- Average or above average intelligence
- Precocious ability to read: well above given age
- Excellent ability at decoding language
- Poor comprehension ability (not on par with reading ability)
- Struggle with: Who? What? Where? Why? and How?



LANGUAGE ASSESSMENT

Peabody Picture Vocabulary Test - III

Receptive language test



- Nonverbal, multi-choice test
- To evaluate hearing vocabulary or receptive knowledge of vocabulary
- Presented in increasing levels of difficulty
- NOT a screening test for measuring IQ
- Should not be used in isolation to gauge child's language skill (Only one referent word is presented)



1



2



3



4

Expressive Vocabulary Test -2





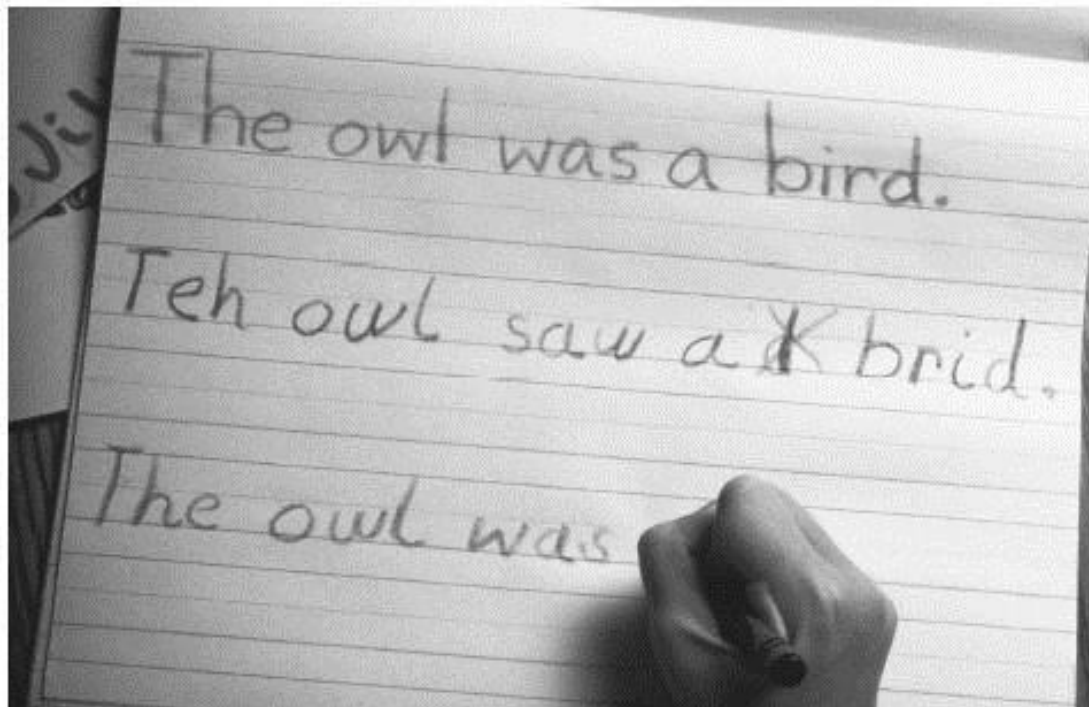
Reading disability



It contains information concerning the development, description, administration, and scoring of the test, tables of norms, guidance for interpreting the test data, and research studies illustrating how the Neale Analysis has been used

