

# **Administration Manual for CIFASD**

## **International Consortium Project**

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### Leiter-R Verbal Script

The purpose of this verbal script is to make it less awkward for the subject and examiner to complete these tests through the addition of brief verbal instructions and communication. This script is to accompany the non-verbal instructions outlined in the Leiter-R manual and listed on the pages following this script – it is **not** a substitute for them. Please make sure you are familiar with the non-verbal gestures and that you continue to use them along with this verbal script.

**For all subtests:** Administer the age appropriate starting point/teaching trial item. Teach up to 3 trials if needed on the first item ONLY (the child's starting point/teaching trial item). Provide help and encouragement as needed to make sure the child understands the task. If the child does not understand, demonstrate pointing to the object in the picture. You may place your hand gently on child's hand to assist him/her in pointing to correct location, if necessary. If child answers correctly, smile and say: **THAT'S RIGHT** or **GOOD JOB** or something to that effect. You may teach on all of the cards of the teaching trial if needed.

Be mindful of the reversal and discontinue rules.

•Figure Ground (The Find It Game):

**THIS IS THE 'FIND IT' GAME. EACH OF OBJECTS ON THESE CARDS** (point to objects on each card from A to C) **ARE HIDING IN THIS PICTURE** (point to picture). **SHOW ME WHERE EACH OF THESE** (hold up card A) **ARE HIDING IN THE PICTURE BY POINTING TO THE OBJECT ON THE CARD AND THEN WHERE IT IS IN THE PICTURE. WHERE IS THIS** (point to card A) **HIDING?**

If needed, use this Teaching Trial Wording Example: **THIS CARD** (point to card A of teaching trial) **SHOWS A** (object name – dinosaur, lemon on a sign, boy's smile). **THE** (object name) **IS HIDING IN THIS PICTURE** (point to picture). **POINT TO WHERE THE** (object name) **IS HIDING.**

For the remaining items, present the child with the new cards and picture and say, **NOW, FIND THESE** (point to objects on cards) **IN THIS PICTURE.**

•Form Completion (The Put Together Game):

Without the trays showing (younger children starting point): **THIS IS THE 'PUT TOGETHER' GAME. EACH CARD** (point to the cards) **HAS PIECES OF AN OBJECT ON IT. IF ALL OF THE PIECES IN THE CARD WERE PUT TOGETHER** (demonstrating putting together with your hands), **WHERE WOULD IT BE IN THE PICTURE** (point to general location in the picture)? Allow the child to respond.

For the remaining items, present the child with the new cards and picture and say, **“NOW SHOW ME WHAT THESE CARDS WOULD LOOK LIKE IF ALL THE PIECES WERE PUT TOGETHER”**.

Explain to the child how to use the trays once you reach the items that require they do so.

With the trays showing (older children starting point): **THIS IS THE ‘PUT TOGETHER’ GAME. EACH CARD HAS PIECES OF AN OBJECT ON IT. PLACE EACH CARD IN THE CORRECT SLOT** (point to the tray slots) **TO MATCH THE PICTURE IT GOES WITH. WHAT WOULD THESE PIECES LOOK LIKE IF THEY WERE ALL PUT TOGETHER** (demonstrating putting together with your hands)? **PLACE THE CARDS IN THE EMPTY SLOTS**. Allow the child to respond. Provide the child with help on the first item if needed. Also provide them with positive feedback upon successful completion.

For the remaining items, present the child with the new cards and picture and say, **“NOW SHOW ME WHAT THESE CARDS WOULD LOOK LIKE IF ALL THE PIECES WERE PUT TOGETHER”**.

Sequential Order (The Which Comes Next Game):

Starting point SO3: This game is called the “Which Comes Next Game”. **LOOK AT THIS SET OF PICTURES** (point to the picture). **YOU SEE, HERE IS A LARGE CAT** (point) **AND HERE IS A MEDIUM-SIZED CAT** (point). **WHICH ONE OF THESE CARDS** (point to cards) **SHOULD COME NEXT** (point to the empty tray slot)?

Starting point SO5: **THIS GAME IS THE “WHICH COMES NEXT GAME”**. **LOOK AT THIS SET OF PICTURES** (point to the picture). **PLACE THESE CARDS** (point to the cards) **UNDERNEATH** (point to tray slots) **THE EMPTY** (outline an empty slot with your finger) **SQUARES TO SHOW WHICH CARD COMES NEXT**.

Repeated Patterns (The Over and Over Game): **THIS GAME IS CALLED THE “OVER AND OVER GAME”**. **THESE PICTURES FORM A PATTERN** (point to the picture and emphasize the repeated pattern concept by pointing to each of the pictures on the easel from your right to left using a “hopping motion” with your finger, pausing briefly at the end of each repeated series). **PLACE THE CARDS IN THE SLOTS OF THE TRAY TO KEEP THE PATTERN GOING OVER AND OVER AGAIN**.

Attention Sustained (The Drawing Game):

**AS 9 (square):** Turn to the Teaching Trials page in the booklet and focus on AS 9. Practice: **With Demonstration:** In this box are some shapes (draw a circle with your finger around the general area of the box of shapes for AS 9). Each time you see this shape (point to the target square) below, I'd like you to cross it out *like this (demonstrate crossing out with marker on 1<sup>st</sup> square – top row 2<sup>nd</sup> shape)* using this marker (hold up the purple Leiter-R marker and show the child). Now you try some (hand the child the marker).

**Without Demonstration:** Omit the *italicized* portion of the above.

Provide the child with positive feedback (“Good.” Or, “That’s right.”) on a couple of the practice items. Allow the child 2 minutes to complete the practice. If the child takes less than 2 minutes, record the time it took the child to complete the practice on the test packet form. Help the child as needed to make sure they understand what is being asked of them. If they cross out a shape other than the square, remind them of the directions by saying something like, “No,, only cross out the shapes that look like this one (point to the target square)”.

Trial: Turn to the appropriate page (AS 9) in the booklet.

Good. Now do the same thing on this page. Cross out as many as you can that look just like this (point to the target square) until I tell you to stop. Go as fast as you can. You may not find all of the shapes in the box before the time is up. Ready, begin (start timing).

Stop the child at 30 seconds or record the time it took the child to complete this task on the test packet form. Unless it is disruptive to the child, have him/her stop at end of time limit. If child does not want to stop, **only count those answers crossed out within the specified time limit.**

**AS 10 (half circle):** Return to the Teaching Trials page of the booklet.

Practice: Now let’s try this one (point to the box for AS 10). This time I want you to look for this shape (point to the target half circle) and cross it out each time you see it in this box below (circle the box area with your finger). Go ahead and practice some.

Allow the child 30 seconds and record the time the child took to complete the practice.

Trial: Turn to the appropriate page (AS 10) in the booklet.

Good. Now do the same thing on this page. Cross out as many as you can that look just like this (point to the target half circle) until I tell you to stop. There is a time limit and most people do not find all of the shapes in the box before the time is up. Ready, begin (start timing).

