

CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT
Corpus Christi, Texas

Psychological Report

CONFIDENTIAL

Name: Carlos DeLuna
D.O.B.: 3/15/62
Age: 12
Date Tested: 3/28/74
Diagnostic Team: Braselton

Date of Report: 4/9/74
School: Sanders
Grade: 6
Parent's name: Maria DeLuna
Address: 3819 Blanco
Telephone: 854-8118

Reason for Referral: According to the referral, Carlos is a discipline problem in class and cannot function in even a small group. Reportedly, he is lost on abstract concepts, has difficulty with comprehension, and has a short attention span.

Observations: The following was observed while working with Carlos:

- He seemed to be anxious
- He appeared more confident while working with non-verbal tasks. On verbal tasks, he asked for some of the questions to be repeated.
- It appears that Carlos has mixed dominance.

Previous Test:

Slosson Intelligence Test (12/73). The results indicated that Carlos' verbal skills at that time were in the average range.

Slosson Drawing Coordination Test (12/73). The results indicated that his visual skills were below average.

Slosson Oral Reading Test (12/73). The results indicated that his sight vocabulary was equivalent to the 6th grade level. (notes indicate the score's validity is questionable).

Tests Administered:

Wechsler Intelligence Scale for Children (Bilingual Administration)
Peabody Picture Vocabulary Test (Bilingual Administration)
Illinois Test of Psycholinguistic Abilities (Revised)
Bender-Gestalt Test of Visual Motor Skills
Benton's Visual Retention Test
Wide Range Achievement Test
Wepman Auditory Discrimination Test

Test Interpretation: Carlos' overall intellectual skills appear to be on the level of a ten year old. His ability to do non-verbal tasks seems to be somewhat better than his ability to do verbal tasks with his non-verbal skills being in the low average range. Although his receptive vocabulary skills seem to be in the average range, his expressive vocabulary is more like that of an eight year old. However, it seems likely that his receptive vocabulary might be below

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average when phrases and sentences are involved rather than just single words.

Carlos' visual motor skills seem to be stronger than his auditory skills. He probably understands what he sees more readily than what he hears. Thus, when information is presented verbally, it might help Carlos if as many visual cues as possible are used. For instance, when directions are given, as in an art activity, he may have difficulty if they are presented only verbally. He may need to see a demonstration in order to understand what is expected. Carlos also seems to have difficulty discriminating between words that sound similar.

Although, in general, Carlos' visual skills are stronger, in the area of memory he seems to remember that he hears better than what he sees. However, this may not hold true when words are used rather than numbers, or he may be able to repeat something but may not understand it. When he is being asked to learn and remember, it may help him if he can use both sight and hearing, as well as any other senses that could be involved. Also distractions in the class may prevent him from using his auditory memory skills to his best advantage.

Carlos appears to have difficulty with coordination. On pencil and paper tasks he seems to perform more like a student between $7\frac{1}{2}$ and $8\frac{1}{2}$ years old. On same tasks requiring him to copy designs or reproduce designs from memory, his most frequent errors occurred when the stimulus figure was on the right side of the page. The latter may suggest visual difficulties particularly in the right visual field.

In terms of measured achievement, Carlos' math skills appear to be on a high third grade level. He can do problems with regrouping but it seems he needs to extend his skills in multiplication and division. His reading skills appear to be on a fourth grade level. He tries to attack words phonetically but has some difficulty with medial sounds.

In summary, Carlos is performing overall more like a ten year old. His visual skills seem stronger than his auditory skills in general. At present he appears to be achieving two years below grade level.

Recommendations: The local Admission, Review, and Dismissal Committee might consider the following recommendations:

- . Physical examination
- . Re-evaluation of vision, especially of the right visual field by school nurse.

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- Placement in a resource room instructional setting. Initially, Carlos might benefit from 1 or 2 hours each day in the resource room; however, as soon as possible, the amount of time spent in this instructional setting should be adjusted to the needs of this particular student.
- Counseling in a group situation with the school counselor for the purpose of discussing appropriate behavior.

Judy Braselton, M.Ed.
Educational Diagnostician

Alan T. Fisher
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Coordinator of Diagnostic Services

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