WEBVTT

1
00:00:06.054 --> 00:00:19.493
Thank you everyone for joining us today for our webinar on individual
intelligence and adaptive testing with Dr Donna a few housekeeping items
before I turn this over to him, your lines have been muted upon entry.

2
00:00:19.824 --> 00:00:29.903
So, that will not afford the opportunity for you to ask questions via
that channel via auditory but you can ask questions using the chat box.

3
00:00:30.024 --> 00:00:36.774
So when you submit those questions using the chat box, we ask that you
submit those 2 at a minimum panelists.

4
00:00:37.049 --> 00:00:48.240
You just send those the host I'm going to be the only 1 that sees them
and I promise you, I will not do the answers that just doesn't deserve.
So, the mic questions, the chat box.

5
00:00:48.865 --> 00:01:01.975
To panelists for all attendees either way will be fine. The 2nd, piece
is, this wasn't our is recorded. So if there are others that you believe
that would be able to benefit from this information that we're unable to
attend.

6
00:01:02.335 --> 00:01:12.655
We will post this reporting on our website. And the division email blast
will go out when that is available. And with that, I am going to turn it
over to back to them.

7
00:01:13.109 --> 00:01:21.180
Thank you very much. Um, uh, 1st of all it's my pleasure to be, uh, with
you today.

8
00:01:21.180 --> 00:01:26.579
It's always enjoyable for me to get back to Missouri.

9
00:01:26.579 --> 00:01:30.150
Once a school here back in the ninety's at the zoo.

10
00:01:30.150 --> 00:01:35.010
And I really fell in love with a place and I get back to Missouri. Every
chance I get.

11
00:01:35.010 --> 00:01:41.430
Uh, I started working as a school psychologist, uh, in Louisiana, back in the, um.

12
00:01:41.430 --> 00:01:44.609
Back in the mid eighties and then.

13
00:01:44.609 --> 00:01:51.510
Moved to Missouri, and worked here for several years and then I've been Murray State University.

14
00:01:51.510 --> 00:01:55.530
And Western Kentucky, since 1997.

15
00:01:55.530 --> 00:01:58.890
Started the school vitality program down there.

16
00:01:58.890 --> 00:02:12.449
And we have quite a few graduates that lined up in Illinois, some in Missouri and Tennessee lot in Kentucky. So, but what I wanted to.

17
00:02:12.449 --> 00:02:15.990
Discussed today are issues around individual.

18
00:02:15.990 --> 00:02:20.099
Intelligence and adaptive behavior testing.

19
00:02:20.099 --> 00:02:23.370
Um, things that I have worked with.

20
00:02:23.370 --> 00:02:37.405
For years, like any test their strengths and then there's the weaknesses to these things as well. So I planned this Friday.

21
00:02:37.405 --> 00:02:39.534
I should have you added here by.

22
00:02:40.229 --> 00:02:44.280
730 or so not really.

23

00:02:44.280 --> 00:02:59.099
So, purpose of the workshop here to review assessment concepts, and then test interpretation. So that's going to be probably the biggest, um, our biggest focus.

24
00:02:59.425 --> 00:02:59.724
So,

25
00:02:59.724 --> 00:03:01.375
from an ethical standpoint,

26
00:03:01.375 --> 00:03:02.425
just a caveat,

27
00:03:02.724 --> 00:03:06.955
I'm not going to be able to answer any specific case questions,

28
00:03:06.955 --> 00:03:16.645
or any dB or waiver eligibility questions but I did invite you through the chats to ask questions.

29
00:03:16.645 --> 00:03:19.764
And then hopefully we'll be able to get to those.

30
00:03:20.099 --> 00:03:26.639
Um, we'll also look at distinctions between screening and diagnostic tests.

31
00:03:26.639 --> 00:03:33.180
We'll review discuss IQ, adaptive and some achievement testing concepts and their purposes.

32
00:03:33.180 --> 00:03:37.650
And then we'll look at a just a handful of case studies.

33
00:03:37.650 --> 00:03:44.669
To you, so, the 1st thing kind of want to point out to your.

34
00:03:44.669 --> 00:03:51.780
Is, uh, phrenology I think most of you are probably been a little familiar with this, but.

35

00:03:51.780 --> 00:03:56.610
From our logistics were people that, uh.

36
00:03:56.610 --> 00:04:03.240
They call themselves mental health practitioners and the idea was that,
of course, this is back in the.

37
00:04:03.240 --> 00:04:07.349
Mid to late, 18 hundreds they would.

38
00:04:07.349 --> 00:04:13.379
Actually, palpate the size of the person's head to fill for different.

39
00:04:13.379 --> 00:04:26.819
Bumps and failures and so forth. And the idea was that they could
interpret or analyze a person's personality based on the contours of
their head.

40
00:04:26.819 --> 00:04:30.899
Of course, this was completely goofy, but at the time it was considered.

41
00:04:30.899 --> 00:04:37.259
State of the arc I don't know about you, but frankly my head doesn't have
that many.

42
00:04:37.259 --> 00:04:43.108
This is more smooth than anything else, but if you look at this sample.

43
00:04:43.108 --> 00:04:48.478
From knowledge just or this rendition here.

44
00:04:48.478 --> 00:04:59.728
For example, if you had a large bomb toward the occipital on the back of
your head, and that was indicated that you had a lot of self esteem.

45
00:05:00.024 --> 00:05:08.124
And a certain type of up toward your frontal lobe over your eye areas,
and you were really person.

46
00:05:09.293 --> 00:05:15.504
But obviously the problem associated with this is that is completely open
to interpretation.

47
00:05:15.838 --> 00:05:25.858
So, there was nothing about it that was scientific whatsoever and so this kind of brings us to where.

48
00:05:25.858 --> 00:05:33.988
We want to be with with our tests and so, but we'll talk about 1st here.

49
00:05:33.988 --> 00:05:44.579
Is going to be several important concepts. I want to go through the 1st, 1 is a difference when a criterion reference test.

50
00:05:44.579 --> 00:05:56.338
And a norm referenced test, so a criterion reference test they tend to measure a very narrow band of of skills.

51
00:05:57.173 --> 00:06:09.983
Versus a non reference task, then we're going to talk about what that is here in a minute reference test manager is much more a broader spectrum aspect of functioning criterion, reference factors, many items.

52
00:06:09.983 --> 00:06:13.704
But again, they're only measuring a narrow band of ability.

53
00:06:14.038 --> 00:06:18.028
Wrong spectrum there's fewer items.

54
00:06:18.028 --> 00:06:24.658
The purpose is different between these so, criterion reference is primarily instructional.

55
00:06:24.658 --> 00:06:28.559
Academic for academic instruction.

56
00:06:28.559 --> 00:06:35.309
Uh, and a normal reference test is best used for diagnostic purposes.

57
00:06:35.309 --> 00:06:39.059
And for eligibility to access services.

58
00:06:39.059 --> 00:06:46.588
An important difference between the criterion reference test and the norm references the, the interpretation.

59
00:06:46.588 --> 00:06:50.759
So, what a criterion reference test.

60
00:06:50.759 --> 00:06:54.028
Do you interpret, um.

61
00:06:54.028 --> 00:07:01.918
The person's skills based on the percentage of the criteria that they
actually got. Correct?

62
00:07:01.918 --> 00:07:04.978
I norm reference test.

63
00:07:04.978 --> 00:07:08.939
You look at where that person's score.

64
00:07:08.939 --> 00:07:15.209
Falls within that normative group, so we can find a.

65
00:07:15.209 --> 00:07:18.598
The example here.

66
00:07:18.598 --> 00:07:22.468
So, for example, let's say.

67
00:07:22.468 --> 00:07:32.399
That Bob has mastered 83% of this timetables through number 10. so that
will be a criterion.

68
00:07:32.399 --> 00:07:37.798
Reference measure here the criteria and as timetables.

69
00:07:37.798 --> 00:07:42.928
And noticed that the index is.

70
00:07:42.928 --> 00:07:47.548
That 83%, that's he has 83% in mastery.

71
00:07:47.548 --> 00:07:57.449

Some criteria now, this next piece, your bounce performance, somebody would cut Johnson achievement test, placed him at the 53rd percentile.

72
00:07:57.449 --> 00:08:05.069
That's a norm referenced test. Okay. So, again, this 83% of this timetables.

73
00:08:05.069 --> 00:08:08.579
That's used for.

74
00:08:08.579 --> 00:08:15.718
Instructional purposes, and this next bullet here with Gus, and that's where.

75
00:08:15.718 --> 00:08:19.348
We are comparing him to other people his age.

76
00:08:19.348 --> 00:08:24.569
And that's used for diagnostic purposes use for eligibility to receive.

77
00:08:24.569 --> 00:08:30.449
Especially design destruction, so a percentile.

78
00:08:30.449 --> 00:08:37.979
Tells us other percent of people who took the same test as Bob and scored at or below.

79
00:08:37.979 --> 00:08:41.519
That score, so from Bob.

80
00:08:41.519 --> 00:08:45.208
That 53 percentile that means he.

81
00:08:45.208 --> 00:08:52.048
Scored as well as or better than 53% of other people is age. Okay.

82
00:08:52.048 --> 00:09:02.099
So, an important distinction between these 2 tasks, criteria and norm reference that's what the anchor point is. So, the anchor point for the criterion.

83
00:09:02.099 --> 00:09:06.359

Tests or the test items themselves.

84
00:09:06.359 --> 00:09:12.599
If it's addition if this work recognition is it if it's spelling.

85
00:09:12.599 --> 00:09:17.698
The anchor point for non reference test is a population of other people.

86
00:09:17.698 --> 00:09:26.308
That took that same task. Okay. Now, this will we'll pull this thing.
It's harder to do this without a lot of.

87
00:09:26.308 --> 00:09:30.208
Um, graphics, but, uh, I think we can.

88
00:09:30.208 --> 00:09:33.928
I think we can illustrate this as as we go.

89
00:09:40.649 --> 00:09:49.918
So, norm reference tests, we use them, we say standardized tests. Uh, we
use these 2 words interchangeably often.

90
00:09:49.918 --> 00:09:53.399
So, they're used for diagnostic and eligibility purposes.

91
00:09:53.399 --> 00:10:00.688
This is to make a diagnosis, for example, of an intellectual disability
or a learning disability.

92
00:10:00.688 --> 00:10:06.629
And to determine eligibility for special educational services.

93
00:10:06.629 --> 00:10:16.078
Gifted programming, for example, so our normal reference says those can
be academic. They can be personality measures.

94
00:10:16.078 --> 00:10:22.288
They can be intellectual measures and they can be adaptive or independent
functioning managers.

95
00:10:22.288 --> 00:10:27.599
Now, diagnostic test.

96
00:10:27.599 --> 00:10:32.609
Or are non reference task those tend to have several scales.

97
00:10:32.609 --> 00:10:36.749
That several indices and not just 1 so.

98
00:10:36.749 --> 00:10:40.438
For example, a measure of intellectual, functioning.

99
00:10:40.438 --> 00:10:45.599
We'll have an index, it measures verbal ability or verbal reasoning.

100
00:10:45.599 --> 00:10:49.798
An index that measures feel spatial thinking.

101
00:10:49.798 --> 00:10:53.879
And then index that made your decision making speed.

102
00:10:53.879 --> 00:10:57.599
So are diagnostic tests um.