Stop the child at 30 seconds or record the time it took the child to complete this task.

**AS 11 (triangle and slanted oval):** Return to the Teaching Trials page of the booklet. Practice: Now let's try this one (point to the box for AS 11). This time I want you to look for this shape (point to the triangle) and this shape (point to the slanted oval) and cross them out each time you see them just like this (point to the target combination) it in this box below (circle the box area with your finger). Go ahead and practice some.

Allow the child 30 seconds and record the time the child took to complete the practice. Some children draw a mark on each individual shape. Prompt the child that it is ok to draw one line through both shapes. Demonstrate if needed.

Trial: Turn to the appropriate page (AS 11) in the booklet. Good. Now do the same thing on this page. Cross out as many as you can that look just like this (point to the target combination) until I tell you to stop. There is a time limit and most people do not find all of the shapes in the box before the time is up. Ready, begin (start timing).

Stop the child at 60 seconds or record the time it took the child to complete this task.

**AS 12 (circle, square and circle):** Return to the Teaching Trials page of the booklet. Practice: Now let's try this one (point to the box for AS 12). This time I want you to look for this shape (point to the circle), this shape (point to the square) and this shape (point to the circle) and cross them out each time you see them just like this (point to the target combination) it in this box below (circle the box area with your finger). Go ahead and practice some.

Allow the child 30 seconds and record the time the child took to complete the practice.

Trial: Turn to the appropriate page (AS 12) in the booklet. Good. Now do the same thing on this page. Cross out as many as you can that look just like this (point to the target combination) until I tell you to stop. There is a time limit and most people do not find all of the shapes in the box before the time is up. Ready, begin (start timing).

Stop the child at 60 seconds or record the time it took the child to complete this task.

You may cue child up to 2 times on each page, if needed, but no further Teaching trials are allowed. Cuing consists of pointing back and forth between target picture and 1 (ONE) correct answer on page. Do not demonstrate crossing out on actual test pages.

It's important not to provide the child with any verbal hints, so please never state the name of the shape (i.e. square or circle), just refer to it as "this" or "that".

## Leiter-R Figure Ground (FG)

Ages: 2-0 to 20-11

Norms Available: All ages

Procedure: From the Leiter-R Examiner's Manual pgs 29-30.

Set up Easel #1 in the forward position, such that card slots are not visible.

Items FG1, FG3, and FG5 are teaching items (depending on starting age). Up to 3 teaching trials may be used on all cards for the first item at the starting age. Teach by demonstration, pointing back and forth between card and easel indicating nonverbally that the figure on each card is located somewhere on the easel picture. If needed, place the card next to the hidden figure in the picture and gesture back and forth to indicate that the pictures are the same. After demonstration, return cards to the table and see if the child can complete responses independently.

For children between ages 2-0 and 5-11:

### **FG1: Teaching**

Place 2 cards, centered in front of the child, in alphabetical order, from your left to right. Use pantomime, facial expression, gestures, pointing, and a questioning manner to indicate that **dinosaur** is hidden in the picture, and the child should point to the place in the picture where **dinosaur** is hidden. If the child does not understand, demonstrate by pointing to **dinosaur** in the picture. If necessary, you may place your hand gently on the child's hand to assist him/her in pointing to the correct location on the easel. You may demonstrate on **bush** as well. If the child answers correctly, smile and nod up and down to indicate the child's response was correct.

### **Administration**

Return cards used to teach the child to original position in front of the child. Indicate nonverbally that the child should independently point to the place in the picture where figures depicted on cards are hidden. Credit is given if the child can obviously tell where the figure on the card is located in the picture, even if pointing is not exact.

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## Leiter-R Figure Ground (cont'd)

For children between ages 6-0 and 10-11:

### **FG3: Teaching**

Place 3 cards, centered in front of the child, in alphabetical order, from your left to right. Use pantomime, facial expressions, gestures, pointing, and a questioning manner to indicate that **lemon on sign** is hidden in the picture, and the child should point to the place in the picture where **lemon on sign** is hidden. If the child does not understand, demonstrate by pointing to **lemon on sign**. If necessary, you may place your hand gently on the child's hand to assist him/her in pointing to the correct location. You may demonstrate on **boy's shirt** and **two lemons on table** as well. If the child answers correctly, smile and nod up and down to indicate the child's response was correct.

### **Administration**

Return cards used to teach child to original position in front of the child. Indicate nonverbally that the child should independently point to the place in the picture where figures depicted on cards are hidden. Credit is given if the child can obviously tell where the figure on the card is located in the picture, even if pointing is not exact.

For children between ages 11-0 and 20-11:

### **FG5: Teaching**

Place 3 cards, centered in front of the child, in alphabetical order, from your left to right. Use pantomime, facial expressions, gestures, pointing, and a questioning manner to indicate that **boy's smile** is hidden in the picture, and the child should point to the place in the picture where **boy's smile** is hidden. If the child does not understand, demonstrate by pointing to **boy's smile**. If necessary, you may place your hand gently on the child's hand to assist him/her in pointing to the correct location. You may demonstrate on **shoe** and **hair bow** as well. If the child answers correctly, smile and nod up and down to indicate the child's response was correct.

### **Administration**

Return cards used to teach child to original position in front of the child. Indicate nonverbally that the child should independently point to the place in the picture where figures depicted on cards are hidden. Credit is given if the child can obviously tell where the figure on the card is located in the picture, even if pointing is not exact.

### Reversal:

If the child cannot **independently** provide the correct answers on the starting item, even after teaching, return to the starting point for the preceding age group.

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## Leiter-R Figure Ground (cont'd)

### General administration:

Continue administering by placing cards, centered in front of the child, approximately 6" from the table's edge, in alphabetical order, from your left to right. ***Use gestures and other nonverbal cues to indicate that the child should point to the place in the picture where figures depicted on cards are hidden.*** Look questioningly toward the child. After each response, return any cards that have been moved back to their original order and return them to the response card box.

Stop Rule: Test child on each easel page until 6 cumulative responses are failed. Child receives credit for correct responses completed. Do not administer items **after** 6 cumulative failed responses.

Raw Score: Give 1 point for each correct answer. Give full credit to older children for previous items not administered (max = 31).

## Leiter-R Form Completion (FC)

Ages: 2-0 to 20-11

Norms Available: All ages

Procedure: From the Leiter-R Examiner's Manual pgs 32-34.

For ages 2-0 to 10-11, set up Easel #1 in the forward position, such that the card slots are not visible. For ages 11-0 and older (and when continuing with younger kids), set up Easel #2 in the standard position such that the card slots ARE visible.

Items FC1, FC2, FC3, FC6, and FC9 are teaching items (depending on the child's age). Up to 3 teaching trials may be used. Teach by demonstration, pointing back and forth between the model and the child's materials. If needed, place materials next to the figure in the easel picture and gesture back and forth to indicate that the pictures are the same. After demonstration, return the child's shapes/cards to the original position in front of the child and see if s/he can complete responses independently.

