# Intelligence and Education Assessment Report

**Name: Rahul**

**Date of Testing: 2021-06-08**

**Date of Birth: 2021-06-08**

**Gender: Male**

**Age:**

**Informant: Ftaher**

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Rahul, None years None months old person was brought to the center for intellectual and educational assessment by his Ftaher with referral from Department of Special Education (DSE)of his school. He is a student of class I at St. Andrews School, Keesara, Hyderabad, Telangana. He was referred with complaints of fear of exams, low academic performance and selective social interaction. He has been availing remedial support from DSE of his school.

## Observations

Rahul was cooperative for assessment. His physical built was observed as age appropriate. Assessment was done in a comfortable environment a fter establishing rapport. He was able to comprehend the instruction in English, Telugu & Hindi language, though with repetitions. Rahul was well oriented and was motivated for the assessment. His attention could be aroused however sustaining the same for the required period of time required prompts in between. His rate of responses was slow and needed more time to perform a task given. Assessment was completed with appropriate breaks in between sessions.

## Tests Administered

In order to assess his Intellectual performance following test was administered;

- Malin’ s Intelligence Scale for Indian Children ( MISIC)
- Raven’ s None Progressive Matrices ( R-PM)

## Educational Assessment

1. Sattler’s Informal Writing Assessment
2. Schonell’s Reading test
3. Schonell's Spelling Test
4. Roswell- Chall Diagnostic Reading Test of word analysis
5. Auditory Sequential Memory Test
6. Nimhans SLD index- Arithmetic test

## Test Findings

### I. Intellectual Assessment

On MISIC, his verbal quotient is 0.0 which suggests average functioning on verbal scale (Average range is 90 -110; borderline range of intelligence is 71 -89). His profile on the verbal scale is as follows;

| Verbal Tests | Verbal Quotient |
|---|---|
| Information | 0 |
| Comprehention | 0 |
| Arithmetic | 0 |
| Similarities | 0 |
| Digit Span | 0 |

( The average range for reference of above table is 90 - 110; Borderline Range of intelligence is 71 - 89, 50- 70 mild intellectual impairment)

**Information - fund of general knowledge; long-term memory; recall**

The Information subtest reflects two factors in the child's development of language and knowledge: 1) The richness of the child's verbal environment during His development is reflected in the fund of knowledge. 2) The ability to store that knowledge in long -term memory, recall it, and verbally express it is an individual ability that is measured by the Information subtest.On this subtest Rahul has scored at borderline level.

**Comprehension - Understanding social rules and ethics; common sense and judgment**

The Comprehension subtest is based on social comprehension, a skill that is deficient in many LD and ADHD children. The social understanding that underlies the Comprehension subtest is greatly influenced by environment. Ethical judgment may be lacking for a variety of reasons - intellectual, environmental, and emotional. For children with significantly weak comprehension subtest scores, direct instruction in social skills may be required.He has scored at borderline level .

**Arithmetic - Numerical reasoning; attention and concentration**

The numerical tasks of the Arithmetic subtest are worked out "in the child's head". He must have the ability to attend to the verbally presented problem and concentrate on working out the answer in His short-term memory. Performance on Arithmetic also requires a mastery of the mathematical operations required by each item, and therefore rev eals information on the child's achievement in arithmetic learning. On this subtest, his score is at borderline level.

**Similarities - Verbal categories and concepts; abstract verbal reasoning**

In order to store language and information in long -term memory, humans use a process of categorization and conceptualization that develops from the concrete to the abstract. The Similarities

subtest captures the child's ability to mentally process verbal information, categorizing and conceptualizing information in the long-term memory store. Over the course of the child' s development, their conceptual skills progress from concrete to abstract reasoning, a process that is reflected in the Similarities subtest. Rahul has scored borderline level on this subtest .

**Digit Span - Short-term auditory memory; concentration and attention**

It is included in an assessment of the factor known as Freedom from Distractibility. High Digit Span scores suggest a superior ability to concentrate and memorize orally presented information.Here he has scored at borderline level.

His performance quotient on the same test is 0.0 which fall in level of functioning (Average range is 90 -110; borderline range of intelligence is 71 -89). His profile on the performance scale is as mentioned below.

| Performance Tests | Performance Quotient |
|---|---|
| Picture Completion | 0 |
| Block Design | 0 |
| Object Assembly | 0 |
| Coding | 0 |
| Maze | 0 |

( The average range for reference of above table is 90 - 110, borderline range of intelligence is 71 - 89 )

**Picture Completion - Visual discrimination; attention to visual detail**

The skill reflected by the Picture Completion subtest is not visual acuity; it is visual discrimination. The child must look at the visual whole presented and analyze its parts to identify what is missing. A relatively simp le task, poor performance in a child with Learning Difficulty/Disability may be related to visual-perceptual difficulties or environmenta l awareness. Here Rahul has borderline score

**Block Design - Abstract visual-perceptual ability; spatial and nonverbal problem-solving**

A pure test of perceptual intelligence, Block Design is the only perceptual subtest that factors heavily with overall intelligence. Block Design will give you a good clue to innate intellectual potential. However, Block Design is a visual- motor task and poor performance may be developmental or related to a motor deficiency. Here Rahul scored below borderline score.

