

# STIMULUS BOOK 2 FOR TREATMENT PROTOCOLS FOR LANGUAGE DISORDERS IN CHILDREN VOLUME 1 pdf

## 1: Clinical Evaluation of Language Fundamentals® - Fifth Edition

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Some WAIS®-III subtests that demonstrated relatively lower reliability were dropped from the battery or no longer contribute to the composite scores. Can I substitute the supplemental subtests for a core subtest? Yes, you can substitute one supplemental subtest per index. However, you can only substitute a maximum of two subtests total to retain the validity of the FSIQ. Can I give all the core and supplemental subtests and choose to use the highest subtest scaled scores when computing composite scores? When deriving composite scores, you can only substitute supplemental subtests substituted for core subtests that are spoiled or invalidated. Supplemental subtests are also used to provide additional information on cognitive functioning. However, you should decide before you administer the subtests which one to use to derive composite scores. If you need to use a supplemental subtest in place of a core subtest for clinical reasons, decide this before you administer the subtest—not after you have derived scaled scores. For example, an individual with motor impairment may be administered Figure Weights as a substitute for Block Design. Supplemental subtests are also useful when the scores within an index are widely discrepant. The additional information from the supplemental subtest can help tease out factors contributing to disparate results. The development of the WAIS®-IV was significantly influenced by current research in neurocognitive information processing models. The creation of new subtests was equally guided by clinical research and factorial data. Why was Picture Arrangement dropped? Picture Arrangement was dropped for a variety of reasons. It was lengthy to administer, the subtest manipulatives were heavy and contained multiple pieces that could be lost or damaged, or administered inconsistently. Ultimately, some difficult choices were made to make room for new subtests. Why was Object Assembly dropped? Object Assembly was also dropped for a variety of reasons. There was an emphasis on decreasing dependence on time bonus points. Object Assembly was also lengthy to administer. Subtest performance was dependent on motor performance. In terms of user friendliness, the subtest manipulatives were heavy and contained multiple pieces that could be lost or damaged, or administered inconsistently. Some difficult choices were made in order to make room for the new subtests. Why was Information chosen as a core subtest over Comprehension? A number of factors were considered when making this decision. User-friendliness factors, such as administration time and ease of recording and scoring, clearly supported Information. At the subtest level, Comprehension was more sensitive than Information for a number of clinical groups; however, selecting Comprehension as a core subtest did not improve the clinical sensitivity of the VCI or the FSIQ for those groups. With respect to construct coverage, the specificity unique contribution to the battery of Information was higher than that of Comprehension, and the g-loadings were almost identical, and there was no clear pattern of differential correlations with reasoning tasks with Information compared with Comprehension. Digit Span Sequencing was added to increase the working memory demands of the Digit Span subtest relative to the previous version, in response to research indicating different cognitive demands for the Digit Span Forward and Digit Span Backward tasks. Digit Span Forward must be administered, as pilot study data indicated the omission of this task results in lower Digit Span Backward scores for some examinees possibly due to the loss of instructional progression. Retaining Digit Span Forward also ensures sufficient floor items for examinees with intellectual disability or general intellectual deficiency. The separate process scores for each of the three tasks allow practitioners to evaluate differential performance across the tasks. Why was Arithmetic chosen as a core subtest over Letter-Number Sequencing? Arithmetic was chosen over Letter-Number Sequencing reasons similar to those for choosing Information over Comprehension. In addition, substantial revisions were made to the Arithmetic subtest to reduce the arithmetic knowledge necessary to complete items successfully and to eliminate superfluous irrelevant information. Research indicates that tasks involving cognitive arithmetic are sensitive to dementia. Which tables are endorsed by Pearson? Why are some 0-point or 1-point