For children between ages 2-0 and 5-11:

### **FC1-FC2: Teaching**

Place shapes for examiner's model in front of the child, close to the easel. They should be positioned to look like the illustration on the easel. Then place the child's shapes between the child and examiner's model. Make sure the child's shapes are randomly placed (see Easel Book #1 for correct placement). Use pantomime, facial expressions, gestures, pointing, and a questioning manner to indicate that the child should move his/her shapes to match the examiner's model. Emphasize "pushing together" in your gestures. If necessary, you may place your hand gently on the child's hand to assist him/her in moving his/her shapes to match the examiner's model. If child answers correctly, smile and nod up and down to indicate child's response was correct.

### **Administration**

Then, return shapes used to teach the child into a different random placement in front of the child. Indicate nonverbally that the child should independently move shapes to match the examiner's model.

### **FC3: Teaching**

Place the card, centered in front of the child, approximately 6" from the table's edge. Use pantomime, facial expressions, gestures, pointing, and a questioning manner to indicate that **star-ball** is "put together" on the easel, and the child should point to the place on the easel where **star-ball** is located. Emphasize the concept "put together" by motioning with your hands cupped and pushing them together toward each other.

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## Leiter-R Form Completion (cont'd)

### Administration

Then, return the card used to teach the child to original position in front of the child. Indicate nonverbally that the child should independently point to the place on the easel where the figure depicted on the card is “put together.”

For children between ages 6-0 and 10-11:

### FC6: Teaching

Place 3 cards, centered in front of the child, in alphabetical order, from your left to right. Use pantomime, facial expressions, gestures, pointing, and a questioning manner to indicate that **soccer ball** is “put together” on the easel, and the child should point to the place on the easel where **soccer ball** is “put together.” Emphasize the concept “put together” by motioning with your hands cupped and pushing them together toward each other. If the child does not understand, demonstrate by pointing to **soccer ball** on the easel. If necessary, you may place your hand gently on the child’s hand to assist him/her in pointing to the correct location on the easel. You may teach on **sun** and **beach ball** as well. If the child answers correctly, smile and nod up and down to indicate the response was correct.

### Administration

Then, return cards used to teach the child to original position in front of the child. Indicate nonverbally that the child should point to the place on the easel where the figures depicted on the cards are “put together.”

For children between ages 11-0 and 20-11:

### FC9: Teaching

Use Easel Book #2, placing it in the standard position with the card slots showing. Place the 3 cards, centered in front of the child, in alphabetical order, from your left to right, approximately 6” from the table’s edge. Use pantomime, facial expressions, gestures, pointing, and a questioning manner to indicate that the figure depicted on each of the cards can be “put together.” Further indicate that the child should place the card in the slot corresponding to the “put together” figure in the illustration on the easel. Emphasize the concept “put together” by motioning with your hands cupped and pushing them together toward each other. If the child does not understand, point to the card slot on the tray where the card should be placed. If necessary, you may place your hand gently on the child’s hand to assist him/her in placing cards in the correct slot. You may teach on all cards for this item.

### Administration

Then, return cards used to teach the child to original position in front of the child. Indicate nonverbally that he/she should independently move cards to correct card slots.

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## Leiter-R Form Completion (cont'd)

### Reversal:

If the child cannot ***independently*** provide correct answers on the starting item, even after teaching, return to the starting point for the preceding age group.

### General administration:

Continue administering by placing cards, centered in front of the child, approximately 6" from the table's edge, in alphabetical order, from your left to right. ***Use gestures and other nonverbal cues to indicate that the child should "put together" shapes, point to the picture of "put together" card, or place cards in the appropriate card slot.*** Look questioningly toward the child. After each response, return any cards that have been moved back to their original order and return them to the response card box.

**Stop Rule:** Test child on each easel page until 7 cumulative responses are failed. Child receives credit for correct responses completed. Do not administer items **after** 7 cumulative failed responses.

**Raw Score:** Give 1 point for each correct answer. Give full credit to older children for previous items not administered (max = 36).

## Leiter-R Sequential Order (SO)

Ages: 2-0 to 20-11

Norms Available: All Ages

Procedure: From Leiter-R Examiner's Manual pgs 36-38.

Set up Easel Book #2. For Item SO1, place the easel in the forward position so card slots are not showing. For all other items, place the easel in the standard position, such that card slots ARE showing.

Items SO1, SO3, and SO5 are teaching items (depending on starting age). Use up to 3 teaching trials on all shapes/cards on first item at a particular age group. Teach by demonstration, pointing back and forth between the examiner's model and the child's materials (or between card and easel). Indicate nonverbally that shapes/cards must go in a certain order. If needed, place shapes in the wrong order and shake your head "no." Then, place shapes/cards in the correct order and nod your head "yes." After demonstration, return shapes/cards to the table and see if the child can complete responses independently.

For children between ages 2-0 and 5-11:

### **SO1: Teaching**

Place shapes (small, medium, and large triangles) close to the easel in front of the child, positioned to look like the illustration on the easel (mistake on examiner's page: triangles facing wrong direction in "Examiner's Model"). Then place the child's 3 triangles between the child and the examiner's model. Make sure the child's shapes are randomly placed (see Easel Book #2 for correct placement). Use pantomime, facial expressions, gestures, pointing, and a questioning manner to indicate that shapes go in order from small (make "little" gesture using fingers), to medium (make "medium" gesture using hands), to large (make "big" gesture using arms). Sweep your hand over the child's shapes and indicate they should also be placed in order of size. If the child does not understand, demonstrate by moving shapes to match the examiner's model, gesturing to emphasize order from little, to medium, to big. If necessary, you may place your hand gently on the child's hand to assist him/her in moving his/her shapes to match your model. You may teach on all 3 triangles. If the child answers correctly, smile and nod up and down to indicate response was correct.

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## Leiter-R Sequential Order (cont'd)

### Administration

Return shapes used to teach the child to a different random placement, in front of the child. Indicate nonverbally that the child should independently place shapes to match the examiner's model. After the item is administered, hold each shape up to the easel and indicate that each shape also matches the easel. ***Child is scored on ability to place shapes in the correct order only.*** Easel pictures are for teaching only.

### SO2: Teaching

Place 2 cards, centered in front of the child, in alphabetical order, from your left to right. Use pantomime, facial expressions, gestures, pointing, and a questioning manner to indicate that only 1 card belongs in the card slot beneath the empty square on the easel. The child should indicate which card belongs in the empty square or specific slot on the tray. Gesture back and forth to indicate that this card [A] belongs in the empty square, but the other card does not belong in the empty square/slot. If the child does not understand, demonstrate the position on the tray where the card should be placed. Gesture to emphasize the concept by pointing to the small square on the easel and make "little" gesture; then point to the medium square on the easel and make "medium" gesture; finally point to empty square on the easel and make "large" gesture. Motion between the 2 cards and look questioningly at the child. If necessary, you may place your hand gently on the child's hand to assist him/her in placing the card in the correct slot. If the child answers correctly, smile and nod up and down to indicate child's response was correct.