Neale Analysis of Reading (Australia) – 3rd edition

DYSLEXIA

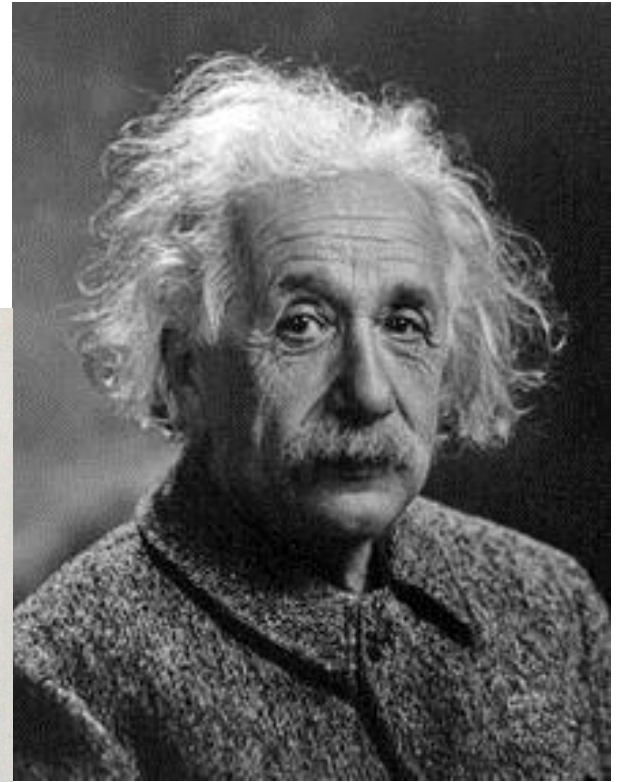


Dyslexia

- word decoding, reading comprehension and/or reading fluency
- Not due to vision or hearing problems or environmental deprivation
- Auditory
- Visual
- Attentional
- NOT related to IQ



Dyslexia



Spelling

- _____ 1. Cannot name the letters of the alphabet in sequence
- _____ 2. Cannot count in sequence to twenty or higher
- _____ 3. Mixes up letter order in words: "pasghetti" with "spaghetti"; "ciminon" with "cinnamon"
- _____ 4. Misspells words
- _____ 5. Reverses letters "b" for "d" or "p" for "q", even whole words
- _____ 6. Reverses the last letter of a word with the first letter
- _____ 7. Cannot spell simple words correctly
- _____ 8. Fails to recognize the same word twice or later on the same page
- _____ 9. Spells a word several different ways
- _____ 10. Cannot do a spelling test correctly if the words in the original list are dictated in a mixed order

- **Reading**

_____ 1. Confuses verb tenses may mix up: see, saw, seeing.

_____ 2. Reads slowly and below grade level

_____ 3. Continues having many reading problems as they move through the grades.

_____ 4. Does not seem to understand what he or she has read.

_____ 5. Has difficulty hearing and repeating words of another language

_____ 6. Has problems understanding and spelling abstract words, especially those about time and place

_____ 7. Mispronounces or misreads many words

_____ 8. Decodes words too slowly while reading and loses comprehension

Behavioural issues

Functional Analysis of Behaviour

Benefits of functional analysis of behaviour

- Provides a picture of spontaneous behaviour in everyday life settings
- Provides information about interpersonal behaviour and learning style
- Provides systematic record of both child's behaviour and behaviour of others that can be used for evaluation and intervention
- Allows for verification of accuracy of parental and teacher reports
- Useful in study of young children and developmentally disabled children who may not be easily evaluated by other procedures.

- **To be a skilled observer, you need the ability to understand behavioural codes,**
- **To distinguish one behaviour from another**
- **Sustain attention**
- **To be attentive to fine detail**
- **React quickly**
- **Summarise behavioural samples verbally**

Table 17-2
Comparison of Behavioral Descriptive Statements and Behavioral Inferential Statements

<i>Behavioral descriptive statements</i>	
He slams his book on the desk.	
She hit Helen three times with a stick.	
He achieved 100 percent accuracy on his mathematics test.	
She says mostly positive things about herself.	

Source: Adapted from Alessi (1980).

Table 17-5
Some Observational Coding Systems

<i>Authors</i>	<i>Observational system</i>
Achenbach & Edelbrock (1981)	<i>Child Behavior Checklist – Direct Observation Form</i> : A 96-item observation form that parallels the parent and teacher versions of the Child Behavior Checklist.
Conger (1984)	<i>Social Interaction Scoring System</i> : A group of seven different coding systems emphasizing different aspects of social interactions, including exchanges within families. Codes are for six types of interactions, seven types of emotional affects, and five types of persons.
Dunn, Barker, & Wahler (1981)	<i>Standardized Observation Codes</i> : A 29-category coding system (a revision of the Wahler, House, & Stambaugh, 1976, coding system) designed to sample interchanges between a child and the child's adult and peer associates.
Fagot (1984)	<i>Interactive Behavior Code</i> : A 51-category behavioral observation code designed to assess a child's play preferences.
Furey & Forehand (1983)	<i>Daily Child Behavior Checklist</i> : A 65-item checklist of pleasing and displeasing behaviors that may have occurred in the preceding 24 hours. Parent completes checklist.
Jay & Elliott (1981)	<i>Observation Scale of Behavioral Distress</i> : An 11-category observational code for recording anxiety or pain in children undergoing painful medical procedures.
Kirschenbaum, Steffen, & D'Orta (1978)	<i>Social Competence Classroom Behavioral Observation System</i> : An 11-category behavioral observation system, including 5 categories of task-irrelevant behavior, 3 categories of task-relevant behavior, and 3 categories of prosocial behavior.
Mash, Terdal, & Anderson (1973)	<i>Response-Class Matrix</i> : An observational coding system for recording mother-child interactions, with 7 categories for the mother and 7 categories for the child.
Reid (1978)	<i>Behavioral Observation Code Used with Families</i> : A 29-category observational code for recording family interactions.
Roberts, Milich, & Loney (1984)	<i>Structured Observation of Academic and Play Settings</i> : A 7-category structured playroom observation procedure for evaluating hyperactivity.

