

| VR Battery        | Ages 2-3 | Ages 6-10 | Ages 11-20 |
|-------------------|----------|-----------|------------|
| figure ground     | 1        | 1         | 1          |
| design analogies  | NA       | 2         | 2          |
| form completion   | 2        | 3         | 3          |
| matching          | 3        | 4         | NA         |
| sequential order  | 4        | 5         | 4          |
| repeated patterns | 5        | 6         | 5          |
| picture context   | 6        | NA        | NA         |
| classification    | 7        | NA        | NA         |
| paper folding     | NA       | 7         | 6          |
| figure rotation   | NA       | NA        | 7          |

| AM Battery            | Ages 2-3 | Ages 4-5 | Ages 6-10 | Ages 11-20 |
|-----------------------|----------|----------|-----------|------------|
| associated pairs      | 1        | 1        | 1         | 1          |
| immediate recognition | NA       | 2        | 2         | NA         |
| forward memory        | 2        | 3        | 3         | 2          |
| attention sustained   | 3        | 4        | 4         | 3          |
| reverse memory        | NA       | NA       | 5         | 4          |
| visual coding         | NA       | NA       | 6         | 5          |
| spatial memory        | NA       | NA       | 7         | 6          |
| delayed pairs         | NA       | NA       | 8         | 7          |
| delayed recognition   | NA       | 5        | 9         | NA         |
| attention divided     | NA       | NA       | 10        | 8          |

\*Numbers reflect the order in which subtest was taken.

#### Methods: Calculations of raw score

Each category rated on 0-3 scale, 0:=rarely/never, 1:=sometimes, 2:=often, 3:=usually/always

Raw score calculated by summing up the items in each scale

| Examiner Rating Scales  |
|---|
| <b>Attention</b>  |
| Pays attention to details within tasks<br>pays attention during instructions and demonstrations<br>careful, interested in accuracy; not careless<br>sustains concentration; willing to try repetitive tasks<br>stays on task, within minimal reinforcement<br>interested in present task more than in starting next task<br>recalls information; does not forget details from Teaching Trials<br>Focuses on task; e.g. does not daydream during assessment<br>directed to task despite external noises and sights<br>persists; body sensation do not interfere with performance |
| <b>Organization/Impulse Control</b>   |
| Thinks and plans before beginning<br>indicates/asks if does not understand directions/procedures<br>does activities in an efficient order; organized  |

inhibits verbalizations appropriately; does not "blurt-out"  
lets examiner finish before starting task, does not interrupt  
refrain from indiscriminately touching test materials  
independently completes activities w/o constant structuring  
independently begins tasks; no extra assistance needed to begin

#### Activity Level

Focuses without fidgeting, restlessness, or gazing elsewhere  
remains in seat appropriately during test; does not climb, open closets, gr  
maintains appropriate activity level; no increase in movement as novelty  
needs minimal reinforcement to sit still

#### Sociability

Interacts positively; not quarrelsome, whiney, or sarcastic  
alert and interactive; is not withdrawn  
cooperates; complies with examiner's request  
friendly; not hostile, angry or defiant  
responsible with objects/materials; not careless or destructive

#### Energy and Feelings

Shows pleasure in accomplishment and active task mastery  
energetic; age appropriate fatigue during test session; not lethargic  
positive or neutral statements regarding performance  
confident; no reproaching or guilt-ridden behaviors  
happy and content with self; does not appear melancholy or sad  
reacts with appropriate range and intensity of emotions

#### Mood and Regulation

modulates thoughts; not inundated by unrelated ideas  
no unrelated or bizarre responses  
realistic; not self-aggrandizing or overly pretentious  
stable disposition; no lability or mood swings  
regulated state; not over-aroused or over-reactive  
normal behaviors observed (e.g. no picking, twirling objects, twisting hair)

#### Anxiety

Assured; not apprehensive or worried during session  
composed; not overwhelmed or rattled  
regulated approach; not obsessive or compulsive about details  
calm; not agitated or jittery in session  
persists with difficult tasks; recognizes limits appropriately  
tolerant; not irritated or annoyed with test tasks