### Administration

Return cards used to teach child to table, in original position, in front of the child. Indicate nonverbally that he/she should independently place card in correct tray slots.

For children between ages 6-0 and 10-11:

### SO3: Teaching

Place 2 cards, centered in front of the child, in alphabetical order, from your left to right. Indicate by pantomime, gesture, and pointing that only 1 of the cards (hold up 1 finger) should be selected and placed in the slot on the tray corresponding to the empty square on the easel (point to the empty square and to the slot). Emphasize the concept by pointing to the large cat on the easel, making "large" gesture using arms; then, pointing to "medium" cat and making "medium" gestures using hands; finally, point to the empty square on the easel and make "small" gesture. Motion between the 2 cards. Look questioningly at the child and indicate nonverbally that the child should select 1 card and place it in the slot on the tray that corresponds to the empty square on the easel.

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## Leiter-R Sequential Order (cont'd)

### Administration

Return cards used to teach the child to original position in front of the child. Indicate nonverbally that he/she should place the card in the correct tray slot. Credit is given if the child indicates the correct placement on the tray slot (i.e., by pointing), even if placement on the tray is not exact.

For children between ages 11-0 and 20-11:

### SO5: Teaching

Place 2 cards, centered in front of the child, in alphabetical order, from your left to right. The child should indicate which cards belong in empty squares or in specific tray slots. Use pantomime to indicate that only 1 card belongs beneath each empty square on easel. Gesture back and forth to indicate that each card belongs in an empty square and in a specific slot, but the other card does not belong in the empty square/slot. Emphasize sequential order concept, nonverbally, by indicating to the child that blue moves upward in each of the 3 squares on the easel. Look questioningly at the child and make appropriate movements to indicate that blue continues to move upward on cards. Motion to the 2 cards. Indicate nonverbally that cards should be placed into the appropriate slots on the tray. If the child does not understand, demonstrate the position on the tray where the card should be placed. You may place your hand gently on the child's hand to assist him/her in placing the card in the correct tray slot, if necessary. If the child answers correctly, smile and nod up and down to indicate the response was correct.

### Administration

Return cards used to teach the child to original position in front of the child. Indicate nonverbally that the child should independently place cards in correct place on the tray. Credit is given if the child indicates correct placement in tray slots (i.e., by pointing), even if placement on the tray is not exact.

### Reversal:

If the child cannot *independently* provide correct answers on the starting item, even after teaching, return to the starting point for the preceding age group.

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## Leiter-R Sequential Order (cont'd)

### General administration:

Continue administering by placing shapes/cards, centered in front of the child, approximately 6" from the table's edge, in alphabetical order, from your left to right. **Use gestures and other nonverbal cues to indicate that he/she should match his/her materials to examiner's model or place cards in correct tray slot.** Look questioningly toward the child. Emphasize the concept of sequential order in your nonverbal gestures. After each response, return any cards that have been moved back to their original order and return them to the response card box.

Stop Rule: Test all items on each easel page until 7 cumulative responses are failed. Do not administer items **after** 7 cumulative failed responses.

Raw Score: Give 1 point for each correct answer. Give full credit to older children for previous items not administered (max = 47).



### Leiter-R Sequential Order Distractor Card

For items 7-13 there is one distractor card in the mix. No mention is made of having the extra card. Some children have asked what do with the extra and others have placed the extra into a leftover slot. A few kids have adjusted their entire line up one way or the other in order to add the distractor card (going from a score of 5 to a score of zero b/c of their uncertainty about what to do with the extra card). Most kids that do this shift once - end up doing it again and again and are discontinuing quite early. They are obviously capable of placing the cards in the right sequence, but due to their confusion about the extra card - they end up failing. **To ensure this doesn't happen and effect the child's performance, make sure they understand that there is an extra card.**

Emphasize to the child that they will be placing the cards in the EMPTY slots/squares (point and trace an empty slot). It is ok to tell them that there is an extra card and to answer their questions about the distractor if they ask.

## Leiter-R Repeated Patterns (RP)

Ages: 2-0 to 20-11

Norms Available: All Ages

Procedure: From Leiter-R Examiner's Manual pgs 38-39.

Open Easel Book #2 to the forward position for items RP1-RP3, such that the card slots are not showing. For all other items, open Easel Book #2 to the standard position, such that the card slots ARE visible.

Items RP1 and RP5 are teaching items (depending on starting age). Use up to 3 teaching trials on all shapes/cards on first item at a particular age group. Teach by demonstration, pointing back and forth between the examiner's model and the child's materials (or between card and easel). Indicate, nonverbally, that shapes must go in a certain order, and each card belongs in a specific tray slot. If needed, place the card in the correct tray slot and point back and forth between card and easel. Reinforce the relationship between card, easel, and placement in tray. Child may try to match shapes. Use gestures to indicate that pieces form a repeated pattern (i.e., hold up 1 finger for first position and 2 fingers for second position). If the child attempts to match shapes, shake your head vigorously "no" to indicate do not match. After demonstration, return shapes/cards to the table and see if the child can complete responses independently.

For children between ages 2-0 and 5-11:

### **RP1: Teaching**

Place 2 blue and 2 yellow shapes in front of the easel. Position them to look like the illustration on the easel. Place the child's shapes between the child and your model in random order (see easel for proper placement). Use pantomime to indicate that shapes go in order. Emphasize repeated pattern concept by pointing to each square in the model, from your right to left (i.e., yellow, blue, [pause]; yellow blue, [pause]). Then point to the far left, beyond the last blue square. If the child does not understand, demonstrate the answer by placing child's 2 shapes in correct pattern so the yellow square is first and the blue square is last. Repeat pointing in rhythm, this time including all 3 sets (yellow, blue, [pause]; yellow, blue, [pause]; yellow, blue, [pause]). Return the child's shapes to random placement. Point to the child's shapes and indicate, by pointing back and forth, that the child should place the yellow and blue squares at the end of the pattern. If necessary, you may gently assist the child in moving shapes to match the model. You may teach on both pieces. If child answers correctly, smile and nod up and down to indicate the response was correct.

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## Leiter-R Repeated Patterns (cont'd)

### Administration

Return shapes used to teach the child to a different random placement, in front of the child. Indicate nonverbally that the child should independently place shapes to match the examiner's model. After the item is administered, hold each shape up to the easel and indicate that each shape also matches the easel.

### RP4: Teaching

After child has completed RP4 using shapes, adjust easel so card slots are visible, and place 2 cards, centered in front of the child, in alphabetical order, from your left to right. Use pantomime to indicate that cards should be placed into the correct tray slot. Emphasize that only 1 (hold up one finger) of the child's cards belongs in each slot, and the child should place the card in the correct slot. If the child does not understand, demonstrate the position on the tray where the card should be placed. If necessary, you may place your hand gently on the child's hand to assist him/her in placing the card in the correct tray slot. Once the child seems to understand, return the cards to the table and see if s/he can independently place them in correct slots. Cards are only used to train the child for subsequent items. Do not score the child's ability using cards for this item.