103
00:10:57.599 --> 00:11:03.688
What's nice about those is that it gives us a number of different scores.

104
00:11:03.688 --> 00:11:09.749
That we can interpret to give us some sense about why the person might be
struggling.

105
00:11:09.749 --> 00:11:12.928
In school, or or on the job.

106
00:11:12.928 --> 00:11:17.698
So, our norm reference test the individual items for each scale.

107
00:11:17.698 --> 00:11:23.489
They start off very easy and then they advance the very difficult.

108
00:11:23.489 --> 00:11:27.058
So typically our diagnostic tests.

109
00:11:27.058 --> 00:11:30.719
May have 8 or 10 individual scales.

110
00:11:30.719 --> 00:11:35.729
Each of those scales has maybe 30 items on it.

111
00:11:35.729 --> 00:11:39.509
Item 1 is very easy to pass.

112
00:11:39.509 --> 00:11:43.139
Item 30 is very difficult to pass.

113
00:11:43.139 --> 00:11:48.899
So the number of items that a person actually gets correct is called the
raw score.

114
00:11:48.899 --> 00:11:53.849
So, there's several important concepts that we're going to be going
through.

115
00:11:53.849 --> 00:11:56.879
We talked about criteria and referenced.

116
00:11:56.879 --> 00:12:00.958
Talked about non reference now we're talking about raw scores.

117
00:12:00.958 --> 00:12:03.958
Okay, now, by themselves they don't tell us much.

118
00:12:03.958 --> 00:12:08.969
We could anchor those.

119
00:12:08.969 --> 00:12:17.908
We can anchor those to what is considered to be average.

120
00:12:17.908 --> 00:12:22.859
And that gives us a way of interpreting where this person's.

121
00:12:22.859 --> 00:12:27.658
Functioning or skill level is falling compared to other people they're
age.

122
00:12:27.658 --> 00:12:31.798
So, for example, the fewer items 1 gets correct.

123
00:12:31.798 --> 00:12:35.938
The lower their reading skills, IQ or memory.

124
00:12:35.938 --> 00:12:42.298
Problem solving whatever, the more items that they get. Correct? The
higher their skill level.

125
00:12:42.298 --> 00:12:46.408
Relative to other people, their age.

126
00:12:46.408 --> 00:12:50.999
So that roll score for it to be meaningful.

127
00:12:50.999 --> 00:12:54.509
We have to anchor it.

128
00:12:54.509 --> 00:12:58.859
To a what the expectations are for other people.

129
00:12:58.859 --> 00:13:08.999
That person's age so now we're converting that raw score to what's called
a standard score. And this is where the normal curve comes in.

130
00:13:08.999 --> 00:13:18.239
1, other point standardized means that that test is administered the same
way to ever person. So.

131
00:13:18.239 --> 00:13:21.568
When I'm teaching.

132
00:13:21.568 --> 00:13:27.298
Students to administer IQ test or achievement test I have to make
certain.

133
00:13:27.298 --> 00:13:31.259
That these, but that my students are administering this test.

134

00:13:31.259 --> 00:13:34.678
In the identical way to every person.

135
00:13:34.678 --> 00:13:41.249
That they are working with, so this look at the normal curve here.

136
00:13:41.249 --> 00:13:46.619
So, um.

137
00:13:46.619 --> 00:13:52.318
This is a copy that I pulled out of some books several years ago, but.

138
00:13:52.318 --> 00:13:57.629
The idea is, if you look at the.

139
00:13:57.629 --> 00:14:04.019
Horizontal axis. That's that scores. So all the way on the left.

140
00:14:04.019 --> 00:14:13.828
Those are low scores starting with the Alexa route to a 40 going all the
way up to a, of of 160. at the other hand.

141
00:14:13.828 --> 00:14:17.308
So that horizontal axis.

142
00:14:17.308 --> 00:14:20.339
Are the that's the scores.

143
00:14:20.339 --> 00:14:33.359
Now, your vertical axis, that's the number of people that have those
scores. So, what you can say is that for all for all tests, all norm
referenced.

144
00:14:33.359 --> 00:14:36.869
Tess this personality reading.

145
00:14:36.869 --> 00:14:40.979
Behavior intelligence.

146
00:14:40.979 --> 00:14:50.219

They're bunched up around the middle around the mean. That's what the meaning is. Okay. So, normal curve. This is when the main media, and then.

147
00:14:50.219 --> 00:14:54.448
The media score are all they're all the same.

148
00:14:54.448 --> 00:15:01.499
Okay, I will get things some of this boring stuff here and then.

149
00:15:01.499 --> 00:15:06.448
We'll talk about the application here to me so the normal care of this is.

150
00:15:06.448 --> 00:15:14.308
Mathematical construct that under guards, everything that we do in mental measurement.

151
00:15:14.308 --> 00:15:19.229
So, this normal curve is used to tell us.

152
00:15:19.229 --> 00:15:25.918
Where a person's role scores falling compared to other people their age.

153
00:15:25.918 --> 00:15:34.678
If we have their standards score, and we know where we can place them relative to other.

154
00:15:34.678 --> 00:15:40.859
People their age, I'm going to go back here, just for a 2nd.

155
00:15:40.859 --> 00:15:45.058
Did this normal curve.

156
00:15:45.058 --> 00:15:48.149
If we look at the.

157
00:15:48.149 --> 00:15:52.048
I don't know if you can see my cursor or not here.

158
00:15:52.048 --> 00:15:59.158

That normal is considered right at 100 or average 85 to 115 is generally considered average.

159
00:15:59.158 --> 00:16:05.969
On the, not either 1 or 9, but we defined.

160
00:16:05.969 --> 00:16:10.379
Average behavior or pathology.

161
00:16:10.379 --> 00:16:18.749
Or we make diagnostic decisions based on how far from the average a person's score balls.

162
00:16:18.749 --> 00:16:25.798
So, if a person is falling on the tales of this normal curve.

163
00:16:25.798 --> 00:16:29.278
Then this tells us that they're.

164
00:16:29.278 --> 00:16:32.908
There's very, very few people that actually have a similar score.

165
00:16:32.908 --> 00:16:38.698
Just a very small percent most people fall obviously right? In the middle around the average.

166
00:16:38.698 --> 00:16:46.558
Hello.

167
00:16:51.479 --> 00:16:55.469
You.

168
00:16:56.639 --> 00:17:05.308
Okay, talk about the main and standard deviation. So these 2 statistical concepts are concept for used.

169
00:17:05.308 --> 00:17:10.348
In conjunction. Okay. So the main is just your arithmetic average.

170
00:17:10.348 --> 00:17:20.398

It's a number of scores and add them together, divide that by the number scores. And that gives you what the average is. So we, we all learned how to do that years ago.

171
00:17:20.398 --> 00:17:25.138
A middle school, the standard deviation.

172
00:17:25.138 --> 00:17:31.108
Is an index of how much dispersion that we see.

173
00:17:31.108 --> 00:17:38.429
And the normal curve, okay, it tells us how scores are distributed across a population.

174
00:17:38.429 --> 00:17:43.828
Of test takers now, let's take the example.

175
00:17:43.828 --> 00:17:48.719
Of archery. Okay. So we'll try to do this without.

176
00:17:48.719 --> 00:17:52.679
Without any visuals here so if you look.

177
00:17:52.679 --> 00:17:55.769
Take a bull's eye, you know, what? A bull's eye it looks like.

178
00:17:55.769 --> 00:18:01.798
And you take the bone, you take a bow and you shoot.

179
00:18:01.798 --> 00:18:09.118
As the bull's eye at 25 yards, you do that 50 times.

180
00:18:09.118 --> 00:18:14.909
Well, if you're a decent Archer, you should be able to hit.

181
00:18:14.909 --> 00:18:18.148
Most of the time should be around the bull's eye.

182
00:18:18.148 --> 00:18:25.558
But sometimes you're going to be shooting to the right sometimes shooting to the left sometimes high.

183
00:18:25.558 --> 00:18:30.209
Sometimes low, but the bulk of those shots are going to be.

184
00:18:30.209 --> 00:18:34.888
And the goals now, what's nice about the standard deviation.

185
00:18:34.888 --> 00:18:37.979
Is that it's, it's predictable.

186
00:18:37.979 --> 00:18:42.509
So, for the Archer, any.

187
00:18:42.509 --> 00:18:48.179
Hole that you placed in that target that doesn't fall right on the bull's
eye.

188
00:18:48.179 --> 00:18:53.519
That's that's just considered dispersion. Let's just error associated.

189
00:18:53.519 --> 00:18:59.818
With with the testing, that's the error associated with Archer. Okay.

190
00:18:59.818 --> 00:19:03.298
So, that's that this burden.

191
00:19:03.298 --> 00:19:08.009
That is normal and it's predictable.

192
00:19:08.009 --> 00:19:13.259
When it's normal and predictable, then we're able to use that in
conjunction with the main.

193
00:19:13.259 --> 00:19:21.118
To get some sense about how uncommon a score is that we may be painting.

194
00:19:21.118 --> 00:19:27.328
So the ride scores.

195
00:19:27.328 --> 00:19:34.138
Or standard scores, these are often called deviation IQ scores. They've
been transformed.

196
00:19:34.138 --> 00:19:39.479
To have a specific mean and a set standard deviation. So for IQ testing.

197
00:19:39.479 --> 00:19:48.808
Most achievement tests, personality measures. Their average is is 100.

198
00:19:48.808 --> 00:19:55.648
And most of them have a standard deviation of 15 points, almost all tests.

199
00:19:55.648 --> 00:20:00.689
Have a man of 100 standard deviation of 15.

200
00:20:00.689 --> 00:20:04.648
Uh, this is helpful because it allows us to compare scores.

201
00:20:04.648 --> 00:20:09.479
So, it allows us to take a person's reading comprehension score.

202
00:20:09.479 --> 00:20:13.078
Their standards score and compare it back.

203
00:20:13.078 --> 00:20:22.019
Their IQ test score so both tests are norm. The achievement test is no 1 the IQ test is norm.

204
00:20:22.019 --> 00:20:28.798
So, we have a person who has an IQ of 100, but they're reading comprehension score.

205
00:20:28.798 --> 00:20:41.308
Is 80 that tells us that the person that there's a discrepancy between those? Usually they're those 2 scores shipping within 12 or 15 points. Okay.

206
00:20:41.308 --> 00:20:52.288
Okay, so I'm looking at the chat here.

207
00:20:52.288 --> 00:20:59.999
Okay, how are normative groups determined.

208
00:20:59.999 --> 00:21:03.419
I brought the sampling.

209
00:21:03.419 --> 00:21:10.378
Excellent question so, some tests now, especially older tests from the
sixties.

210
00:21:10.378 --> 00:21:15.328
Perhaps they would only sample a few 100 people.

211
00:21:15.328 --> 00:21:20.759
The old lighter, international performance tests from the forties.

212
00:21:20.759 --> 00:21:25.318
They only sampled a few 100 people will just from Hawaii.

213
00:21:25.318 --> 00:21:28.949
That's a little distributed and people bought it.

214
00:21:28.949 --> 00:21:34.019
Now, test company could not get away with that. So typically.

215
00:21:34.019 --> 00:21:45.568
The test that we use today, and the ones that we've used over the past 4
decades, or so they have thousands of people that have been included in
that standardization sample.

216
00:21:45.568 --> 00:21:50.669
So, for each age range, there may be 200 to 300 people.

