Bell Curve Activity

This activity will help to give you the basic ability to use a psych ed assessment to identify a child’s strengths, weaknesses, and discrepancies that indicate a potential learning disability. This understanding will allow you to explain the document to parents and it will help you to understand how best to teach the child. This assignment will not give you the ability to fully analyze assessment results since that would take much greater training.

Instructions

Use different colours line types to identify each general category as you place the following scores on the Bell Curve. For example, you could use blue lines for WISC-V, green for CTOPP-2, and red for academic achievement scores. Using a colour system will help you to see patterns.

WISC-V: “What’s Under the Hood?”

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| --- | --- |
| Indexes | Composite Score |
| Full Scale IQ (FSIQ) | 105 |
| General Ability Index (GAI) | 111 |

CTOPP-2: Parts of this test were given to determine if Ben’s auditory processing skills are a factor in his difficulties at school.

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| --- | --- |
| Indexes | Composite Score |
| Memory | 100 |
| Phonological Awareness | 86 |
| Rapid Automatic Naming | 95 |

Academic Achievement in Reading

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| --- | --- |
| Indexes | Score |
| Word Reading | 71 |
| Reading Comprehension | 66 |
| Pseudoword Decoding | 68 |
| Oral Reading Fluency | 68 |

Does Ben have a learning disability in reading? How do you know?

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