

Intelligence and Education Assessment Report

Name: None

Date of Testing: None

Date of Birth: None

Gender: None

Age: None

Informant: None

None, None years None months old girl was brought to the center for intellectual and educational assessment by her None with referral from None. She is a student of class None at None. She was referred with complaints of None

Observations

None was cooperative for assessment. Her physical built was observed as age None. Assessment was done in a comfortable environment after establishing rapport. She was able to comprehend the instruction in English, None language, though with repetitions. None was None for the assessment. Her attention None aroused however sustaining the same for the required period of time required prompts in between. Her rate of responses was None to perform a task given. Assessment was completed with appropriate breaks in between sessions.

Tests Administered

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

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

Educational Assessment

- ✗ Sattler's Informal Writing Assessment
- ✗ Schonell's Reading test
- ✗ Schonell's Spelling Test
- ✗ Roswell-Chall Diagnostic Reading Test of word analysis
- ✗ Auditory Sequential Memory Test
- ✗ Nimhans SLD index- Arithmetic test

Test Findings

I. Intellectual Assessment

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

Verbal Tests	Verbal Quotient
Information	0
Comprehension	0
Arithmetic	0
Similarities	0
Vocabulary	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 Her 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 None has scored at Profound 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. She has scored at Profound level .

Arithmetic - Numerical reasoning; attention and concentration

The numerical tasks of the Arithmetic subtest are worked out "in the child's head". She must have the ability to attend to the verbally presented problem and concentrate on working out the answer in Her short-term memory. Performance on Arithmetic also requires a mastery of the mathematical operations required by each item, and therefore reveals information on the child's achievement in arithmetic learning. On this subtest, her score is at Profound 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. None has scored Profound level on this subtest.

Vocabulary: language development, word knowledge, verbal fluency

The degree to which one has learned, to be able to comprehend and verbally express vocabulary. This is a test considered to be a measure of general intelligence. This is also a measure of acquired knowledge. Here she has scored at Profound level.

Her 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). Her 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 simple task, poor performance in a child with Learning Difficulty/Disability may be related to visual-perceptual difficulties or environmental awareness. Here None has Profound 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 None scored below Profound 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. Her score on this subtest is at below Profound 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, her score is at Profound 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 she has scored at Profound level.

Overall, None's Full-Scale Intelligence Quotient is None which indicate average intellectual functioning. Her verbal scale scores are better than her performance scale scores. None which could influence her academic and day today functioning. .

Raven's None Progressive Matrices (R-PM)

On R-PM, None's score falls None percentile which indicates None intelligence. She struggled in items measuring visual analysis and organization, visual attention and visual sequencing .

Educational Assessment Report

Summary

From the test results, interview and observation it can be concluded that None is having borderline level of intellectual functioning with learning difficulty. None.

Recommendations

From the assessments, it is recommended that None 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 her 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 her deficient cognitive skills.
- ✗ Training on study skills to improve her overall academic performance.
- ✗ Remedial training to enhance her attentional skills, education skills like reading, writing, spelling, arithmetic skills and facilitate rate of expression
- ✗ Academic planning based on assessment results.
- ✗ Demeaning comments about her 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 time to complete her work
- appropriate monitoring and providing assistance for class work
- facilitate buddy system in classroom and outside activities so as to help monitor and develop her academic and adaptive functioning.

✕ She should also be provided accommodations during evaluations during the period of intervention namely

- extra time to write all her examinations
- to read out questions to her as and when required by her
- spelling errors to be overlooked for content
- provide distraction free environment to write her exams

working correctly