For children between ages 6-0 and 20-11:

### RP5: Teaching

Place 3 cards, centered in front of the child, in alphabetical order, from your left to right. Use pantomime to indicate that cards should be placed into the correct tray slots. Emphasize repeated patterns concept by point to each picture on easel from your right to left (i.e., apple, banana, [pause]; apple, banana, [pause]). Then point to far left to 2 empty squares. Use appropriate gestures to indicate that 2 of the 3 cards belong in the empty squares. Point to corresponding tray slot to indicate the child should position each card beneath the related empty square. If child does not understand, demonstrate where the card should be placed. Repeat pointing in rhythm, this time including all sets: (apple, banana, [pause]; apple, banana, [pause]; apple, banana, [pause]). Return cards to position in front of child. Indicate by pointing back and forth between cards and easel that he/she should place cards in the correct tray slots. If necessary, you may place your hand gently on child's hand to assist him/her in placing card in the correct tray slot. If the child answers correctly, smile and nod up and down to indicate the response was correct.

### Administration

Return cards used to original position in front of the child. Indicate nonverbally that he/she should independently move cards to correct placement on tray. Credit is given if the child indicates correct placement on the tray (i.e., by pointing), even if placement in tray slots is not exact.

Continued on Next Page

## Leiter-R Repeated Patterns (cont'd)

### Reversal:

If the child cannot ***independently*** provide correct answers on the starting item, even after teaching, return to the starting point for the preceding age group.

### General administration:

Continue administering by placing shapes/cards, centered in front of the child, approximately 6" from the table's edge, in alphabetical order, from your left to right. ***Use gestures and other nonverbal cues to indicate that he/she should place his/her materials in order or place cards in correct tray slot.*** Look questioningly toward the child. After each response, return any cards that have been moved back to their original order, and return them to the response card box.

**Stop Rule:** Test all items on each easel page until 6 cumulative responses are failed. Do not administer items **after** 6 cumulative failed responses.

**Raw Score:** Give 1 point for each correct answer. Give full credit to older children for previous items not administered (max = 27).

## Grooved Pegboard Test

Ages: 6-0 to 16-11  
Norms Available: 5-16  
Procedure: From Grooved Pegboard Instruction/Owner's Manual.

Place the pegboard in mid-line with the subject so that the board is near the edge of the table and the peg tray is immediately above the board. Move all of the pegs into the circular tray and say: **THIS IS A PEGBOARD** (point) **AND THESE ARE THE PEGS** (point). **ALL THE PEGS ARE THE SAME** (hold up 2 pegs). **THEY HAVE A ROUND SIDE AND A SQUARE SIDE** (demo to child) **AND SO DO THE HOLES IN THE BOARD** (point to the board). **WHAT YOU MUST DO IS TO MATCH THE PEGS INTO THE HOLES LIKE THIS.** Demonstrate how to place a couple of pegs in the top row while saying: **MAKE SURE YOU PICK UP JUST ONE PEG AT A TIME AND USE ONLY ONE HAND AT A TIME.** Remove and place all pegs back into the tray.

Allow the child to practice before administering the test. **NOW YOU TRY. LET'S PRACTICE WITH YOUR** (dominant) **HAND FIRST.** Allow the child to practice the top row. Explain and demonstrate as needed. **GOOD.** Remove and place all pegs back into the tray. **NOW LET'S PRACTICE WITH YOUR** (non-dominant) **HAND.** Repeat the practice procedure for the non-dominant hand. For the child's right hand, pegs are placed from the child's left to right. For the child's left hand, pegs are placed from the child's right to left. Fill in the child's dominant and non-dominant hand.

**\* WHEN I SAY GO, BEGIN HERE** (point to the appropriate hole) **AND PUT THE PEGS INTO THE BOARD AS FAST AS YOU CAN USING ONLY YOUR** (dominant) **HAND. FILL THE TOP ROW COMPLETELY FROM THIS SIDE TO THIS SIDE** (indicate). **DO NOT SKIP ANY, FILL IN EACH ROW THE SAME WAY YOU FILLED IN THE TOP ROW. ANY QUESTIONS? READY, AS FAST AS YOU CAN, GO.** Start timing.

All children complete entire board or discontinue the test at 300 seconds (for each hand). Note the time that each row is completed and the number and location of drops.

When the child has finished with their dominant hand, return the pegs to the tray and say: **NOW WE ARE GOING TO DO THE WHOLE BOARD WITH YOUR OTHER HAND.** Repeat the \* directions above substituting non-dominant for dominant hand.

Prompt as needed. Record each prompt next to row given. If the child...  
Attempts to use other hand: **USE ONLY YOUR** (right/left) **HAND.** (P)<sup>one hand</sup>  
Picks up >1 peg at a time: **YOU CAN ONLY PICK UP ONE PEG AT A TIME.** (P)<sup>one peg</sup>  
Stops or skips a row: **DO THIS ROW NEXT**(point). (P)<sup>skip</sup>  
Starts on the wrong side of the board: **START HERE** (point). (P)<sup>start</sup>  
Is working slow: **WORK AS FAST AS YOU CAN.** (ONLY once per hand.) (P)<sup>fast</sup>

Raw Score: Time to complete 2 rows (for children  $\leq 8$ ) or 5 rows (for children  $\geq 9$ ).  
Time for each hand is recorded separately.

## D-KEFS Verbal Fluency

Ages: 8-0 to 18-11

Norms Available: All ages

Procedure: From DKEFS Examiner's Manual pgs 55-58.

For all sections, if a child asks if they already said a word, prompt: **I CANNOT TELL YOU. WOULD YOU LIKE ME TO WRITE IT DOWN?** Write down word and whether child answered yes or no. Do not include this word in totals if child answers no.

Place Verbal Fluency Rule Sheet in front of child so that they can see it.

### Letter Fluency Test

**I'M GOING TO SAY A LETTER OF THE ALPHABET. WHEN I SAY BEGIN, I WANT YOU TO TELL ME AS MANY WORDS AS YOU CAN THAT BEGIN WITH THAT LETTER. YOU WILL HAVE 60 SECONDS BEFORE I TELL YOU TO STOP. NONE OF THE WORDS CAN BE NAMES OF PEOPLE, OR PLACES, OR NUMBERS. FOR EXAMPLE, IF I GAVE YOU THE LETTER T, YOU COULD SAY TAKE, TOY, TOOTH, AND SO FORTH, BUT YOU SHOULD NOT SAY TOM BECAUSE THAT IS A PERSON'S NAME, YOU SHOULD NOT SAY TEXAS BECAUSE THAT IS THE NAME OF A PLACE, AND YOU SHOULD NOT SAY TWELVE BECAUSE THAT IS A NUMBER. ALSO, DO NOT GIVE ME THE SAME WORD WITH DIFFERENT ENDINGS. FOR EXAMPLE, IF YOU SAY TAKE, YOU SHOULD NOT ALSO SAY TAKES AND TAKING. DO YOU HAVE ANY QUESTIONS?**

**THE FIRST LETTER IS F. READY? BEGIN.**

Start timing. Record all of child's responses verbatim in appropriate box (write words generated in first 15 seconds in box labeled "1-15 seconds," etc.). After 60 seconds, say: **STOP.**

**THE NEXT LETTER IS A. READY? BEGIN.**

Start timing. Record all of child's responses verbatim in appropriate box. After 60 seconds, say: **STOP.**

**THE NEXT LETTER IS S. READY? BEGIN.**

Start timing. Record all of child's responses verbatim in appropriate box. After 60 seconds, say: **STOP.**

Continued on Next Page

## D-KEFS Verbal Fluency (cont'd)

The following prompts may be used during the test:

**KEEP GOING.** If child fails to make a response after any 15-second interval. Examiner may give this prompt only once per letter.