217
00:21:50.669 --> 00:21:57.148
And they're given the same test and then that that way they establish
their standards scores.

218
00:21:57.148 --> 00:22:00.659
Based on what the meeting is for for that age.

219
00:22:00.659 --> 00:22:10.769
Looks like 1 of the questions is Stanford. I used to be a standard
deviation at 10.

220

00:22:10.769 --> 00:22:15.179
Now, the standard deviation of the standard, been a.

221
00:22:15.179 --> 00:22:19.138
Back in the sixties and seventies was 16.

222
00:22:19.138 --> 00:22:25.798
And so the scale, the standard deviation has always been 50.

223
00:22:25.798 --> 00:22:31.858
Now, with the current staff from Renee, the standard deviation is, uh, is 15 points.

224
00:22:31.858 --> 00:22:36.838
Okay.

225
00:22:36.838 --> 00:22:41.308
Good questions. Please keep them coming.

226
00:22:41.308 --> 00:22:45.628
So we talked about standard scores.

227
00:22:45.628 --> 00:22:51.628
Let me see here, make sure I get on the right.

228
00:23:00.689 --> 00:23:04.439
There we go.

229
00:23:04.439 --> 00:23:10.499
So, here's the stuff that I've bolded here or things that.

230
00:23:10.499 --> 00:23:15.388
Are very important. These are the things that I really want to make sure that you take away.

231
00:23:15.388 --> 00:23:23.999
From this, so most a standardized non reference test have a an average score.

232
00:23:23.999 --> 00:23:27.118
Have 100 in the standard deviation of 15.

233
00:23:28.074 --> 00:23:29.723
Every test on the market,

234
00:23:30.233 --> 00:23:31.703
with a few exceptions,

235
00:23:31.973 --> 00:23:43.763
they have a standard mean of 100 standard deviation and 15 there are some
personality tests that use a mean of 50 in a standard deviation of 10 but
those that's a that's a T.

236
00:23:43.763 --> 00:23:48.983
T. scale. Okay. This is important to your scores 90 to 1. 0 9.

237
00:23:50.128 --> 00:23:53.459
Are considered every for most.

238
00:23:53.459 --> 00:23:56.999
Iq and achievement test.

239
00:23:56.999 --> 00:24:04.618
So the scales 92, 1, 0, 9 is considered average.

240
00:24:04.618 --> 00:24:08.818
That captures the middle 50% of the population.

241
00:24:08.818 --> 00:24:12.628
Okay, now the wood car Johnson.

242
00:24:12.628 --> 00:24:15.659
What are some cognitive.

243
00:24:15.659 --> 00:24:20.338
And the W. J achievement average scores are 90 to 110.

244
00:24:20.338 --> 00:24:23.548
But it's still captures the middle of 50%. Okay.

245
00:24:23.548 --> 00:24:29.489
So this corresponds to percentile ranks that are 25 to 75.

246
00:24:29.489 --> 00:24:39.388
Now, sometimes if you're working in schools, you'll have a parent or even a colleague that will come up to you and.

247
00:24:39.388 --> 00:24:47.278
They're completely out of sorts because they have a child whose percentile rank is 32.

248
00:24:47.278 --> 00:24:54.358
The freaking out because they know that a perfectly average percentile rank is 50.

249
00:24:54.358 --> 00:25:02.788
But he's got a 3232 percentile rank is still solidly average. It's still within that middle.

250
00:25:02.788 --> 00:25:09.898
50% of the population, so percentile ranks are often misinterpreted.

251
00:25:09.898 --> 00:25:17.608
Um, by by folks, and it's easy to understand why cause 25 sounds awfully low.

252
00:25:17.608 --> 00:25:23.009
Uh, but still, that's that's average the bulk of the children.

253
00:25:23.009 --> 00:25:27.989
That I see in public schools, and in my private private practice.

254
00:25:27.989 --> 00:25:38.909
Their intellect scalability and their achievement scores are somewhere between the 1st percentile and the 7th or 8th percentile.

255
00:25:38.909 --> 00:25:42.148
So, compared to others, their age.

256
00:25:42.148 --> 00:25:47.368
More than 90% of the population is actually scoring higher than they do.

257
00:25:47.368 --> 00:25:56.459
Now, there's some tests on the market, the Kauffman test, for example, scores, 85, 115 are considered average.

258
00:25:56.459 --> 00:26:00.358
This captures the middle 68% of the population.

259
00:26:00.358 --> 00:26:04.919
So this covers percentile ranks 50 to 85.

260
00:26:04.919 --> 00:26:11.729
Okay, now this is another important component here for us.

261
00:26:11.729 --> 00:26:18.538
Scores below 70 that represents the lowest 2%.

262
00:26:18.538 --> 00:26:24.538
Those are scores that are on the extreme left hand side.

263
00:26:24.538 --> 00:26:27.898
That bell curve is the lowest 2%.

264
00:26:27.898 --> 00:26:32.578
A lot of times, so primarily, primarily we.

265
00:26:32.578 --> 00:26:37.499
Define average functioning based on that Bell Curve.

266
00:26:37.499 --> 00:26:41.009
If a person scored are falling on both tails.

267
00:26:41.009 --> 00:26:45.509
They either have way too much of something or not nearly enough of something.

268
00:26:45.509 --> 00:27:00.118
From an intellectual standpoint that score of 70 is considered that's the number that we're looking for to determine if a person has met part of the criteria for intellectual.

269
00:27:00.118 --> 00:27:03.419
Disability.

270
00:27:07.679 --> 00:27:14.578

So, let's talk about standard error.

271
00:27:14.578 --> 00:27:22.108
Here for a minute, so standard error measurement is the extent.

272
00:27:22.108 --> 00:27:28.528
That they all I'll test of mental ability if it's reading.

273
00:27:28.528 --> 00:27:31.858
If it's impulse control, if it's.

274
00:27:31.858 --> 00:27:36.868
Um, memory intelligence, every test in the market has a certain.

275
00:27:36.868 --> 00:27:44.398
Uh, degree of error associated with and this is true for medical tests as
well. So it's not just a phenomenon.

276
00:27:44.398 --> 00:27:48.838
Mental management, so every score.

277
00:27:48.838 --> 00:27:52.259
That we have on the standardized test.

278
00:27:52.259 --> 00:27:56.699
Is a combination of the person's true score.

279
00:27:56.699 --> 00:28:01.798
Plus or minus any error, I think is going to show up as.

280
00:28:01.798 --> 00:28:05.729
Equal reminds arrow on here, but I should be plus or minus.

281
00:28:05.729 --> 00:28:11.699
Okay, so what this means is that.

282
00:28:11.699 --> 00:28:15.179
We use tests.

283
00:28:15.179 --> 00:28:20.009
That are well known well, standardized.

284
00:28:20.009 --> 00:28:25.259
Those tests will give us a very similar score time after time.

285
00:28:25.259 --> 00:28:28.288
Administered to the same person.

286
00:28:28.288 --> 00:28:34.558
Now, where does the error come in? This comes in from 4 administration.

287
00:28:34.558 --> 00:28:38.999
From the test from the administrator.

288
00:28:38.999 --> 00:28:45.509
Over encouragement giving them too much feedback giving suggestions.

289
00:28:45.509 --> 00:28:54.419
Scoring errors and so forth. So what winds up happening is that the error
associated with our testing is predictable.

290
00:28:54.419 --> 00:29:00.028
Just, like, we mentioned a moment ago with the standard deviation.

291
00:29:00.028 --> 00:29:06.628
So, the standard error measurement is nothing more than the standard
deviation.

292
00:29:06.628 --> 00:29:10.378
Um, the error scores.

293
00:29:10.378 --> 00:29:16.888
So, let's go back to just go back to the archery sample.

294
00:29:16.888 --> 00:29:21.628
If I have a, a.

295
00:29:21.628 --> 00:29:25.169
I build 2 bones.

296
00:29:25.169 --> 00:29:33.088

1 is a better photo than the other 1 I spent and much more time on it and
I use some sort of mechanical device.

297
00:29:33.088 --> 00:29:37.709
To to shoot that to shoot and narrow.

298
00:29:37.709 --> 00:29:40.769
I would expect that the more expensive.

299
00:29:40.769 --> 00:29:44.548
Those that I built would provide.

300
00:29:44.548 --> 00:29:48.568
It would hit closer to the bull's eye each time. Okay.

301
00:29:48.568 --> 00:29:55.019
And my, the cheaper boat is going to throw error arrows.

302
00:29:55.019 --> 00:29:59.159
More around that those I.

303
00:29:59.159 --> 00:30:03.419
Okay, so we've got to have a great test.

304
00:30:03.419 --> 00:30:06.568
I have a mediocre test by great test.

305
00:30:06.568 --> 00:30:12.538
Is going to get my tire score more consistent scores, more reliable
scores.

306
00:30:12.538 --> 00:30:25.108
Than the, the cheaper test or the cheaper phone, but 1, I'll pick those
bows up. And then I shoot them myself. Then there's other errors that
come into play here.

307
00:30:25.108 --> 00:30:30.749
It can be problems with the wind. It could be holding the stream.

308
00:30:30.749 --> 00:30:34.259
It could be how I'm breathing when I released the arrow.

309
00:30:34.259 --> 00:30:42.959
That's the error associated with with our standard error. Okay. That's
the user error. Okay.

310
00:30:42.959 --> 00:30:49.409
That's what I'm getting at here so that error is is normally distributed.

311
00:30:49.409 --> 00:30:52.919
And it's predictable now.

312
00:30:52.919 --> 00:30:57.868
Our standard error of measurement forms, the confidence band.

313
00:30:57.868 --> 00:31:08.969
Within which a person's true true score will fall a certain percentage of
the time. So those of you, if you read enough side reports.

314
00:31:08.969 --> 00:31:13.739
You see that a score will often be expressed as.

315
00:31:13.739 --> 00:31:19.798
73, they count a 90% confidence banned.

316
00:31:19.798 --> 00:31:24.449
Of 68 to 78 something like this.

317
00:31:24.449 --> 00:31:28.588
So the standard error form, that confidence ban.

318
00:31:28.588 --> 00:31:33.298
Within which that person's true score will fall 90% of the time.

319
00:31:33.298 --> 00:31:40.739
468% of the time most goals most Slack calls issues that 90% confidence,
man.

320
00:31:40.739 --> 00:31:44.429
Now.

321
00:31:44.429 --> 00:31:49.138
Port thing here, we can use standard error of measurement sparingly.

322
00:31:49.138 --> 00:31:55.409
To help determine eligibility in certain cases. Let me.

323
00:31:55.409 --> 00:32:00.388
Okay.

324
00:32:00.388 --> 00:32:10.709
So, let me give you an example here by standard error management um, the standard error management from almost all IQ achievement and adaptive behavior tests.

325
00:32:10.709 --> 00:32:14.669
Is plus or minus 3 points.

326
00:32:15.743 --> 00:32:29.874
For almost all tests in the market is as plus or minus 3 points. This is because most all tests out there have very all the instruments that we use in schools and in mental health and in clinics and hospitals.

327
00:32:30.148 --> 00:32:34.409
They're all very well and norms and they have great reliability.

328
00:32:34.409 --> 00:32:38.368
Uh, and great validity.

329
00:32:38.368 --> 00:32:43.469
Now, Here's an important point that I need to make sure that.

