*Differential Ability Scales, Second Edition (DAS-II):* ***Early Years Battery***

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| **Differential Ability Scales- Second Edition** | | | |
| **Cluster/Composite** | **Standard Score** | **Percentile** | **Range** |
| **Verbal Reasoning** | 38 | <0.1 | Very Low |
| Verbal Comprehension | 40 | <0.1 | -- |
| Naming Vocabulary | 53 | <0.1 | -- |
| **Nonverbal Reasoning** | 75 | 5 | Low |
| Picture Similarities | 79 | 8 | -- |
| Matrices | 78 | 7 | -- |
| **Spatial** | 76 | 5 | Low |
| Pattern Construction | 78 | 7 | -- |
| Copying | 80 | 10 | -- |
| **GCA** | 57 | 0.2 | Very Low |
| **SNC** | 72 | 3 | Low |

DAS-II

STUDENT’s intellectual functioning was measured with theDifferential Ability Scales-Second Edition (DAS–II)which is anindividually administered battery of cognitive subtests for children and adolescents ages 2 years 6 months (2:6) through 17:11. The DAS-II yields a composite score focused on reasoning and conceptual abilities, called the General Conceptual Ability (GCA) score. In addition, the nonverbal core subtests yield Nonverbal Reasoning Ability, Spatial Ability, and if needed a supplemental score, the Special Nonverbal Composite (SNC) for those students who exhibit a significant language delay. Throughout all subtests with specific age range start points, this examiner was required to go back to earlier start points due to his performance per standardized testing instruction.

STUDENT’s composite score, which focuses on reasoning and conceptual abilities, the General Conceptual Ability (GCA) is a standard score of 57 which falls in the Very Low range. A review of scores indicates that there is consistent performance between cluster scores. Due to STUDENT's significant language delays, the Special Nonverbal Composite (SNC) score was also generated to assess his cognitive functioning. STUDENT's SNC was a standard score of 72 and fell within the Low range. The following is a review of STUDENT’s patterns of cognitive strengths and weaknesses as indicated by the DAS-II*.*

*Verbal Ability Cluster*

The Verbal Ability Cluster is a measure of acquired verbal concepts and knowledge is measured by the subtests Verbal Comprehension and Naming Vocabulary. These subtests require a verbal response and measure both expressive and receptive language. On this cluster, STUDENT obtained a standard score of 38, which falls in the Very Low range of functioning at the <0.1th percentile.

On the subtest Verbal Comprehension which measures receptive language specifically, STUDENT was required to follow oral directions of one or two steps that involved basic language concepts such as “*give me the*…” with the use of manipulatives. STUDENT had difficulty with this task. For example, when asked to *put the horse in the box*, STUDENT responded by putting all items in the box. On this subtest, STUDENT obtained a standard score of 40, which falls within Very Low range.

The subtest Naming Vocabulary measures expressive language. On this subtest, STUDENT was shown an object or a picture and was asked to say its name. He was unable to provide a response for *fish* and for *spoon*, he said "eating". STUDENT achieved a standard score of 53, which falls in the Very Low range.

*Nonverbal Reasoning Ability Cluster*

The Nonverbal Reasoning Ability Cluster is a measure of nonverbal mental processing; measuring nonverbal inductive reasoning, and at STUDENT’s age is composed of the subtests Picture Similarities and Matrices. Designed to be entirely nonverbal, the tasks on these subtests do not require any oral response from the student. On this cluster, STUDENT obtained a standard score of 75 which falls within the Low range when compared to same age peers.

On the subtest Picture Similarities, STUDENT was required to match identical pictures. Picture Similarities does not require fine motor coordination because the individual must only place or push the response card near the correct stimulus picture. On this subtest STUDENT achieved a standard score of 79 which falls within the Low range.

On the subtest Matrices, STUDENT was presented with a matrix problem in a multiple-choice format. Each matrix consisted of four cells, three of which contained a picture. From among the four alternatives STUDENT was required to choose the picture that correctly completed the matrix. On this subtest, STUDENT demonstrated Low performance and achieved a standard score of 78. On this subtest, STUDENT began demonstrating some non-compliant behaviors and required redirecting. When asked to point to the correct one, STUDENT would slide her finger in circles and back and forth on the page of the stimulus book. STUDENT required prompting to “choose one answer” and directions were repeated.

*Spatial Ability Cluster*

The Spatial Ability cluster is a measure of complex visual-spatial processing. It is composed of the subtests Pattern Construction and Copying. On this cluster, STUDENT achieved a standard score of 76 which is at the 5th percentile and is in the Low range.

On the subtest Pattern Construction, STUDENT was required to analyze and synthesize patterns using foam squares as well as yellow and black blocks with various patterns, in order to duplicate a pattern presented in a picture. When presented with the two color foam squares (yellow on one side and black on the other), STUDENT was able to complete the design correctly, but took some time to construct the design. At the earlier start point (for ages 2:6 to 3:5), STUDENT was given natural finish wooden blocks. A model was built by this examiner then he was asked to duplicate the model (with model still intact). STUDENT was able to correctly construct most of the items, but had difficulty on some. For example, he would respond by simply stacking all blocks as opposed to replicating the model. STUDENT obtained a standard score of 78, which is within Low range.