**THE LETTER WE ARE USING NOW IS \_\_\_\_.** If child generates 3 consecutive words that do not start with designated letter. Examiner may give this prompt only once per letter.

Remove Verbal Fluency Rule Sheet from in front of child for Category and Switching subtests.

### Category Fluency Test

**NOW WE ARE GOING TO DO SOMETHING A LITTLE DIFFERENT. THIS TIME, I WANT YOU TO TELL ME AS MANY ANIMALS AS YOU CAN. IT DOESN'T MATTER WHAT LETTER THEY START WITH. YOU WILL HAVE 60 SECONDS BEFORE I TELL YOU TO STOP. DO YOU HAVE ANY QUESTIONS? READY? BEGIN.**

Start timing. Record all of child's responses verbatim in appropriate box. After 60 seconds, say: **STOP.**

**NOW TELL ME AS MANY BOYS' NAMES AS YOU CAN. YOU WILL HAVE 60 SECONDS BEFORE I TELL YOU TO STOP. READY? BEGIN.**

Start timing. Record all of child's responses verbatim in appropriate box. After 60 seconds, say: **STOP.**

The following prompts may be used during the test:

**KEEP GOING.** If child fails to make a response after any 15-second interval. Examiner may give this prompt only once per category.

**THE CATEGORY WE ARE USING NOW IS \_\_\_\_.** If child generates 3 consecutive words that do not fit category. Examiner may give this prompt only once per category.

### Category Switching

**NOW WE ARE GOING TO DO SOMETHING A LITTLE DIFFERENT. I WANT YOU TO SWITCH BACK AND FORTH BETWEEN SAYING AS MANY FRUITS AND AS MANY PIECES OF FURNITURE AS YOU CAN. IT DOESN'T MATTER WHAT LETTER THEY START WITH. YOU WILL HAVE 60 SECONDS BEFORE I TELL YOU TO STOP. SO YOU WOULD SAY A FRUIT, THEN A PIECE OF FURNITURE, THAN A FRUIT, THEN A PIECE OF FURNITURE, AND SO ON. YOU CAN START WITH EITHER A FRUIT OR A PIECE OF FURNITURE. DO YOU HAVE ANY QUESTIONS? (see the next page for fruit/furniture question prompting) READY? BEGIN.**

Start timing. Record all of child's responses verbatim in appropriate box. After 60 seconds, say: **STOP.**

**Continued on Next Page**

## D-KEFS Verbal Fluency (cont'd)

### Fruit/Furniture Questions:

If a child asks you questions about what fruits or furniture are, please use the following hints to respond to their questions. Provide these hints only if the child asks these questions during your instructions. DO NOT name an actual fruit or piece of furniture for the child.

Furniture: Pieces of furniture are things that you can sit on or at... you know like this (point at table) or this (point at chair). Think of things like that you have at your house.

Fruit: Fruits are things you eat that have seeds. If the child is still puzzled say, 'Some fruits grow on trees'.

If the child guesses 'table' or 'apple' while you are giving these hints, let the child know you aren't allowed to tell them if they are right or wrong and that you want them to wait to respond until you say 'begin'.

The following prompts may be used during the test:

**KEEP GOING.** If child fails to make a response after any 15-second interval. Examiner may give this prompt only once.

**THE CATEGORIES YOU ARE TO SWITCH BETWEEN ARE \_\_\_ AND \_\_\_.** If child generates 3 consecutive words that are not members of 1 of the 2 designated categories. Examiner may give this prompt only once.

Raw Score: For each letter/category, add up the total number of correct words (total number and for each 15" interval), total number of repetitions and set loss words, and the total number of words (correct and incorrect) child gave. Do not include those words that the child self corrects. For switching, add up the number of correct switches to obtain Total Switching Accuracy.



## D-KEFS Trail Making

Ages: 8-0 to 18-11

Norms Available: All ages

Procedure: From D-KEFS Examiner's Manual pgs 39-45.

For all practice pages, make sure the booklet is lying flat on the table and facing the child so that he/she can easily write on it. During any condition, if the examinee has difficulty holding the response booklet stationary, hold down the top or side edges of the booklet with your fingertips. Keep the booklet square. The examinee may lift the pen from the paper at any point during the practice and scored tasks of all five conditions. The examiner is allowed to correct as often as necessary during the practice. For Visual Scanning, correct and explain any errors. For Number Sequencing, Letter Sequencing, Number-Letter Switching, and Motor Speed, if the child makes an incorrect connection, stop him/her immediately after he/she has completed the connection. Write an X over the incorrect connection, explain the error, and point to the correct connection. Ask the child to proceed from the last correctly connected number/letter/circle. If the child cannot complete the practice task after 4 corrections by the examiner, discontinue the practice task and do not administer the scored task. Administer the next appropriate condition. If a child cannot complete Letter Sequencing practice, do not administer Number-Letter Switching, go immediately to Motor Speed.

For Number Sequencing, Letter Sequencing, Number-Letter Switching, and Motor Speed scored tasks, make sure the booklet is opened to the 2<sup>nd</sup> and 3<sup>rd</sup> pages, and is flat on the table directly in front of the child, horizontally at the child's midline. If the child makes an incorrect connection during the scored test, stop him/her immediately after he/she has completed the connection. Write an X over the incorrect connection, say, **YOU MADE A MISTAKE**, and, *without explaining the error*, say, **START HERE** (pointing to the last correctly connected number/letter/circle). Keep the stopwatch running while pointing out errors.

For Visual Scanning, Number Sequencing, Letter Sequencing, and Motor Speed, if the child has failed to finish the task by 150 seconds or for Number-Letter Switching, 240 seconds, say: **STOP. THAT'S GOOD**. Allow the child to finish marking any numbers/letters (Visual Scanning) or complete any connections in progress before telling him/her to stop. These responses/connections are scored as being completed within the time limit. Record time as maximum time allowed for that condition.

For Conditions 2-4: If the child does not quite touch a circle that they are targeting, prompt them each time this occurs with: **MAKE SURE YOU TOUCH THE CIRCLE**. This will not be considered an error, but shortcuts should not benefit someone's time. Make sure they correct their line after each prompt.