Note. The observational code systems for Furey and Forehand (1983); Kirshenbaum, Steffen, and D'Orta (1978); Mash, Terdal, and Anderson (1973); and Reid (1978) are available in the publications (see the reference section at the end of this text). The other observational systems can be obtained directly from the authors. Their addresses are as follows: Thomas M. Achenbach, University of Vermont, Burlington, VT 05405; Rand D. Conger, College of Home Economics, Iowa State University, Ames, IO 50011; Elizabeth S. Dunn, Child Behavior Institute, University of Tennessee, Knoxville, TN 37996; Beverly I. Fagot, Department of Psychology, University of Oregon, Eugene, OR 97405; Susan M. Jay, Psychosocial Program, Division of Hematology-Oncology, Children's Hospital of Los Angeles, 4650 Sunset Boulevard, Los Angeles, CA 90027; and Mary Ann Roberts, Department of Psychology, University of Iowa, Iowa City, IO 52242.



Table 16-15
Example of a Semi-Structured Interview with Teacher of the Referred Child

Precede the questions below with an introductory comment such as the following: "I would like to talk with you about [child's name] and his [her] behaviors that bother you most. I'd like to discuss these behaviors, when they occur, how often they occur, and what occurs in your classroom that might influence the behaviors. I also would like to discuss some other matters related to [child's name] that will help us to develop useful interventions."

Teacher's Perception of Problem Behavior

1. Please describe exactly what _____ does that causes you concern.
2. Which behaviors bother you most?
3. Which of these behaviors are most pressing to you now?
4. Which behaviors, in order of most to least pressing, would you like to work on now?
5. Let's look into the first problem in more detail.
6. How serious is the problem?
7. How long has the problem been going on?
8. When does the problem occur?
9. What classroom activity is generally occurring at the time the problem occurs (for example, a lecture, unstructured play, independent work, interaction with you, interaction with other children)?
10. How long does the problem behavior last?
11. How often does the problem occur?
12. How many other children in the class also have this problem?
13. How does the child's problem behavior compare with that of other children in the class who show the same behavior?
14. What happens just before the problem begins?
15. What happens just after the problem appears?
16. What makes the problem worse?
17. What makes the problem better?

Reactions to Problem Behavior

18. What do you do when the problem occurs?
19. What attempts have been partially successful?
20. What do you think is responsible for the problem behavior?
21. What is your reaction to _____ in general?

23. Does _____ have many friends?
24. Do the children include _____ in their games and activities?
25. How do other children contribute to _____'s problem?
26. What do they do when _____ engages in the problem behavior?
27. How do other children help to reduce the problem?
28. How do other children react to _____ in general?
29. (If relevant) How do other teachers perceive and react to _____?

Academic Performance

30. How does _____ perform in school?
31. Does _____ complete assignments on time?
32. Does _____ have difficulty staying on task?
33. What are _____'s best subjects?
34. What are _____'s poorest subjects?
35. Does _____ perform differently with different teachers?

Child's Strengths

36. What are _____'s strengths?
37. In what situations does _____ display these strengths?
38. How can these strengths be used in helping _____?

View of Child's Family

39. How much contact have you had with _____'s family?
40. How do you feel about _____'s family?

Teacher's Expectations and Suggestions

41. What does _____ like best to do that you find acceptable?
42. What do you consider to be an acceptable level of frequency for the problem behavior?
43. What expectations do you have for _____?
44. What suggestions do you have for remedying the problem?

Functional Analysis for teachers

If there is a specific problem behaviour in class, the teacher could also be given a fABC form to fill in and the psychologist will try to ascertain what is either

triggering or
maintaining
the problem behaviour.

Interviewing teachers

The goals of the initial clinical assessment interview with parents can be summarized as follows (cf. Mash & Terdal, 1981) :

- 1 . to gather information about parental concerns and goals;
2. to assess parental perceptions of the child's problems and strengths :
- 3 . to obtain a case history ;
4. to identify problem areas and related antecedent and consequent events;
- 5 . to identify reinforcing events for both child and parents;
- 6 . to assess parents' motivation and resources for change;
- 7 . to obtain informed consent ;
- 8 . to discuss assessment procedures and follow-up contacts .