330
00:32:43.469 --> 00:32:48.148
I didn't get across here is when we're dealing with.

331
00:32:48.148 --> 00:32:54.959
Our confidence bands and the standard error management. So.

332
00:32:54.959 --> 00:33:00.868
Yes, we're going to use the standard error of measurement.

333
00:33:00.868 --> 00:33:05.548
To determine if a person might be eligible for services.

334

00:33:05.548 --> 00:33:11.669
We can only use 1 standard error management, which is plus or minus 3
points.

335
00:33:11.669 --> 00:33:15.568
That is different from my confidence band.

336
00:33:15.568 --> 00:33:18.989
Which is typically a much wider.

337
00:33:18.989 --> 00:33:24.298
A 90% confidence ban could be plus or minus 6 points.

338
00:33:24.298 --> 00:33:30.209
Whereas a standard air measurement is only plus or minus 3 points.

339
00:33:30.209 --> 00:33:38.368
Why is this important? Because if you have a person, for example, here
with Julio.

340
00:33:38.368 --> 00:33:43.588
I think his IQ is 71.

341
00:33:43.588 --> 00:33:50.939
We can use the standard error management to help determine eligibility.
That wouldn't get a score down.

342
00:33:50.939 --> 00:33:56.249
To 69, so we could say his score would rank from 69.

343
00:33:56.249 --> 00:33:59.578
Up to 75.

344
00:33:59.578 --> 00:34:06.898
Okay, that's 1 standard error management. That's 3 points below 3 points
above.

345
00:34:06.898 --> 00:34:10.798
That's not the same as a confidence band.

346
00:34:10.798 --> 00:34:17.489

When I started practicing there were people in schools that confused that
to.

347
00:34:17.489 --> 00:34:20.728
And they would take a child score.

348
00:34:20.728 --> 00:34:26.639
Who had a score of 79 or 80 on an IQ test and then they would use.

349
00:34:26.639 --> 00:34:33.838
the ninety percent confidence band which can be plus or minus eight or
nine point so they were taking kids .

350
00:34:33.838 --> 00:34:39.028
Intellectual ability scores in the high seventies and.

351
00:34:39.028 --> 00:34:43.889
Making them eligible for services for kids with intellectual disability.

352
00:34:43.889 --> 00:34:49.228
So, they have confused confidence, band and standard error management.
Those.

353
00:34:49.228 --> 00:34:57.148
2 different things here, so, in practice keep in mind your standard. Our
management is 3 points.

354
00:34:57.148 --> 00:35:00.748
Plus or minus. Okay.

355
00:35:00.748 --> 00:35:07.378
If we look and here we go.

356
00:35:07.378 --> 00:35:13.559
Let me give you this is an example of when you should not use standard
air of management.

357
00:35:13.559 --> 00:35:16.559
So his overall IQ, 71.

358
00:35:16.559 --> 00:35:20.188
Is verbal reasoning abilities.

359
00:35:20.188 --> 00:35:24.239
265 that's pretty standard deviations below.

360
00:35:24.239 --> 00:35:33.148
This sexual organizational buildings are 80 non verbal reasoning, working
memory, 163 processing speed 77.

361
00:35:33.148 --> 00:35:36.688
Now, although it's overall IQ is 71.

362
00:35:36.688 --> 00:35:44.039
In generally would be inappropriate to you standard or management because
of the degree of scatter among his scores.

363
00:35:44.039 --> 00:35:49.768
Is variable comprehension score 165 that's at the 1st percentile.

364
00:35:49.768 --> 00:35:53.309
There's perceptual reasoning is 80.

365
00:35:53.309 --> 00:35:58.048
That's in the low average range big discrepancy here.

366
00:35:58.048 --> 00:36:02.248
So, typically we would not use standard error management.

367
00:36:02.248 --> 00:36:06.748
In this case, because of the degree of scatter.

368
00:36:06.748 --> 00:36:12.418
Now, conversely, if his verbal comprehension scope over 65.

369
00:36:12.418 --> 00:36:18.208
Preset for organizational score with 71 working memory 163.

370
00:36:18.208 --> 00:36:23.969
Processing speed is 70, then it will be an easier sell.

371
00:36:23.969 --> 00:36:30.869
To make the, the employ the standard hair of measurement.

372
00:36:30.869 --> 00:36:37.648
That's the degree of scatter among test scores. We have to take into account.

373
00:36:37.648 --> 00:36:41.518
Too much scatter should not be using.

374
00:36:41.518 --> 00:36:44.759
The standard error of management.

375
00:36:44.759 --> 00:36:51.268
So shift gears here for a minute.

376
00:36:51.268 --> 00:36:54.268
We're going to look at screening tests.

377
00:36:54.268 --> 00:37:01.858
Versus a more diagnostic tests when we compare and contrast and.

378
00:37:01.858 --> 00:37:14.369
Criteria and reference tests with non reference test now we're looking at screen tests versus non reference tests. Okay so screening tasks are these brief assessments.

379
00:37:14.369 --> 00:37:18.239
Designed to tell us.

380
00:37:18.239 --> 00:37:23.969
Which kids might be at risk for certain disorders or conditions.

381
00:37:23.969 --> 00:37:28.619
Which gives might be eligible for certain types of programming.

382
00:37:28.619 --> 00:37:40.409
For, for example, for counseling forgiveness, we might be eligible for remediation versus, uh, through response intervention.

383
00:37:40.409 --> 00:37:44.878
Or Mike, or who might need a more comprehensive evaluation okay.

384

```
00:37:44.878 --> 00:37:49.889
So, schools use screening tests.

385
00:37:49.889 --> 00:37:54.838
Routinely so, for depression, ADHD.

386
00:37:54.838 --> 00:37:59.579
Older adult population and substance abuse.

387
00:37:59.579 --> 00:38:07.858
And so forth, so these tests are typically, um, they're very short.

388
00:38:07.858 --> 00:38:12.510
They're easily administered.

389
00:38:17.130 --> 00:38:24.869
And it doesn't take a lot of training to, uh, to administer these things.
Some of them are group administered.

390
00:38:24.869 --> 00:38:34.800
Some are multiple choice uh, normally there's minimal training required
and there's really no Prudential that can that needs to be used. So.

391
00:38:34.800 --> 00:38:41.219
Pair of professionals will use the screen test so in application.

392
00:38:41.219 --> 00:38:44.849
If we're talking about schools clinics, hospitals.

393
00:38:44.849 --> 00:38:50.039
Private practice settings, screening tests, or part of a 2 step process.

394
00:38:50.039 --> 00:38:56.579
The 1st, the screening tells us if a person needs to be evaluated
further.

395
00:38:56.579 --> 00:39:01.380
And if they do, then we do the more non reference individually
administered.

396
00:39:01.380 --> 00:39:08.099
```

Test at that point now, what I've seen over the years is that some people.

397
00:39:08.099 --> 00:39:13.349
Just like to.

398
00:39:13.349 --> 00:39:21.480
Screening test as diagnostic tests and that's appropriate to do that.

399
00:39:21.480 --> 00:39:34.949
Okay, so a screening task gives us a measure more of a narrow band measure of focusing, for example, attention problems with mood.

400
00:39:34.949 --> 00:39:39.269
We're reading verbal expression um.

401
00:39:39.269 --> 00:39:45.389
And our diagnostic tests are much broader in terms of.

402
00:39:45.389 --> 00:39:49.380
What they're what they're measuring so again, I mentioned that.

403
00:39:49.380 --> 00:39:56.579
Can be group or computer administered typically a multiple choice format, because it makes scoring pretty easy.

404
00:39:56.579 --> 00:40:00.239
Okay, those are require a lot of training.

405
00:40:00.239 --> 00:40:06.780
But it's an important 1st, step in determining which kids need to be.

406
00:40:06.780 --> 00:40:11.519
Or, which adults need to be seen.

407
00:40:11.519 --> 00:40:15.269
For more comprehensive testing.

408
00:40:18.900 --> 00:40:22.500
For some samples.

409

00:40:22.500 --> 00:40:28.170
I have some cognitive screeners would be the Kauffman brief intelligence
test.

410
00:40:28.170 --> 00:40:32.010
Or the caveat, and I think we're only a 3 at this point.

411
00:40:32.010 --> 00:40:36.360
This is a 2 to 4 subtest manager.

412
00:40:36.360 --> 00:40:40.409
It takes maybe 20 minutes.

413
00:40:40.409 --> 00:40:46.559
Thanks a minimum amount of training. The sayda is another 1, the
Scholastic abilities task for adults.

414
00:40:46.559 --> 00:40:56.250
There's the way seeing the Wexler abbreviated scale of intelligence
Shipley. So there's a number of these tests that measure.

415
00:40:56.250 --> 00:41:00.059
Very quickly a narrow band of a buildings.

416
00:41:00.059 --> 00:41:07.199
And if a person scores low on these, then follow up testing could be
conducted.

417
00:41:07.199 --> 00:41:11.010
Uh, with your school psychologist with your clinical side.

418
00:41:11.010 --> 00:41:16.260
At that point.

419
00:41:16.260 --> 00:41:22.050
So some sample academic screeners.

420
00:41:22.050 --> 00:41:29.219
The rat, the wide range achievement test I think we're on the 5th or 6th
addition to this. At this point.

421
00:41:29.219 --> 00:41:35.519

A lot of times people like to use this as a diagnostic instrument, but it's, it's a screener.

422
00:41:35.519 --> 00:41:39.809
It's quick Nelson Danny is another 1.

423
00:41:39.809 --> 00:41:43.769
The curriculum base assessments that are used in schools.

424
00:41:43.769 --> 00:41:48.300
And then your site, again, the Scholastic abilities test for adults.

425
00:41:53.909 --> 00:41:57.690
So, academic screeners.

426
00:42:00.869 --> 00:42:04.440
Would be just a moment to here.

427
00:42:04.440 --> 00:42:13.650
That I just had a question that came in.

428
00:42:13.650 --> 00:42:16.739
Now, get to here shortly.

429
00:42:16.739 --> 00:42:27.960
So, academic screeners often, measure, low level of basic academic skills, like word, identification, spelling or straight math, paper and pencil math calculation.

430
00:42:27.960 --> 00:42:34.679
But those screeners typically do not major, any academic comprehension or the application.

431
00:42:34.679 --> 00:42:41.820
Of any skills, so, for example, the math a mass screener might.

432
00:42:41.820 --> 00:42:47.760
Asked the question was 12 plus 7, whereas a math reasoning task.

433
00:42:47.760 --> 00:42:55.380
On a more comprehensive test would ask a question like, uh, 1 has 10 friends.

434
00:42:55.380 --> 00:43:03.210
And 20 hot dogs, if they all wanted to have the same number of hotdogs, how many should these person yet? Okay.

435
00:43:12.719 --> 00:43:17.190
So, diagnostic tests, like a standardized tests.

436
00:43:17.190 --> 00:43:24.630
Give us much more detailed evaluation of persons, normative and personal strengths and weaknesses across several areas.

437
00:43:24.630 --> 00:43:34.110
Design to diagnose conditions and establish eligibility. We've talked about that and they're typically better norm. There's more people involved in the norming.

438
00:43:34.110 --> 00:43:38.429
There's also.

439
00:43:38.429 --> 00:43:46.349
Our diagnostic test, they have a number of different subjects that are.

440
00:43:46.349 --> 00:43:49.710
They're all designed to make or similar construct.

