

Clinical and Background Review Report - (United Kingdom)

EXAMINEE: Abigail Sample
AGE: 8 years 4 months
DATE OF BIRTH: 27/06/1997
EXAMINEE ID: 1353
GENDER: Female

REPORT DATE: 17/11/2005
ETHNICITY: <Not Specified>
EXAMINER: Ann Other

Tests Administered: WISC-IV (21/05/2004)
WIAT-II (09/02/2004)

Age at Testing: WISC-IV (6 years 10 months)
WIAT-II (6 years 7 months)

Is this a retest? No

Clinical Review

WISC-IV

The interpretive report will interpret the Full Scale IQ.

WIAT-II

Oral Expression

Abigail's difficulty in Oral Expression may be due to a variety of reasons. The Oral Expression items are primarily expressive in nature, requiring the student to produce oral language to recall and repeat, categorise, describe, and inform. Occasionally, a student may perform poorly on an expressive language task because of the receptive difficulty associated with comprehending task directions. Such students may ask to have instructions or prompts repeated multiple times or may produce a response that is only partially related to the prompt.

The Sentence Repetition items require verbal memory span and short-term memory. Performance on the shorter sentences (Items 1-5) is more dependent on memory span, whereas, the longer sentences require short-term memory. A student's verbatim repetition of the shorter sentences but omission of words in the longer sentences can indicate a reduced memory span. Likewise, omissions on the shorter sentences but correct responses on the longer sentences can indicate inattentiveness or lack of interest. In addition, some students with language problems may have difficulty on these items due to the linguistic demands or syntactic construction of the sentences. Errors of this type can result in meaningless sentences or syntactically irregular sentences.

Guided practice in the verbatim recall of words, lists of words, and sentences of varying length can help students develop their verbal memory span. Mnemonic strategies such as visualisation or silent verbal rehearsal can help students develop short-term memory.

Two Word Fluency items are included in the Oral Expression subtest. These items measure the student's ability to generate words quickly in response to a verbal prompt. Performance on the easier item (Item 2) should be compared to performance on the more difficult item (Item 10) and to that on the Word Fluency item in Written Expression. Because quartile scores are available for all three items, the comparison is direct. Poor performance on all of the items may be the result of poor vocabulary development, lack of exposure to or experience with the category, or lack of interest in the task. Average or better performance on Item 2 (the generation of nouns) but poor performance on Item 10 (the generation of verbs) may indicate semantic or grammatical difficulties. Average or better performance on the Oral Expression items but poorer performance on the Written Expression item may be a result of a writing disorder, lack of automaticity in writing, or low motivation on writing tasks. Games that teach word categories or that

Clinical and Background Review Report - (United Kingdom)

require the player to describe an object while others guess its name (e.g., "I Spy") can aid in the development of oral fluency.

Poor performance on the Visual Passage Retell items could be a result of inexperience with or lack of exposure to story elements, the inability to process sequential visual information into a meaningful whole, a lack of interest in the task, or the inability to use language effectively to communicate information. The responses of some students will not reflect the inference required for the complete development of the story plot. This omission is appropriate for younger students but should be present in stories from students in the intermediate grades and above. The responses from skilled storytellers will be more descriptive and entertaining and will enable the listener to understand the entire story even without benefit of pictures.

Many activities that help students develop a sense of story and the ability to create or retell stories are included in the language arts curriculum. The use of puppets, role-play, drama, story time or oral reading of age-appropriate books to the class can improve students' listening and oral expression skills while they learn about the essential elements of a story.

Poor performance on the Giving Directions items could be a result of the examinee's difficulty in interpreting the meaning of the visual cues, inability to sequence visual information or to translate it into verbal communication, lack of interest, or lack of experience with or exposure to the task. A student's performance on Item 14, which includes visual clues, should be compared to her performance on Item 15, which requires the individual to generate her own visual clues. For students who can perform the first task but not the latter, testing of the limits is recommended. Students are asked to draw out their instructions first and then to proceed, using their own visual clues. From this exercise, you may be able to determine if difficulties are the result of the student's inability to visualise detailed information or to sequence or communicate the information effectively.

Integrated language arts activities that require students to use research skills, listening, reading, speaking, and writing to complete "project" assignments can be especially beneficial to students who might be struggling with any component of the communication process. For example, an environmental issue in the local community can be chosen as a topic for the project. The individual or the team then finds printed resources, interviews local officials, prepares a speech accompanied by visual displays, and writes a report. Such activities integrate oral expression into a total context of a "real life" problem that is interesting and exciting for students to explore.

For specific intervention activities, you may refer to the following:

DiStefano, P., Dole, J.A., & Marzano, R.J. (1984). *Elementary language arts*. New York: Wiley.

Clinical Review Complete

Background Information Review

Excessive amounts of stress produced by traumatic family events can have a substantial negative impact on a child's cognitive scores. Therefore, Abigail's WISC-IV scores should be interpreted with caution unless it can be established that her intellectual functioning was not impaired by the recent stressful events experienced by the family.

Although significant stress in Abigail's family is indicated, the reason for referral does not indicate possible emotional difficulties.

Clinical and Background Review Report - (United Kingdom)

Although Abigail's speech was slurred and/or garbled during testing, expressive language difficulties are not indicated as a possible reason for her referral.

Background Review Complete