**Continued on Next Page**  
**D-KEFS Trail Making (cont'd)**

Visual Scanning – Condition 1

Point to the practice page and say: **HERE ARE SOME NUMBERS AND LETTERS. I WANT YOU TO FIND ALL OF THE THREES ON THIS PAGE. MAKE A MARK LIKE THIS EACH TIME YOU SEE A THREE** (draw a slash mark through the 3 that is in the upper-left quadrant of the box from the child's perspective). **DON'T PLACE MARKS ON ANY OF THE OTHER NUMBERS OR LETTERS, JUST THE THREES. MARK THE THREES AS QUICKLY AS YOU CAN WITHOUT MISSING ANY. GO AHEAD.**

After the child has completed the practice task, say: **GOOD. NOW LET'S TRY THIS ONE.** After placing the booklet appropriately, say: **HERE ARE MORE NUMBERS AND LETTERS. LIKE BEFORE, I WOULD LIKE YOU TO MARK ALL OF THE THREES ON THESE TWO PAGES. MARK THE THREES AS QUICKLY AS YOU CAN WITHOUT MISSING ANY. TELL ME WHEN YOU ARE FINISHED. READY? BEGIN.** Start timing. When the child has marked all the threes or indicated that he/she has finished, stop timing. Record the total time in seconds on the test packet form.

**Continued on Next Page**

## D-KEFS Trail Making (cont'd)

### Number Sequencing – Condition 2

Point to the practice page and say: **HERE ARE SOME MORE NUMBERS AND LETTERS. THIS TIME, I WANT YOU TO CONNECT *JUST THE NUMBERS*. BEGIN AT NUMBER 1** (point to the 1) **AND DRAW A LINE FROM ONE TO 2** (trace this connection with your finger), **2 TO 3** (trace this connection with your finger), **3 TO 4** (trace this connection with your finger), **AND SO ON, IN ORDER, UNTIL YOU REACH THE END** (point to the 5). **DRAW THE LINES AS QUICKLY AS YOU CAN WITHOUT MAKING MISTAKES. GO AHEAD.**

If the child completes the practice task with fewer than 4 errors, say: **GOOD. NOW LET'S TRY THIS ONE.** After placing the booklet appropriately, say: **ON THIS PAGE ARE MORE NUMBERS AND LETTERS. DO THIS THE SAME WAY BY CONNECTING *JUST THE NUMBERS*. BEGIN AT NUMBER 1** (point to the 1) **AND DRAW A LINE FROM 1 TO 2** (trace this connection with your finger), **2 TO 3** (trace this connection with your finger), **3 TO 4** (trace this connection with your finger), **AND SO ON, IN ORDER, UNTIL YOU REACH THE END** (point to the 16). **DRAW THE LINES AS QUICKLY AS YOU CAN WITHOUT MAKING MISTAKES. READY? BEGIN.** Start timing. When the child completes the last connection (reaches number 16), stop timing. Record the total time in seconds on the test packet form.

Continued on Next Page

## **D-KEFS Trail Making (cont'd)**

### Letter Sequencing – Condition 3

Point to the practice page and say: **THIS TIME, I WANT YOU TO CONNECT JUST THE LETTERS. BEGIN AT THE LETTER A** (point to the letter A) **AND DRAW A LINE FROM A TO B** (trace this connection with your finger), **B TO C** (trace this connection with your finger), **C TO D** (trace this connection with your finger), **AND SO ON, IN ORDER, UNTIL YOU REACH THE END** (point to the letter E). **DRAW THE LINES AS QUICKLY AS YOU CAN WITHOUT MAKING MISTAKES. GO AHEAD.**

If the child completes the practice task with fewer than 4 errors, say: **GOOD. NOW LET'S TRY THIS ONE.** After placing the booklet appropriately, say: **DO THIS THE SAME WAY BY CONNECTING JUST THE LETTERS. BEGIN AT A** (point to A) **AND DRAW A LINE FROM A TO B** (trace this connection with your finger), **B TO C** (trace this connection with your finger), **C TO D** (trace this connection with your finger), **AND SO ON, IN ORDER, UNTIL YOU REACH THE END** (point to the P). **DRAW THE LINES AS QUICKLY AS YOU CAN WITHOUT MAKING MISTAKES. READY? BEGIN.** Start timing. When the child completes the last connection (reaches the letter P), stop timing. Record the total time in seconds on the test packet form.

**Continued on Next Page**

## D-KEFS Trail Making (cont'd)

### Number-Letter Switching – Condition 4

Point to the practice page and say: **THIS TIME, I WANT YOU TO DO SOMETHING DIFFERENT. I WANT YOU TO SWITCH BETWEEN CONNECTING THE NUMBERS AND LETTERS. BEGIN AT NUMBER 1** (point to the 1) **AND DRAW A LINE FROM 1 TO A** (trace this connection with your finger), **A TO 2** (trace this connection with your finger), **2 TO B** (trace this connection with your finger), **B TO 3** (trace this connection with your finger), **AND SO ON, IN ORDER, UNTIL YOU REACH THE END** (point to the D). **IN OTHER WORDS, YOU WILL DRAW A LINE FROM A NUMBER TO A LETTER, TO A NUMBER, AND SO ON, IN ORDER, UNTIL YOU REACH THE END. DO YOU HAVE ANY QUESTIONS? DRAW THE LINES AS QUICKLY AS YOU CAN WITHOUT MAKING MISTAKES. GO AHEAD.**

If the child completes the practice task with fewer than 4 errors, say: **GOOD. NOW LET'S TRY THIS ONE.** After placing the booklet appropriately, say: **ON THIS PAGE ARE MORE NUMBERS AND LETTERS. DO THIS THE SAME WAY BY SWITCHING BETWEEN NUMBERS AND LETTERS. BEGIN AT NUMBER 1** (point to the 1) **AND DRAW A LINE FROM 1 TO A** (trace this connection with your finger), **A TO 2** (trace this connection with your finger), **2 TO B** (trace this connection with your finger), **B TO 3** (trace this connection with your finger), **AND SO ON, IN ORDER, UNTIL YOU REACH THE END** (point to the P). **IN OTHER WORDS, YOU WILL DRAW A LINE FROM A NUMBER TO A LETTER, TO A NUMBER, AND SO ON, IN ORDER, UNTIL YOU REACH THE END. DRAW THE LINES AS QUICKLY AS YOU CAN WITHOUT MAKING MISTAKES. READY? BEGIN.** Start timing. When the child completes the last connection (reaches the letter P), stop timing. Record the total time in seconds on the test packet form.