441
00:43:52.710 --> 00:43:55.710
So, it prevents it gives us a more.

442
00:43:55.710 --> 00:43:59.579
And allow for more comprehensive analysis.

443
00:43:59.579 --> 00:44:04.289
Of scores, for example, between a person's ability to.

444
00:44:04.289 --> 00:44:08.250
Um, express themselves.

445
00:44:08.250 --> 00:44:21.780
The understanding of words, ability to understand what people are saying to them and their ability to solve problems that they see some a different from verbal racing versus visual reasoning.

446
00:44:21.780 --> 00:44:27.329
Okay, our screening test typically measure low level skills.

447
00:44:27.329 --> 00:44:37.710
Brad, your diagnostic tests may your low level and higher level skills and then sometimes fluency how quickly they're able to solve different problems.

448
00:44:37.710 --> 00:44:43.920
So, we see screening test used in, uh, clinics and hospitals.

449
00:44:43.920 --> 00:44:48.210
In schools, um, fairly frequently.

450
00:44:53.940 --> 00:45:01.260
Normally, when a person is using a diagnostic test.

451
00:45:01.260 --> 00:45:06.269
It's those will be administered by.

452
00:45:06.269 --> 00:45:12.420
School psychologists or school counselors that have very specific graduate level training.

453
00:45:12.420 --> 00:45:18.780
That is designed specifically to teach them how to administer interpret tests.

454
00:45:18.780 --> 00:45:22.920
And how to make sure that they're not misinterpreting tests.

455
00:45:22.920 --> 00:45:30.329
Versus your screening test that require a minimum level of training normally among the graduate level person.

456
00:45:30.329 --> 00:45:42.269
Could be trained to do the screening test, and it's important that we have folks that are trying to do that, because it's a much more efficient use of everyone's time.

457
00:45:42.269 --> 00:45:46.920

So.

458
00:45:46.920 --> 00:45:52.349
Sample diagnostic cognitive tests.

459
00:45:52.349 --> 00:45:56.820
The ones that you'll see most commonly with adults would be the waist.

460
00:45:56.820 --> 00:46:01.800
For that's the Wexler adult Intelligence Scale 4th edition.

461
00:46:01.800 --> 00:46:06.059
This is range of 1689.

462
00:46:06.059 --> 00:46:10.920
The unit is the universal nonverbal intelligence test.

463
00:46:10.920 --> 00:46:19.289
We see that being you saw the with 5 Wexler Intelligence Scale for
children's for ages 6 and 1611.

464
00:46:19.289 --> 00:46:22.920
I use that 1 very frequently in my practice.

465
00:46:22.920 --> 00:46:26.969
Same thing with the common assessment battery.

466
00:46:26.969 --> 00:46:30.000
For children KBC too.

467
00:46:30.000 --> 00:46:35.190
I use that 1 frequently the cognitive.

468
00:46:35.190 --> 00:46:40.619
Uh, that's just a more of a 2nd, tier IQ test.

469
00:46:40.619 --> 00:46:49.619
And the staff burbenay, although still on the market, you don't see many
people using that. So you typically what you're going to see.

470
00:46:49.619 --> 00:46:56.610

In for your clientele that you're working with, through a.

471
00:46:56.610 --> 00:47:03.539
Partner mental health of the, the race. Maybe an old whisk might see a
car.

472
00:47:08.940 --> 00:47:12.210
Sample achievement test.

473
00:47:12.210 --> 00:47:22.559
We have the Johnson for testing, but that's really a pretty good estimate
to measures a wide range of reading, writing and math skills.

474
00:47:22.559 --> 00:47:32.070
The Wexler individual achievement test started is another great measure.
A compliment test of educational achievement.

475
00:47:32.070 --> 00:47:36.570
3, really good diagnostic achievement tests.

476
00:47:36.570 --> 00:47:44.760
So, right now that Goens our gold standard, there's about 3 good IQ test
and 3.

477
00:47:44.760 --> 00:47:48.480
Academic achievement tests that we can use for adults and.

478
00:47:48.480 --> 00:47:51.630
And for children.

479
00:47:53.610 --> 00:47:57.449
Now, we talk about adaptive.

480
00:48:03.114 --> 00:48:12.625
Test we haven't talked about that in depth here, but we'll go to that
here this minute. So some sample diagnostic adaptive tasks would be the,
a bass of the adaptive behavior assessments.

481
00:48:13.469 --> 00:48:23.489
System and then the buying land I use, I use both of these a lot, um,
especially like the vineland. They're well, norms.

482

00:48:23.489 --> 00:48:28.829
Well, stratified measures of independent, functioning.

483
00:48:28.829 --> 00:48:35.969
So, let's get more into the.

484
00:48:35.969 --> 00:48:40.440
Proverbial weeds here.

485
00:48:40.440 --> 00:48:44.340
With with the ways.

486
00:48:44.340 --> 00:48:49.650
So I mentioned earlier average score for this test are 90 to 1. 0, 9.

487
00:48:49.650 --> 00:48:55.769
This test gives us an overall IQ, the full scale to.

488
00:48:55.769 --> 00:49:00.989
That's a composite of 10 individual sub C, sub test take.

489
00:49:00.989 --> 00:49:03.989
5 to 7 minutes a piece to administer.

490
00:49:03.989 --> 00:49:07.800
So you have the full scale.

491
00:49:07.800 --> 00:49:11.219
It also gives us 4 different.

492
00:49:11.219 --> 00:49:24.264
Factors that when using combination can tell us how this person learns different types of information, it tells us how they're able to express them express their intelligence. Okay.

493
00:49:24.565 --> 00:49:27.085
So the verbal comprehension index.

494
00:49:27.389 --> 00:49:33.389
Is there's 3 sub tests to verbal reasoning? Verbal expression?

495

00:49:33.389 --> 00:49:38.730
Perceptual organization 3 more sub tests. This is non verbal reasoning.

496
00:49:38.730 --> 00:49:43.320
In processing speed and and working memory.

497
00:49:43.320 --> 00:49:49.409
So, here's what our scores look like.

498
00:49:49.409 --> 00:50:03.269
92 1, 0, 9, those scores are average 80 to 89 is low. Average, 70 or 79 is borderline. Is the lowest 2%, 69 and below.

499
00:50:03.269 --> 00:50:08.309
Those are the scores that we're looking for when we're considering.

500
00:50:08.309 --> 00:50:11.550
Enable the actual.

501
00:50:11.550 --> 00:50:16.170
Disability, so we can look at this graphic here.

502
00:50:16.170 --> 00:50:20.940
You can see our full scale is composed of those 4 factors.

503
00:50:27.960 --> 00:50:31.110
So, if we look at.

504
00:50:31.110 --> 00:50:35.730
But these things are measuring your full scale.

505
00:50:35.730 --> 00:50:48.420
Hi, to hear a saying is a major overall intelligence and again it's just a compilation of 10 subtexts, but it's considered to be the best indicator of a wide range of outcomes.

506
00:50:48.420 --> 00:50:55.110
Such as employment, mental health, being able to adapt to the environment educational achievement.

507
00:50:55.110 --> 00:50:59.639
Verbal comprehension.

508
00:50:59.639 --> 00:51:07.559
This the, this is a measure of the ability to retrieve and apply.

509
00:51:07.559 --> 00:51:21.840
Verbal knowledge, this is a compilation of how much you've learned over the years. How well, you're able to express yourself how well, you're able to understand what other people are saying to.

510
00:51:21.840 --> 00:51:25.889
Okay, now bear in mind, uh, years ago.

511
00:51:25.889 --> 00:51:37.110
You know, but around the 19 twenties, and and earlier in that, in that general era, most I Q. tests only gave you 1 score.

512
00:51:37.110 --> 00:51:41.460
And those tests for the most part, we're.

513
00:51:41.460 --> 00:51:45.269
Discriminatory against a wide range of people.

514
00:51:45.269 --> 00:51:49.500
They were not very well designed.

515
00:51:49.500 --> 00:51:55.380
They had limited stratification in their norming.

516
00:51:55.380 --> 00:52:03.510
And scores ranged wildly between people like folks.

517
00:52:03.510 --> 00:52:10.559
African Americans the test now are much much better designed.

518
00:52:10.559 --> 00:52:15.960
Primarily, because of the advent of computers where you to use more computer modeling.

519
00:52:15.960 --> 00:52:21.090
But the test major, wider range of intellectual abilities.

520

00:52:21.090 --> 00:52:32.010
So, for the waste, we have the full scale, but then we have our verbal
reasoning index and we have the person they perceptual reasoning index,
which is.

521
00:52:32.010 --> 00:52:41.969
Mostly visual problem solving being able to use inductive and deductive
reasoning, solve novel problems.

522
00:52:41.969 --> 00:52:48.449
Linking visual information to abstract concepts.

523
00:52:48.449 --> 00:52:54.179
Thank.

524
00:52:54.179 --> 00:53:00.179
People who are really good engineers that are painful.

525
00:53:00.179 --> 00:53:06.090
Those folks tend to have very well develop perceptual organization
abilities.

526
00:53:06.090 --> 00:53:10.349
Able to think visually and solve those visual problems.

527
00:53:10.349 --> 00:53:16.079
Working memory this is.

528
00:53:16.079 --> 00:53:23.250
How much information that you can hold in your mind for a very short
period of time, and then manipulate it do something with it.

529
00:53:23.250 --> 00:53:28.079
So this is a very good measure of attention and concentration.

530
00:53:28.079 --> 00:53:33.809
Children and adults we have problems with ADHD tend to struggle.

531
00:53:33.809 --> 00:53:40.530
With working memory, so, give me a good example of what a working memory
task might be.

532

00:53:40.530 --> 00:53:43.829
Would be to count backward from.

533
00:53:43.829 --> 00:53:49.199
99 by sevens so try to do that.

534
00:53:49.199 --> 00:54:00.809
That is very tough to do cause you're able to you, you're required.

535
00:54:00.809 --> 00:54:11.579
To not only pull up the numbers in your head, but then you're having to apply some math. So you're having to.

536
00:54:11.579 --> 00:54:20.369
Keep several things operating at the same time. It's very difficult to do. So, children and adults with the struggle.

537
00:54:20.369 --> 00:54:23.909
With that that piece of it. Okay.

538
00:54:32.940 --> 00:54:36.510
Let's see.

539
00:54:36.510 --> 00:54:39.630
So.

540
00:54:39.630 --> 00:54:47.730
Processing speed is the next component of the Wexler.

541
00:54:47.730 --> 00:54:56.699
Scales and this is simply how this is a measure of decision making speed your required eye hand coordination.

542
00:54:56.699 --> 00:55:01.559
Uh, those require visual memory and concentration.

543
00:55:01.559 --> 00:55:11.730
Being able to scan information, a visual array very quickly. The 2, most important components of the scales.

544
00:55:11.730 --> 00:55:15.690
Will be the, the.

545
00:55:15.690 --> 00:55:20.969
Verbal reasoning are verbal comprehension index and the PreCentral
organizational.

546
00:55:20.969 --> 00:55:31.199
Index I'm saying I have a question here I need.

547
00:55:31.199 --> 00:55:34.590
Let me say what I can read here.

548
00:55:42.235 --> 00:55:55.135
Yeah, there's a question that we're a psychologist in the past that use a
screening test and they're trying to use it as a diagnostic test. Most of
your screening tests, they have limited.