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responses on the verbal subtests not queried? It was determined during standardization that querying certain responses did not result in any additional information. However, clearly wrong responses should not be queried. In addition, the responses marked with a Q in the manual must be queried. The shortened discontinue rules reduced the overall testing time. Standardization discontinue rules were set generously to enable the examinee to attempt all passable items, yet limit the number of items presented. Final adjustments to the discontinue rule for each subtest were made based on empirical studies of the standardization data. The percentile ranks of examinees within an age group were compared before and after application of the reduced discontinue rule. The discontinue rule was set at the lowest number of consecutive scores of 0 that resulted in a rank-order correlation of . For example, the Similarities discontinue rule was five consecutive scores of 0 for standardization and was reduced to three consecutive scores of 0 for the final version of the scale. What is the rule of thumb for clinical significance in base rates? What scores do I use if I want to do a discrepancy analysis? A number of other discrepancy analyses can be conducted between the index scores *e*. The process-level discrepancy comparisons reflect the differences between scores for a subtest and the corresponding process score *i*. These process-level discrepancy comparisons may be of particular clinical interest. Prior to interpretation, the practitioner should know whether such a difference is statistically significant and how frequently it occurs in the normative sample. We did extensive market research with customers, using unaided questions, to determine the need for new clinical studies. If you are interested in conducting clinical studies with other groups, you may request permission via the following website: Pearson may provide support for such studies by providing test materials and matched control groups for comparison. Why is reliability lower for the intellectually gifted and the intellectually disabled formerly referred to as mental retardation special group samples than for the normative sample? It is a consistent finding that the restriction in the range of scores obtained by these groups frequently results in lower reliabilities. Are there profiles typical of clinical disorders? Generally, the answer is no. However, ongoing research may identify certain characteristics of cognitive functioning for specific clinical disorders. While specific profiles are not diagnostic of particular disorders, working memory and processing speed are implicated in a variety of psychoeducational and neuropsychological disorders. Consistent with current research, studies reported in the WAIS-IV Technical and Interpretive Manual suggest that examinees with various neuropsychological and learning issues tend to perform lower on working memory and processing speed tasks. Gifted examinees tend to score lower on Processing Speed subtests relative to subtests from other scales, perhaps due to a problem solving approach that stresses accuracy over speed. States and other regulatory bodies may update their terminology in the near future. What do I do if an examinee has recently immigrated to the United States and needs to be assessed in a language other than English? For examinees whose families have recently immigrated, these are the most current, valid tests available in their first language. Standardization projects are underway for English language versions in Australia and England; a French version is also under development for use in French-speaking Canada. These particular subtests were omitted from the test protocol for ages 70-90 for various reasons. These subtests were not administered to ages 70-90 due to concerns with fatigue in older adults. Standardization editions include more items, involve using longer discontinue rules, and require additional recording procedures relative to final editions of tests. These factors increase testing time. In standardization, examinees typically are administered both the main test being standardized *e*. The introduction of Digit Span Sequencing decreased the unique information that Letter-Number Sequencing contributes to the battery. Figure Weights and Cancellation were new subtests, with unproven utility for older adults. All of these subtests were likely to be selected as supplemental subtests. Ultimately, the decision was made to omit these subtests for these ages. Block Design was chosen as the first subtest because it is an engaging task that gives the examiner more opportunity to establish rapport. When testing examinees with motor impairment, examiners may decide to begin with a different subtest in the interest of rapport. If you wanted to reduce the effects of speeded performance, why not eliminate time bonus points from Block Design altogether? In general, higher ability examinees tend to perform the task faster. Without time bonus points,

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Block Design does not provide fine discrimination at higher ability levels. Why do Visual Puzzles and Figure Weights have strict time limits, and Matrix Reasoning only has a 30 second guideline? Similar to Block Design, higher ability examinees tend to perform Visual Puzzles and Figure Weights items more quickly. Given enough time, low ability examinees can eventually respond to items correctly. This is not the case with Matrix Reasoning. The 30 second guideline was established because completion time data indicated that the vast majority of examinees who will respond correctly do so within 30 seconds, but giving additional time to low ability examinees did not result in correct scores. A strict time limit is therefore unnecessary: Grant additional time if the examinee has established a pattern of providing delayed but correct responses as the item difficulty increases. Why is Digit Span placed so early in the subtest order? To avoid interference effects between Digit Span and Letter-Number Sequencing, these subtests were widely separated in the order of administration. In the Letter-Number Sequencing subtest, the examinee is instructed to repeat the numbers in ascending order first, and then the letters in alphabetical order. For Items 3-10, why is credit awarded if the examinee repeats the letters first in order and then the numbers in order? There is a distinction between reordering and sequencing: Reordering involves placing the numbers as a group prior to the letters as a group, and sequencing involves placing the numbers in numerical order and the letters in alphabetical order—regardless of which grouping comes first. The reason for instructing examinees to reorder the numbers before the letters is to provide a structured way of approaching the task, which is especially helpful for examinees that are anxious or have difficulty structuring their own work. Using Sample Item A, the examinee is taught to reorder the number before the letter for the two-character trials.

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