**KAUFMAN ASSESSMENT BATTERY FOR CHILDREN II (KABC II)**

**The KABC II** is an individually administered measure of the processing and cognitive abilities of children and adolescents aged 3:00-18:00. It is designed to make an important contribution to psychoeducational evaluations at all levels between preschool and high school. The KABC II is a theory based clinical instrument that contributes to culturally fair assessments.

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| **Standard Score** descriptive classification | **Scaled Score** descriptive classification |
| 131 or greater Upper extreme | 17 or greater Upper extreme |
| 116-130 Above average | 14-16 Upper average |
| 85-115 Average | 7-13 Average |
| 70-84 Below Average | 4-6 Below average |
| 69 or below Lower extreme | 3 and below Lower extreme |

Description of Scores:

*Standard Scores* are scores based on the standardization sample and have a mean (average) of 100 and a standard deviation of 15. The standard deviation (SD) is the variation of scores from the mean. Scores ranging from 90 to 109 are typically considered average.

*Scaled Scores* represent where an individual’s raw score is in the distribution of raw scores among his or her same-age peers. The mean is 10 and the SD is 3. Scores of 6 and 14 are 1 SD below and above the mean, respectively.

*Percentile Ranks* communicate the percentage of people that the individual outperformed in his or her age group. For example, a person who scored in the 94th percentile on a subtest performed equal to or better than 94 percent of his or her age mates on that particular test.

*Confidence Intervals* represent a range of standard scores in which an individual’s true score is likely to fall a certain percentage of the time. The confidence interval is set at 95% meaning the individual’s true score is likely to fall between the upper and lower limits of the confidence interval 95 out of 100 times.

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| Subtest | Standard Score | Scaled Score | 90% Conf. Interval | Percentile | Descriptive Category |
| **Short Term Memory (Gsm)** | 88 | 16 | 81-97 | 21 | Average |
| Number Recall |  | 8 |  | 25 | Average |
| Word Order |  | 8 |  | 18 | Average |
| Hand Movements |  | 5 |  | 7 | Below Average |
| **Visual Processing (Gv)** | 74 | 11 | 68-84 | 4 | Below Average |
| Rover |  | 6 |  | 14 | Below Average |
| Triangles |  | 5 |  | 22 | Below Average |
| Gestalt Closure |  | 7 |  | 22 | Average |
| Block Counting |  | 10 |  | 22 | Average |
| **Long Term Storage (Glr)** | 70 | 9 | 64-78 | 2 | Below Average |
| Atlantis |  | 4 |  | 38 | Below Average |
| Rebus |  | 5 |  | 24 | Below Average |
| Atlantis Delayed |  | 7 |  | 11 | Average |
| Rebus Delayed |  | 5 |  | 17 | Below Average |
| **Fluid Reasoning (Gf)** | 88 | 16 | 80-98 | 21 | Average |
| Story Completion |  | 4 |  | 11 | Below Average |
| Pattern Reasoning |  | 12 |  | 41 | Average |
| **Crystallized Knowledge (Gc)** | 82 | 13 | 77-89 | 12 | Below Average |
| Verbal Knowledge |  | 6 |  | 39 | Below Average |
| Riddles |  | 7 |  | 30 | Average |
| Expressive Vocabulary |  | 5 |  | 24 | Below Average |
| **Fluid Crystallized Index (FCI)** | 74 | 65 | 69-79 | 4 | Below Average |

**Interpretation:**

**Glr** refers to the storing and efficiently retrieving of newly learned or previously learned information. The student is taught labels that are paired with visual stimuli and, first, need to learn these paired associations and then needs to recall them after a delay of about 20-25 minutes. Long term storage and retrieval is the broad ability to store information in long term memory and to retrieve that information fluently and efficiently. The emphasis is on the efficiency of the storage and retrieval, not the specific nature of the information stored. Zachary’s standard score of 70 places him in the Below Average range when compared to his same age peers. With 90% confidence, Zachary’s true score would fall between 64-78. His score fell at the 2nd percentile indicating that he performed equal to or better than 2 out of 100 same age peers.