549
00:55:56.579 --> 00:56:10.469
Standardization qualities and art to be used for diagnostic purposes,
because that's not why they were developed. They were used just for
screening this to see who needed further testing.

550
00:56:10.469 --> 00:56:17.610
Not to determine who should be eligible for services. Some psychologists
like the screening tests.

551
00:56:17.610 --> 00:56:22.320
Because they're fast, and they're very easy to administer.

552
00:56:22.320 --> 00:56:25.380
And they can have their assistant do it.

553
00:56:25.380 --> 00:56:34.800
That's inappropriate for most, all applications, especially in school for
mental health and.

554
00:56:34.800 --> 00:56:45.900
Is probably an issue of the psychologist not having time to do it or?
They just maybe they just don't know better. I, I'm sure. I don't know,
but a diagnostic test.

555
00:56:45.900 --> 00:56:51.030
Is qualitatively different from my screening test.

556
00:56:55.710 --> 00:57:00.900
Johnson tests and abilities.

557
00:57:00.900 --> 00:57:07.110
This instrument actually been around since the eighties.

558
00:57:10.769 --> 00:57:21.869
What the word Johnson series they, they also have a full scale IQ, but
they call them. So it's just a combination of verbal abilities.

559
00:57:21.869 --> 00:57:31.230
And fluid reasoning abilities, the concepts between this and the way. So
the same, they just have a different name to it.

560
00:57:31.230 --> 00:57:37.019
So, for the 1 is the same thing as your full scale IQ.

561
00:57:37.019 --> 00:57:41.130
For a waste top ranch and knowledge.

562
00:57:41.130 --> 00:57:45.239
On the wood talk is the same thing is verbal comprehension on the lace.

563
00:57:45.239 --> 00:57:48.840
Fluid reasoning on the 1.

564
00:57:48.840 --> 00:57:56.369
Is the same as PreCentral organization? Uh, on the way okay. Just just a
different name.

565
00:57:56.369 --> 00:58:00.300
Different terminology.

566
00:58:01.440 --> 00:58:05.099
Now.

567
00:58:05.099 --> 00:58:12.630
That's just for sub tasks typically is not used for intellectual
disability diagnosis so to do that.

568
00:58:12.630 --> 00:58:16.739

You need to administer 10 subtest.

569
00:58:16.739 --> 00:58:23.159
You need 10, sub tasks in order to get a good sense about this person's overall ability.

570
00:58:23.159 --> 00:58:34.679
But what car for me, and I have norm, the 3rd edition on this and that took several years. The wood C*** is a very good measure of.

571
00:58:34.679 --> 00:58:39.329
Learning disabilities and specifically not the best measure.

572
00:58:39.329 --> 00:58:43.800
For, um, intellectual disability that.

573
00:58:43.800 --> 00:58:46.800
I just won't use this for intellectual disability.

574
00:58:46.800 --> 00:58:52.800
So, I'm not going to go through, uh, the different factors that's being measured and.

575
00:58:52.800 --> 00:58:58.139
Here that's that can be fairly boring.

576
00:58:58.139 --> 00:59:02.250
We'll talk about some of the more achievement.

577
00:59:02.250 --> 00:59:07.170
No popular achievement test.

578
00:59:07.170 --> 00:59:12.000
Mall what's here.

579
00:59:18.389 --> 00:59:24.210
Okay, so we touched on these a moment ago.

580
00:59:24.210 --> 00:59:34.079
On your way, we're comparing screening tests versus a diagnostic test. These are the again your best measures of academic achievement for diagnostic.

581
00:59:34.079 --> 00:59:37.320
Purposes so our.

582
00:59:37.320 --> 00:59:41.219
Comprehensive or diagnostic achievement tests.

583
00:59:41.219 --> 00:59:47.579
They measure a wider range of academic skills, not only basic reading.

584
00:59:47.579 --> 00:59:57.510
Being able to identify individual words out of context, but they also
measure reading comprehension or the ability to understand what you're
reading.

585
00:59:57.510 --> 01:00:02.670
They can measure decoding they can measure reading speed.

586
01:00:02.670 --> 01:00:06.929
They can measure math reasoning.

587
01:00:06.929 --> 01:00:12.389
Math calculation, speed, paper and pencil mass, at least test.

588
01:00:12.389 --> 01:00:16.500
They would got the awesome achievement, for example, takes.

589
01:00:16.500 --> 01:00:20.489
About an hour to administer.

590
01:00:20.489 --> 01:00:25.829
Very good test and because it's.

591
01:00:25.829 --> 01:00:32.340
It has a mean of a 100 standard deviation. If it's easy to compare
scores, only it back to the WISC.

592
01:00:32.340 --> 01:00:35.730
Back to the waste.

593
01:00:41.280 --> 01:00:44.789

Today.

594
01:00:47.724 --> 01:01:00.264
So, average scores on most academic tests are 90 to 1. 0, 9, that's for
the extra scales. The 90 to 110 is average for your and 85 to 115 for.

595
01:01:01.889 --> 01:01:06.150
The KBC KTA the carpenter.

596
01:01:06.150 --> 01:01:10.260
Okay.

597
01:01:13.679 --> 01:01:19.829
Just talking about adapted behavior here for a minute.

598
01:01:19.829 --> 01:01:24.929
Adaptive behavior is used.

599
01:01:24.929 --> 01:01:30.659
In concert with measures of intelligence to help us determine.

600
01:01:30.659 --> 01:01:34.949
If a person has an intellectual disability or not.

601
01:01:34.949 --> 01:01:43.289
So, and that the behavior is the extent that a person is able to meet the
expectations in their day to day lives.

602
01:01:43.289 --> 01:01:50.130
In terms of self help skills, like bathing dressing and feeding social
skills.

603
01:01:50.130 --> 01:01:53.550
Being able to control their temper.

604
01:01:53.550 --> 01:02:05.309
Being able to communicate effectively being able to navigate the school
and community environment. Now, these things are learned. Okay. Now.

605
01:02:05.309 --> 01:02:10.769
Compare that to intellectual ability that's a combination of both
learning.

606
01:02:10.769 --> 01:02:15.059
And genetic endowment. Okay.

607
01:02:15.059 --> 01:02:18.659
So, adapt in behavior is learned behavior.

608
01:02:18.659 --> 01:02:24.539
Intelligence is a combination of little person who's learned and what.

609
01:02:24.539 --> 01:02:29.309
What they were blessed with from the good Lord is to put it.

610
01:02:29.309 --> 01:02:36.000
Just be frank, here's the important piece about adaptive behavior.

611
01:02:36.000 --> 01:02:40.739
The test that we use for that to behavior.

612
01:02:40.739 --> 01:02:44.849
Require us to ask questions from an informant.

613
01:02:44.849 --> 01:02:51.630
So, someone that knows the individual being tested quite well normally,
this is a parent.

614
01:02:51.630 --> 01:02:55.349
And or a teacher okay.

615
01:02:55.349 --> 01:02:58.920
So, with the adaptive behavior testing.

616
01:02:58.920 --> 01:03:02.190
We're asking other people.

617
01:03:02.190 --> 01:03:08.639
Big step that this person is able to brush their teeth independently
invest independently.

618
01:03:08.639 --> 01:03:14.909

Control their own behavior and so forth with intelligence testing. We're doing this 1 on 1.

619
01:03:14.909 --> 01:03:18.869
What's the what's the individual? Okay.

620
01:03:18.869 --> 01:03:23.670
Here's an important point with adapt a behavior.

621
01:03:23.670 --> 01:03:27.000
The biggest errors that I see.

622
01:03:27.000 --> 01:03:33.360
An application adapted behavior is that the person who is completing the form.

623
01:03:33.360 --> 01:03:37.469
Confuses can.

624
01:03:37.469 --> 01:03:41.369
Versus does date. Okay.

625
01:03:41.369 --> 01:03:45.360
So the tests, the adaptive behavior test.

626
01:03:45.360 --> 01:03:50.070
Change upon the extent that a person actually.

627
01:03:50.070 --> 01:03:55.559
Does something I give you an example here in a minute does something without a reminder.

628
01:03:55.559 --> 01:03:59.369
Versus can do so, for example.

629
01:03:59.369 --> 01:04:03.179
If if my son.

630
01:04:03.179 --> 01:04:07.019
If I have to remind him.

631

01:04:07.019 --> 01:04:11.159
Every Friday containing garbage down.

632
01:04:11.159 --> 01:04:17.219
Then he's not going to score is high on an adaptive manager.

633
01:04:17.219 --> 01:04:20.969
Versus.

634
01:04:20.969 --> 01:04:26.940
Someone else he does that independently. They know that that's their job.
So on Fridays.

635
01:04:26.940 --> 01:04:31.349
They take the trash down to the curb without having being reminded.

636
01:04:31.349 --> 01:04:34.409
Here's another piece, so.

637
01:04:34.409 --> 01:04:40.170
Can I wash clothes? I can do I wash clothes and no.

638
01:04:40.170 --> 01:04:45.659
I got out of washing clothes years ago, because I found out it didn't
like doing it.

639
01:04:45.659 --> 01:04:49.469
And 2, if you put something red.

640
01:04:49.469 --> 01:04:54.269
And a washing machine with a bunch of whites.

641
01:04:54.269 --> 01:04:59.340
That's going to run a bunch of clothes and it doesn't take long before
someone tells you.

642
01:04:59.340 --> 01:05:03.210
Please do not wash clothes ever again.

643
01:05:03.210 --> 01:05:17.730
So, can I wash clothes? I can do I don't I'm not low scores high on that
aspect of that behavior. A lot of the tests I see in schools.

644
01:05:17.730 --> 01:05:23.039
The school psychologist, or the school council is simply give that form.

645
01:05:23.039 --> 01:05:27.690
To parent, and asked the parent to complete it and bring it back.

646
01:05:27.690 --> 01:05:32.250
Literally, 95 times out of a 100 parents.

647
01:05:32.250 --> 01:05:40.440
Misunderstand how to complete those adaptive behavior tests and they wind up.

648
01:05:40.440 --> 01:05:45.119
The keto scores much higher than they should have scored.

649
01:05:45.119 --> 01:05:48.630
So 1 of the items might be.

650
01:05:48.630 --> 01:05:52.199
Um.

651
01:05:52.199 --> 01:06:01.829
Well, they can brush his teeth, but after remind him in prompting, but they'll still be having full credit cause he can do it.

652
01:06:01.829 --> 01:06:08.130
He just chooses not to do it, or it doesn't do it. Okay so that's 2 different things.

653
01:06:08.130 --> 01:06:11.550
Can do, versus does do.

654
01:06:12.144 --> 01:06:26.244
Very important concept. So if you have a person whose measured intellectual ability is 56, and then they're adapted behaviors in the seventies or eighties. There's a very good chance that that informant misinterpreted.

655
01:06:27.780 --> 01:06:31.320
Those test items.

656
01:06:37.019 --> 01:06:44.670
So, an example of good adaptive behavior test and there's a number of
these out here. There's the, the vineland.

657
01:06:44.670 --> 01:06:49.500
Average score is on the buying on 86 to 114.

658
01:06:49.500 --> 01:06:54.090
This is appropriate for ages versus 90 plus.

659
01:06:54.090 --> 01:07:08.429
There's teacher form their parent forms and also provides a major mal,
adaptive behavior problems with mood or impulse controlled or running
away. So, the structure of the.