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## D-KEFS Trail Making (cont'd)

### Motor Speed – Condition 5

Point to the practice page and say: **HERE IS A DOTTED LINE. I WANT YOU TO START HERE** (point to “Start”) **AND DRAW A LINE OVER THE DOTTED LINE AS QUICKLY AS YOU CAN LIKE THIS** (trace the first 3 connections with your finger). **KEEP DRAWING OVER THE DOTTED LINE UNTIL YOU REACH THE END** (point to “End”). **YOU DO NOT HAVE TO DRAW YOUR LINE NEATLY ON THE DOTTED LINE; JUST DRAW IT AS QUICKLY AS YOU CAN. MAKE SURE YOUR LINE TOUCHES EVERY CIRCLE ALONG THE PATH. DO YOU HAVE ANY QUESTIONS? GO AHEAD.**

These prompts may be given as often as necessary during either trial:  
**REMEMBER, IT’S MORE IMPORTANT TO DRAW YOUR LINE QUICKLY THAN TO MAKE IT NEAT.** If the child tries to draw over the dotted line as neatly as possible, thereby losing time.  
**REMEMBER TO MAKE YOUR LINE TOUCH EVERY CIRCLE ALONG THE PATH.** If the child tries to take shortcuts and misses circles along the path.

If the child completes the practice task with fewer than 4 errors, say: **GOOD. NOW LET’S TRY THIS ONE.** After placing the booklet appropriately, say: **AGAIN, I WOULD LIKE YOU TO DRAW OVER THE DOTTED LINE AS QUICKLY AS YOU CAN. START HERE** (point to “Start”) **AND DRAW A LINE LIKE THIS** (trace over the first 3 connections with your finger) **UNTIL YOU REACH THE END** (point to “End”). **REMEMBER, IT’S MORE IMPORTANT TO DRAW THE LINE QUICKLY THAN TO MAKE IT NEAT, BUT MAKE SURE YOUR LINE TOUCHES EVERY CIRCLE ALONG THE PATH. READY? BEGIN.** Start timing. When the child completes the path, stop timing. Record the total time in seconds on the test packet form.

Raw Score: Record the completion time for each of the 5 tasks, separately. Count up the number of omissions and commissions for Condition 1 and the number of set loss, sequencing, and time discontinue errors for Conditions 2 through 5.

## Developmental Test of Visual-Motor Integration (VMI)

Ages: 2-0 to 18-11

Norms Available: All ages

Procedure: From VMI Administration, Scoring, & Teaching Manual pgs 19-21.

(Please use the following transition as this test immediately follows D-KEFS Trails.)  
**NOW WE ARE GOING TO DO SOMETHING A LITTLE DIFFERENT. FOR THIS TASK IT IS MORE IMPORTANT TO BE NEAT. TAKE YOUR TIME AND MAKE THE BEST COPY THAT YOU CAN.**

Place the test booklet face down in front of the child. Always keep both the test booklet and the child's body *centered* and *squared* to the table throughout testing. A different position of the booklet or the body can greatly affect the task. When *you* draw, you hold the booklet. When the *child* draws, ask the *child* to hold the booklet. If the child does not eventually hold it, *you* hold it.

Open the VMI test booklet to page #4. Give the child a pencil without an eraser or a ballpoint pen to complete this task. Point to the first item (task 7 – the copied vertical line). Say: **MAKE ONE LIKE THAT. MAKE YOURS RIGHT HERE** (point to the empty square below the form). Encourage the child if necessary. Do not, however, trace the form with your finger or pencil because such motions provide important cues. Do not let the child trace the form either. Avoid calling the form by its name or by a descriptive term (i.e., it is unacceptable to say triangle, but acceptable to say form/shape/figure).

Allow only ONE try per form with NO erasing! (Again, the child should be working with a pencil without an eraser or a ballpoint pen.) If needed, say: **REMEMBER – ONLY ONE TRY ON EACH FORM AND YOU CANNOT ERASE**. Allow only single line strokes, not thickened or hollow “lines” to emulate the thick lines of the printed forms. If needed, say: **THESE FORMS WERE DRAWN WITH A MARKER SO YOURS DO NOT NEED TO BE THIS DARK AND THICK**. Accept and allow productions of children over age nine who first sketch with light lines and then complete a form with darker lines.

When the child seems to understand the task say: **GOOD. GO AHEAD AND DO THE REST OF THEM. TURN TO THE NEXT PAGE WHEN YOU FINISH THIS ONE**. If the child does not understand this task or copy any one of items 7, 8 or 9 well enough to earn a point on it, turn to page 2 of the test booklet and use the instructions on the next page. Either way, administer ALL items to all children. (See VMI manual page 21 #18.)

You may give the following prompts *as often as necessary*:

- Point to an item and say: **MAKE ONE LIKE THIS** to remind child of directions.
- If the child is copying items too fast causing the items to look sloppy, say: **DO YOUR BEST ON BOTH THE EASY AND THE HARD ONES**.
- If child skips any task say: **DO NOT SKIP ANY** and redirect child to that form.

## Developmental Test of Visual-Motor Integration (cont'd)

If child is  $\leq 5$ , or of lesser ability, or if they do not copy any one of task 7, 8, and/or 9 well enough to earn a point on it, administer the imitation items.

Instructions for imitation items:

With the booklet open to page 2, start with task 4 and say: **WATCH ME. I'M GOING TO DRAW A LINE HERE.** Draw a top to bottom vertical line approximately the same size, about two inches, as the one in task 7 on page 4. Then point to your line and say: **MAKE ONE LIKE THAT. MAKE YOURS RIGHT HERE.** Point to the empty square below your drawing.

If the child does not respond successfully, make repetitive up and down vertical lines over your own first line. Then point to the child's space and say: **DO THAT. MAKE YOURS RIGHT HERE.** Whether or not, after ample opportunity, the child draws one or more vertical lines in imitation of yours, make repeated horizontal lines in the top center box on page 2 (task 5) and invite the child to imitate you in the space (empty square) below yours. Whether or not the child responds, repeat this procedure with a circle at the top right-hand box (task 6) on page 2.

If the child responds correctly on any one of the three imitation items, re-expose the child to task 7 (the 1<sup>st</sup> copy item) and allow the child to try again to copy the forms directly (the child may be making a second attempt- in this case, note which is the first and which is the second response). If the child does not mark the paper at all, try the spontaneous drawing/scribbling tasks.

Instructions for spontaneous drawing/scribbling tasks:

Turn to page 1 of the test booklet. Point to the blank box closest to the child and say: **YOU CAN DRAW ANYTHING YOU WANT INSIDE THIS BOX. GO AHEAD.** If the child scribbles or makes a mark(s) say: **GOOD FOR YOU! YOU CAN DRAW! NOW, DRAW THIS** (as you try the imitation tasks again). If child does not spontaneously scribble or mark, scribble up and down in the blank box closest to the examiner (not touching the lines) and say: **LET'S SCRIBBLE-SCRIBBLE LIKE THIS. IT'S FUN! DO YOURS IN HERE** (point to the box closest to the child). **STAY IN THE BOX – DON'T GO OUTSIDE THE LINES!** If the child scribbles or makes a mark(s), try the imitation tasks again. If the child still has not scribbled or made a mark(s), discontinue the test.

Raw Score: Total number of forms correctly copied. Give credit to all previous items, even if not administered. Discontinue after three failures (scoring only).