Atlantis: Child is taught the nonsense name of an object and then must point to the objects when they are named. Zachary received a scale score of 4 which placed him in the Below Average range. He placed on the same level as a child aged 3.10 years of age. Zachary struggled with this test because he said he didn’t like fish and did not want to give them names.

Rebus: Child is taught the word for several designs (drawings) and then the child reads a phrase or sentence created by the designs. Zachary scored a scale score of 5 in this subtest with an age equivalent of 5.10. Zachary struggled as the phrases got longer and he had more symbols to remember.

Atlantis Delayed: After a 10 to 60 minute delay, a child must name the objects from Atlantis again. Zachary scored a scale score of 7 in this subtest with an age equivalent of 5.8. Zachary did better on the delayed portion of this test after he had time to process the information.

Rebus Delayed: After a 10 to 60 minute delay, a child must name say the phrases from Rebus again. Zachary scored a scale score of 5 in this subtest with an age equivalent of 6.3. Zachary did better on the delayed portion of this test after he had time to process the information.

**Gsm** refers to the taking in and holding information, then using it within a few seconds. The student is presented with a set of stimuli and must reproduce the stimuli in the exact order they were presented. Short Term Memory is the broad ability needed to respond appropriately, an ability that requires apprehending and holding information in the immediate awareness briefly and then using that information within a few seconds, before it is forgotten. Zachary’s standard score of 88 places him/her in the Average range when compared to his same age peers. With 90% confidence, Zachary’s true score would fall between 81-97. His score fell at the 21st percentile indicating that he performed equal to or better than 21 out of 100 same age peers.

Number Recall: The examiner reads a series of numbers that the child repeats back in the same sequence. Zachary scored a scale score of 8 in this subtest with an age equivalent of 7.6. Zachary struggled as the numbers became longer and had more digits.

Word Order: Examiner reads a series of words for common objects and the child points to the picture of objects in the order read by the examiner.  Later items have a color naming interference task. Zachary scored a scale score of 8 in this subtest with an age equivalent of 8. Zachary seemed to enjoy this test. He said it felt like he was playing a game.

Hand Movements: Examinee taps out a sequence on the table, using either fist, palm, or side of hand. Child must then imitate the same sequence. Zachary scored a scale score of 5 in this subtest with an age equivalent of 5.4. Zachary stated that he did not like this subtest and that it was, “stupid.”

**Gv** refers to the perceiving, storing, manipulating, and thinking with visual patterns. The student is presented with a problem that includes visual stimuli (often complex) and requires some type of spatial manipulation and nonverbal reasoning to solve correctly. Visual processing is the broad ability that allows one to perceive, manipulate and think with visual patterns and stimuli and to mentally rotate objects in space; this ability facilitates performance on tasks with visual-spatial stimuli. Zachary’s standard score of 74 places him in the Below Average range when compared to his same age peers. With 90% confidence, Zachary’s true score would fall between 68-84. His score fell at the 4th percentile indicating that he performed equal to or better than 4 out of 100 same age peers.

Rover: Child moves a dog to a bone in the least number of moves avoiding obstacles.  Going into weeds is not allowed.  Going over a rock is counted as 2 moves.  Diagonal moves are allowed. Zachary scored a scale score of 6 in this subtest with an age equivalent of 8. Zachary at first seemed excited about getting to play with the dog toy, but soon grew frustrated with this subtest and seemed to give up.

Triangles: Child assembles several foam triangles to match a picture shown. Zachary scored a scale score of 5 in this subtest with an age equivalent of 7.9. Zachary seemed to enjoy this test because of the idea of using manipulatives and building puzzles. He grew tired of it and told me he didn’t want to do anymore questions and began to miss them.

Gestalt Closure: Child must fill in the gaps of an incomplete picture in order to correctly name it. Zachary scored a scale score of 7 in this subtest with an age equivalent of 9.3. Zachary seemed to enjoy this subtest and tried very hard. He focused on the pictures for a while before answering.

Block Counting: Child counts the number of blocks that are shown in a design.  Some are partially or completely covered. Zachary scored a scale score of 10 in this subtest with an age equivalent of 13. This test was a huge strength of Zachary’s and he scored above his age range.