On the Copying subtest, STUDENT was asked to copy simple and abstract designs using pencil and paper. The test requires some motor ability and the ability to determine similarities between a standard figure and the figure being drawn. On this subtest, STUDENT was able to demonstrate crossing the midline (x) and was able to reproduce simple shapes. STUDENT obtained a standard score of 80, which falls within the Low range.

Based on the results of the intellectual assessment, STUDENT performed better when presented with tasks that did not require an oral response. However, he still demonstrated difficulty with nonverbal tasks as well. Overall, he displayed difficulty in all areas assessed. STUDENT required significant structure, redirection, and repetition of instruction to complete the tasks.

**Differential Ability Scales-Second Edition (DAS–II)**: **School Age Record Form**

(5/6/16)

STUDENT’s intellectual functioning was measured with theDifferential Ability Scales-Second Edition (DAS–II)which is anindividually administered battery of cognitive subtests for children and adolescents ages 2 years 6 months (2:6) through 17:11. The DAS-II yields a composite score focused on reasoning and conceptual abilities, called the General Conceptual Ability (GCA) score. In addition, the nonverbal core subtests yield Nonverbal Reasoning Ability, Spatial Ability, and if needed a supplemental score, the Special Nonverbal Composite (SNC) for those students who exhibit a significant language delay.

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| **Differential Ability Scales- Second Edition** | | |
| **Cluster/Composite** | **Standard Score** | **Range** |
| **Verbal Reasoning** | **93** | **Average** |
| Verbal Similarities | 105 | Average |
| Word Definitions | 85 | Below Average |
| **Nonverbal Reasoning** | **100** | **Average** |
| Sequential & Quantitative  Reasoning | 102 | Average |
| Matrices | 98 | Average |
| **Spatial** | **94** | **Average** |
| Pattern Construction | 106 | Average |
| Recall of Designs | 84 | Below Average |
| **GCA** | **95** | **Average** |

STUDENT’s composite score, which focuses on reasoning and conceptual abilities, the General Conceptual Ability (*GCA*) is a standard score of 95 which falls in the Average range. A review of scores indicates that there is consistency between cluster scores. The following is a review of STUDENT’s pattern of relative cognitive strengths and weaknesses as indicated by the *DAS-II.*

*Verbal Ability Cluster*

The Verbal Ability Cluster is a measure of acquired verbal concepts and knowledge is measured by the subtests Verbal Similarities and Word Definitions. These subtests require a verbal response and measure both expressive and receptive language. On this cluster, STUDENT obtained a standard score of 93, which falls in Average range at the 32nd percentile.

On the Word Definition subtest, STUDENT was asked to tell the meaning of individual words. STUDENT was able to correctly provide the meanings of words such as *tiny* and *travel*. He obtained a score of 85 which falls in the Below Average range.

On the Verbal Similarities subtest, STUDENT was asked to describe how three things are similar to one another. STUDENT was able to provide the similarities between *Lock*, *Vaccine*, and *Helmet* ("safety”). STUDENT demonstrated Average abilities on this subtest (SS=105).

*Nonverbal Reasoning Ability Cluster*

The Nonverbal Reasoning Ability Cluster is a measure of nonverbal mental processing; measuring nonverbal inductive reasoning, and at STUDENT’s age is composed of the subtests Sequential and Quantitative Reasoning and Matrices. Designed to be entirely nonverbal, the tasks on these subtests do not require any oral response from the student. On this cluster, STUDENT obtained a standard score of 100 which falls within the Average range when compared to same age peers.

On the Sequential and Quantitative Reasoning subtest, STUDENT was asked to complete a series/sequence of abstract designs by identifying the missing designs or provide the missing number to match a pattern of numbers. His performance fell within the Average range (SS=102).

On the subtest Matrices, STUDENT was presented with a matrix problem in a multiple-choice format. Each matrix consisted of four cells, three of which contained a picture. From among the four alternatives STUDENT was required to choose the picture that correctly completed the matrix. His score fell within the Average range (SS=98).

*Spatial Ability Cluster*

The Spatial Ability cluster is a measure of complex visual-spatial processing. It is composed of the subtests Pattern Construction and Copying. On this cluster, STUDENT achieved a standard score of 94 which is at the 34th percentile and is in the Average range.

On the subtest Pattern Construction, STUDENT was required to analyze and synthesize patterns using foam squares as well as yellow and black blocks with various patterns, in order to duplicate a pattern presented in a picture. When presented with black and yellow plastic block, STUDENT was able to respond appropriately overall, and obtained a standard score of 106, which is within Average range.

On the Recall of Designs subtest, STUDENT reproduced an abstract line drawing that was presented for 5 seconds and then removed. On this subtest, STUDENT was able to demonstrate crossing the midline (x) and was able to reproduce simple shapes. STUDENT obtained a standard score of 84, which falls within the Below Average range.

Based on the results of the intellectual assessment, STUDENT performed consistently throughout the various tasks. Overall, he displayed no difficulty in the areas assessed, but did require structure and redirection of behavior to comply with examiner requests.