**Object Assembly - Visual analysis and construction of a whole from its parts**

The Object Assembly subtest score reflects the visual -motor skills of puzzle construction. The child must analyze the object and construct the whole visual object from its parts within time constraints. His score on this subtest is at below borderline level.

**Coding - Visual motor coordination; speed; concentration**

An interesting performance subtests that measures visual motor skill. Coding gives clues to basic deficiencies in visual motor performance needed for writing. Good short-term memory improves performance on coding. It also factors with freedom from distractibility and the ability to concentrate to accomplish a visual motor task within time constraints. On this subtest, his score is at borderline range.

**Mazes- Mental Planning Skills**

Mazes show the ability of mental planning, insight and attention to instructions of the child. It is a good measure of visuo - motor coordination with accuracy and speed. Here also he has scored at borderline level.

Overall, Rahul's Full-Scale Intelligence Quotient is Nonewhich indicate average intellectual functioning. His verbal scale scores are better than his performance scale scores. There is a discrepancy of above 24 points between the two scale scores, suggestive of presence of learning difficulty. He might exhibit difficulties in the areas of, visual discrimination, attention to visual detail, abstract visual-perceptual ability, spatial and nonverbal problem-solving, visual analysis and construction of a whole from its parts and mental planning skills which could influence his academic and day today functioning. .

**Raven's None Progressive Matrices (R-PM)**

On R-SPM, Rahul`s score falls below 25th percentile which indicates low average intelligence. He struggled in items measuring visual analysis and organization, visual attention and visual sequencing .

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- **Schonell's Spelling Test- B**

On Schonell's Spelling test his spelling age is calculated as , which is significantly below his chronological age (None years None months). This score shows severe level of inadequacy in his spelling skills.

- **Roswell-Chall Diagnostic Reading Test of word analysis**

The qualitative analysis of Roswell-Chall shows following observations;

1. He has adequate knowledge of phonic sounds.
2. He has adequate knowledge of blends.
3. He has adequate understanding of vowel sounds.
4. He could be syllabicate long and multisyllable words.
5. 5. He has appropriate understanding of silent 'e' sounds.
6. 6. He could read words and short sentences, however tries to read letter by letter, hence takes more time for reading for reading.

- **Auditory Sequential Memory Test**

His auditory sequential memory is found to be at 8 years 6 months level, showing significantly inappropriate ability in sequential memory skills with his age level.

- **NIMHANS SLD Index- Arithmetic test**

Rahul has appropriate ability to perform basic operations of addition, subtraction, multiplication and division However, he makes mistakes in graded sums of multiplication, division and fractions. He makes visuospatial and procedural errors in calculations.

## Summary

From the test results, interview and observation it can be concluded that Rahul is having borderline level of intellectual functioning with learning difficulty. with learning expression mostly as inappropriate language processing and expression and significant difficulty in visuo perception and processing. The profile and the observation data match with profile of Slow learner..

## Recommendations

From the assessments, it is recommended that Rahul could benefit from

- Parental counseling regarding the understanding of child's diagnosis and results of the tests, so as to accept the child and help him in a more appropriate way.
- Individual counseling to learn how to cope up with academic and other stressful situations and build confidence.
- Cognitive Training to improve his deficient cognitive skills.
- Training on study skills to improve his overall academic performance.
- Remedial training to enhance his attentional skills, education skills like reading, writing, spelling, arithmetic skills and facilitate rate of expression
- Academic planning based on assessment results.
- Demeaning comments about his performance should be altered with productive feedback.
- Periodic review of intervention program with adequate modifications to be made from time to time and to work on appropriate transfer of learning
- An orientation to teachers about the results of assessment to provide suitable accommodations and appropriate classroom modifications like,
    - extra t ime to complete his work
    - appropriate monitoring and providing assistance for class work
    - facilitate buddy system in classroom and outside activities so as to help monitor and develop his academic and adaptive functioning.
- He should also be provided accommodations during evaluations during the period of intervention namely
    - extra time to write all his examinations

- to read out questions to him as and when required by him
- spelling errors to be overlooked for content
- provide distraction free environment to write his exams