**Gf** refers to the solving of novel problems by using reasoning abilities such as induction and deduction. The student is presented with a novel nonverbal problem, different from the kinds of problems taught in school, and must use verbally mediate reasoning to figure out the correct answer. The broad ability of fluid reasoning refers to a variety of mental operations that a person can use to solve a novel problem with adaptability and flexibility operations such as drawing inferences, understanding implications, and applying inductive or deductive reasoning. Fluid reasoning, assisted by verbal mediation, is needed to solve the novel reasoning problems. Zachary’s standard score of 88 places him in the Average range when compared to his same age peers. With 90% confidence, Zachary’s true score would fall between 80-98. His score fell at the 21st percentile indicating that he performed equal to or better than 21 out of 100 same age peers.

Story Completion: Child is shown a series of pictures that tell a story with some pictures missing.  The child must select from a set of pictures the ones that logically complete the story. Zachary scored a scale score of 4 in this subtest with an age equivalent of 6.9. Zachary told me during this test that he didn’t like stories; he just liked facts.

Pattern Reasoning: Child is shown a series of designs and must complete the series. Zachary scored a scale score of 12 in this subtest with an age equivalent of 18.6. This subtest was the ultimate strength for Zachary. He scored well above his age range and seemed to genuinely enjoy solving the patterns.

**Gc** refers to the demonstrating the breadth and depth of knowledge acquired from one’s culture. The student is asked a variety of questions that assess knowledge of words and facts, using a variety of verbal and pictorial stimuli and requiring either verbal (naming) or nonverbal (pointing) responses. Some items also require reasoning ability. Crystalized ability reflects the amount of specific knowledge that a person has acquired within a culture, as well as the person’s ability to apply this knowledge effectively. In contrast to the efficiency of storage and retrieval, which is the focus of Glr, the broad ability of Gc emphasizesthe breadth of the specific information that has been stored. The person’s store of culture-based knowledge is dependent on the “investment” of other broad abilities while attending school and learning from life’s experiences. Zachary’s standard score of 82 places him in the Below Average range when compared to his same age peers. With 90% confidence, Zachary’s true score would fall between 77-89. His score fell at the 12th percentile indicating that he performed equal to or better than 12 out of 100 same age peers.

Verbal Knowledge: Child point to the one picture that corresponds to a vocabulary word or answers a general information question. Zachary scored a scale score of 6 in this subtest with an age equivalent of 8.9. Zachary did well on this portion. He seemed knowledgeable about many of the words.

Riddles: Examiner reads several characteristics of a verbal concept and child must identify it. Zachary scored a scale score of 7 in this subtest with an age equivalent of 5.8. Zachary seemed uninterested in this test and very tired. He kept asking how many more questions.

Expressive Vocabulary: Child supplies the word or name for a picture. Zachary scored a scale score of 5 in this subtest with an age equivalent of 7.3. Zachary completed the answers with ease on this one at the beginning. He began to get distracted and say just random words toward the end.

**FCI** is a measure of the five broad abilities and is designed to measure general cognitive ability. Fluid Crystallized Intelligence measures general mental process ability, reflecting the functioning of attention and concentration, processing, coding and storing of incoming information, and efficiency of brain functions. Zachary’s standard score of 74 places him in the Below Average range when compared to his same age peers. With 90% confidence, Zachary’s true score would fall between 69-79. His score fell at the 4th percentile indicating that he performed equal to or better than 4 out of 100 same age peers.

**Summary:**

Though Zachary scored below average overall, he had specific strengths in Block Counting and Pattern Reasoning. He seemed to enjoy the more visual subtests rather than the auditory tests. I would recommend therapies to help with his processing of information. Specifically his scores on the Atlantis/Atlantis Delayed and Rebus/Rebus Delayed tests interested me. It is unusual for a child to score higher the second time around, but Zachary did score a higher scale score on his second attempt. His long-term storage issues seem to be his biggest weakness, and his short term memory and fluid reasoning both show to be his strengths.