

The subtests were administered over a course of three sessions, and Matthew's mother and Kelley Cross, and SLP involved in this assessment.

Both of the subtests administered were presented on a 22-inch TouchSmart PC, with a choice board mirroring the items positioned below the screen. The correspondance was pointed out verbally and with pointing gestures. The HP TouchSmart provides a light that shines onto the area beneath the screen, which allowed the assessment to be administered in a darkened environment.

The examiner was positioned to the right of Matthew. The mother was positioned either behind or to the side of Matthew, and her face was not within his range of vision.

When Matthew was thinking about his responses, the choice board was removed, and placed in front of him when he was ready to respond. This procedure was used because he tends to become distracted by the items in front of him, and it is also a system that he uses during learning activities. This system was also used during the administration of the Matrix Reasoning subtest.

The Picture Concepts subtest of the WISC-IV requires the student to look at two or
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three rows of pictures, and chose one picture from each row to form a group with a common characteristic. It is a measure of abstract, categorical reasoning. On this measure, Matthew was able to complete a variety of items successfully. He missed some items, yet was able to respond accurately to some items that were more challenging. He recieved a score that fell within the low average range relative the scores of same-age peers from the general population.

The Matrix Reasoning subtest requires the student to look at an incomplete matrix of items or designs, and select the missing portion from five response options that are situated below the matrix. This subtest is a measure of non-verbal reasoning and concept formation. On this measure, Matthew recieved a score that fell within the average range, relative to same-age peers.

Because of the nature of Matthew's disabilities, his scores should be viewed as a snapshot of what he could do at the time of assessment. They should not be viewed as an indication of his cogntive potential.

WISC-IV			
Picture Concepts		7	Low Average
Matrix Reasoning	9	Average	