#### Sensory Reactivity

Normal reactions to outside noises, not oversensitive to sounds  
concentrates; not distracted by visual stimuli  
adapts during transitions between tasks  
modulates and regulates arousal level in self

|                        |  |
|------------------------|--|
| <b>Composite Score</b> | <b>Examiner Scales</b>   |
| Cognitive/social       | Attention, Organization/ Impulse Control, Activity Level, Social Abilities |
| emotions/regulation    | Energy & Feelings, Mood & Regulation, Anxiety, Sensory Reactivity          |

| Examiner Rating Scale - Conversion of Raws Scores to Scaled Scores - Age 4 Years, 0 Months to 6 Years, 11 Months |           |                          |                   |               |                           |                        |          |                       |
|--|-----------|--------------------------|-------------------|---------------|---------------------------|------------------------|----------|-----------------------|
| Scaled score   | Attention | Organization/<br>Impulse | Activity<br>Level | Socialability | Energy<br>and<br>Feelings | Mood and<br>regulation | Anxiety  | Sensory<br>Reactivity |
| 1  | 0 to 4    | 0 to 4                   | 0                 | 0 to 3        | 0                         | 0 to 4                 | 0 to 1   | 0 to 2                |
| 2  | 5 to 6    | 5 to 6                   | -                 | 4             | 1                         | 5                      | 2 to 4   | 3                     |
| 3  | 7 to 9    | 7                        | 1 to 2            | 5             | 2 to 4                    | 6 to 7                 | 5 to 6   | -                     |
| 4  | 10        | 8                        | 3                 | 6 to 8        | 5 to 6                    | 8 to 10                | 7        | 4                     |
| 5  | 11 to 14  | 9 to 11                  | 4                 | 9             | 7 to 11                   | 11                     | 8 to 10  | 5 to 6                |
| 6  | 15 to 18  | 12 to 14                 | 5 to 6            | 10            | 12                        | 12 to 14               | 11 to 12 | 7                     |
| 7  | 19 to 20  | 15 to 16                 | 7                 | 11 to 12      | 13 to 14                  | 15                     | 13 to 14 | 8 to 9                |
| 8  | 21 to 23  | 17 to 19                 | 8 to 9            | 13            | 15 to 16                  | 16                     | 15 to 16 | 10                    |
| 9  | 24 to 26  | 20 to 21                 | 10                | 14            | 17                        | 17                     | 17       | 11                    |
| 10   | 27 to 30  | 22 to 24                 | 11 to 12          | 15            | 18                        | 18                     | 18       | 12                    |

Attention Sustained

| Scale               | Description   |
|---------------------|---|
|                     | Measures consist of "boring" clerical tasks such as finding and crossing=out all squares found in an array of geometric shapes printed on a page. Three parallel forms, of increasing difficulty, are included, a preschool "smiling face" form, an animal pictures form, and a more complex array of geometric shapes. |
| Attention Sustained | Children do not necessarily have to answer for each item  |

| Scale construction by Age Group for Attention Sustained |  |   |   |  |
|---|--|---|---|--|
| Scaled Score  | 4 year 0<br>months to 4<br>years 2<br>months | 4 years 3<br>months to 4<br>years 5<br>months | 4 years 6<br>months to<br>4 years 8<br>months | 4 years 9<br>months to 4<br>years 11<br>months |
| 1   | 0  | 0   | 0   | 0  |
| 2   | 1, 4   | 1,4   | 1,4   | 1,8  |
| 3   | -  | 5,8   | 5,11  | 9,12   |
| 4   | 5,8  | 9,12  | 12,15   | 13,16  |
| 5   | 9,12   | 13,16   | 16,19   | 17,20  |
| 6   | 13,16  | 17,20   | 20,23   | 21,24  |
| 7   | 17,20  | 21,24   | 24,27   | 25,27  |

|    |       |       |       |       |
|----|-------|-------|-------|-------|
| 8  | 21,24 | 25,27 | 28,30 | 28,31 |
| 9  | 25,27 | 28,30 | 31,33 | 32,35 |
| 10 | 28,30 | 31,33 | 34,37 | 36,39 |
| 11 | 31,33 | 34,37 | 38,41 | 40,43 |
| 12 | 34,37 | 38,41 | 42,45 | 44,46 |
| 13 | 38,41 | 42,45 | 46,49 | 47,49 |
| 14 | 42,45 | 46,49 | 50,52 | 50,53 |
| 15 | 46,49 | 50,53 | 53,55 | 54,57 |
| 16 | 50,53 | 54,57 | 56,58 | 58,61 |
| 17 | 54,57 | 58,61 | 59,61 | 62,64 |
| 18 | 58,61 | 62,65 | 62,65 | 65,67 |
| 19 | 62,74 | 66,74 | 66,74 | 68,74 |

| Skill Measure             | Mean  | SD   | r    | N  |
|---------------------------|-------|------|------|----|
| Am Attention Compositive  | 107.1 | 12   | 0.83 | 11 |
| WISC-III Processing Speed | 103.4 | 20.6 |      |    |

Leiter international performance scale - revised (Leiter-R) / Gale H. Roid and Lucy J. Miller. Wood Dale, IL : Stoelting, c.1997.  
Manual, Look in the University of Chicago Test Resources