660
01:07:09.625 --> 01:07:17.005
Looks like this, where the ABC or the adaptive behavior composite is
composed for different.

661
01:07:17.065 --> 01:07:26.635
Um, I think 3 different scales, communication, daily living and
socialization motor skills are used, but they don't.

662
01:07:27.059 --> 01:07:31.590
Contribute that scored is not confirmed between the composite here.

663
01:07:31.590 --> 01:07:36.929
So are different domains.

664
01:07:36.929 --> 01:07:48.960
For the, a bass, the communication domain measures, receptive language
ability to understand what people are saying to you expressive language,
being able to.

665
01:07:48.960 --> 01:07:52.739
Use words appropriately, and in written communication.

666
01:07:52.739 --> 01:08:04.050
Daily living, self sufficiency and personal self, health skills,
dressing, bathing hygiene, performing household tasks.

667

01:08:04.050 --> 01:08:16.079
Cooking that, of course, all of these things are non referenced. So an 8 year old is only going to make compared to other 8 year olds. Okay.

668
01:08:16.079 --> 01:08:20.189
A 15 year old is only going to be compared to other 15 year old.

669
01:08:20.189 --> 01:08:26.819
And then your socialization domain is the effectiveness and relating to others.

670
01:08:26.819 --> 01:08:32.789
Being able to start and end conversations, being able to maintain self control.

671
01:08:40.649 --> 01:08:51.239
And then the, a bass average scores on this measure 90 to 1 0, 9, this is similar in terms of no longer this normal major Mercury, 89.

672
01:08:51.239 --> 01:08:54.300
There's a teacher caregiver and.

673
01:08:54.300 --> 01:09:01.170
Various other adult forms on this on the act of behavior will take.

674
01:09:01.170 --> 01:09:04.649
Um, about 30 minutes to to administer.

675
01:09:08.039 --> 01:09:11.520
So this is what the structure of the, a bath.

676
01:09:11.520 --> 01:09:24.000
Questions.

677
01:09:24.000 --> 01:09:27.899
On the chat here, let me read this real quick.

678
01:09:33.779 --> 01:09:39.210
Oh, function so the difference in.

679
01:09:39.210 --> 01:09:45.960

Is there a difference in the functionality versus adaptability and assessing for skills?

680
01:09:45.960 --> 01:09:49.529
And a situation, or it can do.

681
01:09:49.529 --> 01:09:54.180
Versus does do, but the main thing here.

682
01:09:54.180 --> 01:09:57.569
These adaptive tests are norm referenced.

683
01:09:57.569 --> 01:10:01.500
And they were norm based on does do.

684
01:10:01.500 --> 01:10:06.840
Verses can do and so if the person.

685
01:10:06.840 --> 01:10:11.880
Rating the consumer of the client.

686
01:10:11.880 --> 01:10:15.300
Misinterprets those forms.

687
01:10:15.300 --> 01:10:20.850
And interpret, so, as I can do, then it's going to make the scores much higher.

688
01:10:20.850 --> 01:10:25.229
Then, if they had used, does do.

689
01:10:25.229 --> 01:10:31.380
That could prevent the person from receiving services.

690
01:10:31.380 --> 01:10:35.609
That they might otherwise have been eligible for.

691
01:10:35.609 --> 01:10:40.529
Okay, I'll go back again, like, 1 more example.

692
01:10:40.529 --> 01:10:44.130

Whenever so I've got a, um.

693
01:10:44.130 --> 01:10:49.649
A wife and 2 children, and 1, they were growing up um, my children.

694
01:10:49.649 --> 01:10:54.930
When my wife was around there adaptive abilities.

695
01:10:54.930 --> 01:11:00.479
I feel we're quite low because if they were hungry, they said mom, I'm hungry.

696
01:11:00.479 --> 01:11:08.039
And, of course, he would jump up and just well, what would you like to see? So I think you'll get that for, you.

697
01:11:08.039 --> 01:11:12.000
Well, they were completely helpless now.

698
01:11:12.000 --> 01:11:19.260
If she had to go out of town for training, and they were left with me, they would say dad, I'm hungry.

699
01:11:19.260 --> 01:11:22.500
I'll say it, do you know where the refrigerator is?

700
01:11:22.500 --> 01:11:26.460
Then help yourself, do you know where the forks are?

701
01:11:26.460 --> 01:11:31.050
Okay, they'll knock yourself out. So their adaptive ability.

702
01:11:31.050 --> 01:11:34.409
What I immediately increase.

703
01:11:34.409 --> 01:11:48.359
Just simply because of the changes in the environment. So that's 1 of the factors we have to sort of keep in mind here when we're measuring adaptive function you want we will see differences between.

704
01:11:48.359 --> 01:11:58.409

Writers on this, but back to this other point, it's important to make
sure that we're basing our scores on. I can do.

705
01:11:58.409 --> 01:12:01.470
I'm sorry, that only does do versus they can do.

706
01:12:01.470 --> 01:12:04.829
Hello.

707
01:12:04.829 --> 01:12:13.500
So these are domains from the a bass.

708
01:12:13.500 --> 01:12:19.470
Conceptual practical social, they're virtually identical to what we saw.

709
01:12:19.470 --> 01:12:23.340
With with the byland. Okay so this.

710
01:12:23.340 --> 01:12:28.229
They're measuring the same constructs here. Okay.

711
01:12:33.390 --> 01:12:37.529
Got a few more slides I want to go through here.

712
01:12:37.529 --> 01:12:44.250
Um, just a quick review of intellectual disability.

713
01:12:44.250 --> 01:12:51.840
So this is the term used in the diagnostic and Statistical manual.

714
01:12:51.840 --> 01:13:02.670
We use intellectual disability to cover what used to be called mental
retardation since roses law, which are signed into effect.

715
01:13:02.670 --> 01:13:06.810
Under, uh, Morocco llama it essentially.

716
01:13:06.810 --> 01:13:20.159
This allows us for lack of a better word for using mental retardation as
become a, for a lot of people. So, intellectual disability is the current
nomenclature that that we use.

717
01:13:20.159 --> 01:13:23.189
So, this is diagnosed whenever.

718
01:13:23.189 --> 01:13:27.449
A person's intellectual and adapt and behavior.

719
01:13:27.449 --> 01:13:31.140
Our 2 standard deviation units blow the main.

720
01:13:31.140 --> 01:13:35.729
That is when the IQ and adaptive.

721
01:13:35.729 --> 01:13:41.159
Are below 70 again, we can use.

722
01:13:41.159 --> 01:13:44.729
a three point standard error of measurement .

723
01:13:44.729 --> 01:13:49.020
So, if you have a score of 72, only to.

724
01:13:49.020 --> 01:13:52.109
Scored 71 only adaptive.

725
01:13:52.109 --> 01:13:55.770
You can use the 3, 1 standard error management.

726
01:13:55.770 --> 01:14:00.329
And make the person eligible for services.

727
01:14:00.329 --> 01:14:05.069
Obviously you need to seasons along these lines should be a team
decision.

728
01:14:05.069 --> 01:14:10.319
Okay, another aspect of the condition of the.

729
01:14:10.319 --> 01:14:15.180
Diagnosis is then it must occurred in developmental period. That is your
childhood.

730
01:14:15.180 --> 01:14:19.890
So, this keeps us from.

731
01:14:20.215 --> 01:14:34.824
If someone has a brain injury, for example, and now their intellectual
abilities majored in the mid sixties. We can't say that they have an
intellectual disability. We'd say that they have a traumatic brain injury
or a Neuro cognitive disorder.

732
01:14:35.034 --> 01:14:35.515
Okay.

733
01:14:35.909 --> 01:14:40.289
So other things that we have to rule them out.

734
01:14:40.289 --> 01:14:46.350
Or other things here that are not an intellectual disability.

735
01:14:46.350 --> 01:14:50.939
Clean brain tumors, brain injuries, toxicity.

736
01:14:50.939 --> 01:14:55.680
Near drowning, for example, Paul.

737
01:14:55.680 --> 01:14:59.399
Various neurological conditions.

738
01:14:59.399 --> 01:15:03.449
So.

739
01:15:03.449 --> 01:15:08.550
The DSM the diagnostic and Statistical manual that most.

740
01:15:08.550 --> 01:15:13.409
All clinical psychologist to use.

741
01:15:13.409 --> 01:15:18.060
Recognizes 4 levels of intellectual disability.

742
01:15:18.060 --> 01:15:22.680
There's mild modern, severe, profound.

743
01:15:22.680 --> 01:15:26.489
So some of the things that I'll just point out is for a.

744
01:15:26.489 --> 01:15:36.659
Individuals with mild, intellectual disability, their approximated,
Middle Ages and adults between, say 8 and 11.

745
01:15:36.659 --> 01:15:40.710
So, that's they typically cop out.

746
01:15:40.710 --> 01:15:45.300
they function around a second third fourth grade level .

747
01:15:45.300 --> 01:15:51.810
At this point, our 3rd 9th grade level folks with moderate intellectual
disability.

748
01:15:51.810 --> 01:15:57.720
Their profit mental age as an adult is, you know, point 5 and 7 and then
you see where we can.

749
01:15:57.720 --> 01:16:01.319
It just kind of goes down from there.

750
01:16:01.319 --> 01:16:04.710
I will say.

751
01:16:04.710 --> 01:16:08.609
That the.

752
01:16:08.609 --> 01:16:16.979
The terminal, if we're using mild, moderate, severe, profound, that's
based on the adaptive test scores.

753
01:16:16.979 --> 01:16:20.640
And not just the keys so it's a combination.

754
01:16:20.640 --> 01:16:26.250
Depending upon if it's my monitor severe, that is.

755

01:16:26.250 --> 01:16:31.739
That's them from the score only adaptive, but to your overall, Aki still has to be below 70.

756
01:16:31.739 --> 01:16:36.149
So some of etiology.

757
01:16:36.149 --> 01:16:45.300
We're not just put this in here because we just kind of point out that there's a wide range of conditions.

758
01:16:45.300 --> 01:16:48.840
That are associated with intellectual disability.

759
01:16:48.840 --> 01:16:55.800
And I'm not obviously going to go through these frankly I don't know how to pronounce most of them. So I don't want to.

760
01:16:55.800 --> 01:17:00.300
Embarrass myself here.

761
01:17:00.300 --> 01:17:07.949
There's a lot of factors is paring Natal factors.

762
01:17:07.949 --> 01:17:12.630
Talk about mild intellectual disability here.

763
01:17:18.119 --> 01:17:28.920
Now, again, these are folks who's a measured IQ and adapters 55 to 69 or so. Okay. So a lot of these individuals, there's a big.

764
01:17:28.920 --> 01:17:34.800
Uh, family connection here. In other words, if if the child.

765
01:17:34.800 --> 01:17:46.109
Has an intellect amount, intellectual disability there's a better than average chance that 1 or both parents is going to have a mild intellectual disability. This is 1 of the reasons why.

766
01:17:46.109 --> 01:17:50.520
I do not like, sending home a measure of adaptive behavior.

767

01:17:50.520 --> 01:17:54.420
Once the kid to have their parent to fill it out.

768
01:17:54.420 --> 01:17:59.369
But cause, I'm not sure if they're going to understand it and return it.

769
01:17:59.369 --> 01:18:12.390
In an E, sort of interpreter fashion so I'd rather do those face to face
or over the phone with the parent. So this represents 85% of all
individuals with intellectual disability.

770
01:18:12.390 --> 01:18:15.840
Now, we're only we're already looking at this low of 2%.

771
01:18:15.840 --> 01:18:19.529
So, the 85% of that lowest to.

772
01:18:19.529 --> 01:18:22.529
Our folks with mounted intellectual disability.

773
01:18:22.529 --> 01:18:26.039
So, it's a combination of both genetic endowment and.

774
01:18:26.039 --> 01:18:29.130
Poor environmental conditions.

775
01:18:29.130 --> 01:18:37.920
Access to intellectual stimulation, reading, medical care food, so forth
and so on.

776
01:18:37.920 --> 01:18:43.289
Typically is non organic.

777
01:18:43.289 --> 01:18:47.100
Do a.

778
01:18:52.140 --> 01:18:56.579
Most of the limitations that you see.

779
01:18:56.579 --> 01:19:09.569
With people with mild intellectual disability and manifest during the
school and may, it may not be as quite as apparent as an adult motion.

780
01:19:09.569 --> 01:19:17.430
In general talking generalities here, most individuals with mounted
intellectual disability that tend to be externally motivated.

781
01:19:17.430 --> 01:19:31.079
They have amount of moderate lag and behavioral development, um, you
know, interpersonal, functioning and most intervention are designed to
teach more functional academic skills locational skills.

782
01:19:31.079 --> 01:19:40.079
Monday, and then make that larger.

783
01:19:43.619 --> 01:19:48.510
Okay, let's go to.

784
01:20:00.210 --> 01:20:03.420
Right.

785
01:20:03.420 --> 01:20:08.250
So we talked about moderate, severe.

786
01:20:08.250 --> 01:20:21.569
Profound so individuals with score intellectual scores, adaptive score in
this range and usually these rates are equal across ethnic groups and
social economic.

787
01:20:21.569 --> 01:20:25.470
Levels okay. Uh.

788
01:20:25.470 --> 01:20:32.850
Put another way that you sibling keys are normally average parent's IQ or
normally average.

789
01:20:32.850 --> 01:20:38.010
So this is a much smaller percentage of all the people with intellectual
disability somebody 15.

790
01:20:38.010 --> 01:20:43.289
Uh, percent most of the problems associated with.

791
01:20:43.289 --> 01:20:53.729

Most of the ideology here with mount with moderate, severe, profound is
due to a single gene defects. Like, now syndrome.

792
01:20:53.729 --> 01:20:58.350
A various ranges of chromosome abnormality like turner's.

793
01:20:58.350 --> 01:21:01.770
And you also see brain malformations.

794
01:21:01.770 --> 01:21:07.289
Okay, so there are there qualitative differences.

795
01:21:07.289 --> 01:21:11.430
Between mild.

796
01:21:11.430 --> 01:21:16.979
Levels and then your moderate, severe.

797
01:21:16.979 --> 01:21:20.970
Profiled.

798
01:21:22.199 --> 01:21:27.659
Hang on 1, try to fix this.

799
01:21:42.420 --> 01:21:51.449
Yeah, can you? Okay. Okay. All right. Yeah, so let's let's do a couple of
case studies here.

800
01:21:51.449 --> 01:22:00.930
Let's talk about.

801
01:22:00.930 --> 01:22:07.890
So, what I want to point out, so Malia has a comprehensive way to.

802
01:22:07.890 --> 01:22:15.390
72, it says a verbal comprehension of 64.

803
01:22:15.390 --> 01:22:18.689
Perceptual reasoning of 86.

804
01:22:18.689 --> 01:22:23.100

Which is low average working memory of 67.

805
01:22:23.100 --> 01:22:27.869
Which is extremely low processing speed.

806
01:22:27.869 --> 01:22:31.470
Score 79, which is.

807
01:22:31.470 --> 01:22:39.810
Borderline okay now independent financing. Her adaptive composite is 78
communication is 66.

808
01:22:39.810 --> 01:22:44.819
Daily living pump skills 74, socialization.

809
01:22:44.819 --> 01:22:48.090
83 now.

810
01:22:48.090 --> 01:22:52.649
If we look just at these scores.

811
01:22:52.649 --> 01:22:59.880
1 could try to make the case of using a standard air management for the
full scale.

812
01:22:59.880 --> 01:23:03.989
That would pull or score down to 69.

813
01:23:03.989 --> 01:23:09.720
But even with the adapt it, even with the standard error management.

814
01:23:09.720 --> 01:23:15.420
1st score 78 on the adaptive composite is not low enough.

815
01:23:15.420 --> 01:23:20.939
So, rather than looking at this profile of scores.

816
01:23:20.939 --> 01:23:24.569
From the standpoint of could this be.

817
01:23:24.569 --> 01:23:34.170

And intellectual disability, let's look at the range of score. So her nonverbal reasoning is actually low average.

818
01:23:34.170 --> 01:23:38.579
Or social ability, socialization.

819
01:23:38.579 --> 01:23:42.210
Slow average or communication.

820
01:23:42.210 --> 01:23:51.989
Is low, but she does have some strengths here. Okay so this person would not meet eligibility criteria.

821
01:23:51.989 --> 01:23:56.069
For an intellectual disability to begin appropriate to do that.

822
01:23:56.069 --> 01:24:04.560
With standard error measurement, the IQ would be low enough, but still, that leaves us 86.

823
01:24:04.560 --> 01:24:07.770
Really? That's way too high.

824
01:24:07.770 --> 01:24:12.270
For us to consider even using the standard error management, the vineland.

825
01:24:12.270 --> 01:24:21.090
Those scores range from extremely low, all the way low average, and even with just the standard error that 7 makes not low or not.

826
01:24:21.090 --> 01:24:29.789
So, my Leah, although she obviously names services, accommodations of some sort.

827
01:24:29.789 --> 01:24:33.840
We.

828
01:24:33.840 --> 01:24:37.649
She's not going to be eligible for an intellectual disability.

829
01:24:37.649 --> 01:24:42.840

So, let's look at Oscar here.

830
01:24:42.840 --> 01:24:45.930
His scores are much more uniform.

831
01:24:45.930 --> 01:24:51.270
Here we have a full scale of 69.

832
01:24:51.270 --> 01:25:06.060
That's low enough. Verbal, 72 non verbal is 61 working memory processing
speed. You see how the scores now are all around the 2nd percentile in
lower.

833
01:25:06.060 --> 01:25:13.020
Now has adaptive composite at 72, but here we can use the standard error
management.

834
01:25:13.020 --> 01:25:18.359
And that would pull that would get his overall and that could score down.

835
01:25:18.359 --> 01:25:26.489
Below to standard deviations. So this is a case with Oscar where using
the standard air management would be much more appropriate.

836
01:25:32.609 --> 01:25:38.130
Let's look at Lexus here.

837
01:25:38.130 --> 01:25:44.399
Here we have a waste of 55.

838
01:25:44.399 --> 01:25:47.970
verbals 64.

839
01:25:47.970 --> 01:25:52.470
Non verbal of 50 all of our scores arranging.

840
01:25:52.470 --> 01:25:56.430
You know, from the.

841
01:25:56.430 --> 01:26:07.020
Up to 71 on the IQ and then from 48 up to 72 on the vineland this is more
of a case of.

842
01:26:07.020 --> 01:26:13.319
A moderate intellectual disability, so, modern intellectual disability.

843
01:26:13.319 --> 01:26:23.399
When IQ scores are between and adaptive or between 40 and 55. so here again, we could use the standard error.

844
01:26:23.399 --> 01:26:28.770
Of measurement and apply it to the 55.

845
01:26:28.770 --> 01:26:36.659
And apply it to the adaptive composite and 56, and that gets a Lexus to score down.

846
01:26:36.659 --> 01:26:40.350
Tend to the moderate range. Okay.

847
01:26:40.350 --> 01:26:48.479
Yeah, got a couple of questions here.

848
01:26:48.479 --> 01:26:52.020
You see what these are.

849
01:26:59.579 --> 01:27:05.340
Uh, this question about sex education for folks of moderate.

850
01:27:05.340 --> 01:27:10.739
Consumers, modern disabilities, and that's that's going to be out of.

851
01:27:10.739 --> 01:27:17.250
Uh, this I'm not going to be able to, to help you with that would take, um.

852
01:27:17.250 --> 01:27:22.319
Someone was much more hands on day to day interventions.

853
01:27:22.319 --> 01:27:29.579
So, darn good question. I'm just not able to answer that 1. my apologies.

854
01:27:36.300 --> 01:27:43.109

Have another question of the.

855
01:27:43.109 --> 01:27:48.960
What happens if you have an individual who's had multiple IQ test.

856
01:27:48.960 --> 01:27:53.670
Now, sometimes you see this when a person is consistently.

857
01:27:53.670 --> 01:27:58.890
They score, they may have scores of 69.

858
01:27:58.890 --> 01:28:02.880
Uh, 72.

859
01:28:02.880 --> 01:28:06.539
You know, 70, 71.

860
01:28:06.539 --> 01:28:10.020
What happens is.

861
01:28:10.020 --> 01:28:14.609
If you get a bunch of scores, 3 or 4 scores.

862
01:28:14.609 --> 01:28:26.489
They're all falling in the low seventies. There's a thing called
regression to the main that could possibly account for the person scores
actually be getting higher.

863
01:28:26.489 --> 01:28:32.010
Over time these also the a practice effect. So.

864
01:28:32.965 --> 01:28:45.324
When I see a child or an adult who has had 5 or 6 different IQ test, then
I start to really doubt the veracity and accuracy of those scores because
of the practice effect.

865
01:28:45.805 --> 01:28:54.324
Because the fact that you've got multiple scores, multiple tests, and
the, those scores will actually cut over estimates that person's.

866
01:28:54.659 --> 01:28:59.069
A true then I'll never know too. Someone is fishing.

867
01:28:59.069 --> 01:29:06.359
If they're fishing to try to get make a person ineligible, not saying
that the person doesn't main services.

868
01:29:06.359 --> 01:29:13.619
But saying that the eligibility could be questionable if they've been
tested multiple times.

869
01:29:18.270 --> 01:29:21.510
So, at this point.

870
01:29:24.689 --> 01:29:35.819
Through what I wanted to cover, I will give you an opportunity starting
Monday when I will be back feel free to.

871
01:29:36.925 --> 01:29:48.864
Call, I'm not a call, but the email, it may be a lot easier, feel free to
email me and him Donald Murray State dot edu, and I will get back with
you.

872
01:29:49.675 --> 01:29:54.654
I have a private practice in West Kentucky. I see. Children.

873
01:29:54.960 --> 01:30:02.430
For, um, abuse and neglect cases, uh, some child custody.

874
01:30:02.430 --> 01:30:07.920
And not have a clinical campus where I see a lot of children and adults.

875
01:30:07.920 --> 01:30:11.130
Also doing quite a bit of work for vocational rehab.

876
01:30:11.130 --> 01:30:15.569
So, uh, I'll be more than happy to.

877
01:30:15.569 --> 01:30:20.220
Try to answer any questions that you have related to this.

878
01:30:20.220 --> 01:30:24.840
You know, took the material that that we covered today.

879
01:30:24.840 --> 01:30:28.619
So, at this point, I appreciate your cooperation.

880
01:30:28.619 --> 01:30:32.670
And I hope that you have a wonderful weekend.