

Experiment - 4

Name of test :- Diagnostic test of learning Disability.

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Publisher of test :- Department of special Education, S.N.D.T women's University, Juhu Road, Bombay - 40009 India

Introduction :- The Behaviour analysis of school girls population reveals that donot only all children fail to difficulties but also intellectual handra (H.R) sensory handicap social factor. However these children donot exherit the population of poor performance. There is a still a group of children who fail to learn & define peny of the existing, category of exceptionality. The entire population of poor performance There is still a group of children

who fail to learn & define any of existing categories of exceptionally. These are learning disabled children.

Learning disability, as defined by Hamill (1981) is a generic, that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading and writing by reasoning or mathematical abilities.

Definitions of Learning Disability:-

According to Alon O. Rose (1962)

"A child of at least average, intelligent whose academic performance is impacted by a developmental lag in the ability to sustain a function such a child require specialised instruction in order to permit the use of his/her full intellectual potential.

According to Kirk:- "A learning disability refers to retardation disorder as delayed

development in one or more of process of speech, language, reading, spelling, writing or arithmetic reasoning from a possible cerebral dysfunctions or imotional or behaviours disturbance & not form from mental retardation, sensory deprivation or cultural or instruction factor".

According to Burt :-

A Background Child is one whose educational quotient is below 85 where as an average child has educational quotient ranging from 95 to 155.

Description of the test :-

Subject I :->

Measure eye hand coordination which is ability to co-ordination vision with the movements of the hands for effective use.

Subject II :-> Is meant for figure ground perception also called selective perception also called selected

Attention. It is the ability to attend only to that stimuli which require ones attention of a given period & ignore the other stimuli which require to encode the perceptual experience meaningfully at surface level and item number 3 means it at deeper level.

Subject IX :  $\Rightarrow$  RL is aim of testing the encoding process of visual visual stimuli i.e. The problems in input & processing can be diagnosed by this items.

Subject X :  $\Rightarrow$  Item number 1 test subject ability to use proper syntax in language. The type of responses he gives would indicate whether his level of language is at a concrete descriptive level or at a higher level where he processes the information more abstractly.



Stimuli in reverse order ability to manipulate a  
recognise the different in its common  
Categories.

Memory:  $\Rightarrow$  It memory which is the  
necessary facilitation almost  
all arbitrary. The item number is  
182 aims at measuring the child's  
memory at surface level and item  
number 5 measure it a deeper level.

Reliability:  $\Rightarrow$  A test retest established  
by readministering the test at  
gap of 20 days and by comparing  
reliability coefficient for each test  
and total test. The reliability coefficient  
and reliability give the maximum  
co-ordination, which the given test is  
capable of yielding.

Validity:  $\Rightarrow$  Validity is defined as the  
degree to which a test measures  
what it claim to measure. but

Validity is inferred and not measured. As the APA standards for educational and psychological tests points out, question of validity reduce to the following due what is directly being measured by the test.

2 what combs inferred about other realoled behaviours in the case learning ~~usability~~.

Amay

# DIAGNOSTIC TEST OF

## LEARNING

## DISABILITY

Consumable Booklet (16-0231-CB)

Smriti Swarup, Ph.D. and D. H. Mehta, Ph.D.

### INSTRUCTIONS

1. Read each question carefully and do as directed.
2. Do not turn the pages unless asked to.
3. Finish all the items on a page and wait for further instructions.
4. Try to answer all the questions. If you are unable to answer any question, proceed to the next.

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### TO BE FILLED BY THE CHILD      FOR EXAMINER'S USE ONLY

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Name : *Harman*      Date of Birth : *2-4 - 2018*  
Class : *4*      Total time taken :  
School : *J. R. M. School*      Referred by :  
Age : *9*      Referred for :  
Date : *25-2-26*

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### FOR EXAMINER'S USE ONLY

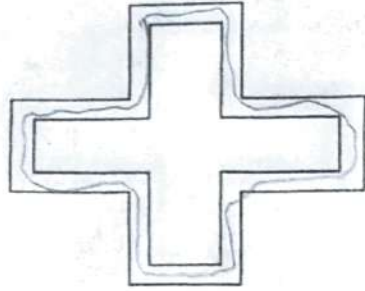
Subtest	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
Area	EHC	FG	FC	PS	SR	AP	CA	M	RL	EL	<i>100</i>
Scores	<i>10</i>	<i>8</i>	<i>10</i>	<i>7</i>	<i>10</i>	<i>8</i>	<i>8</i>	<i>5</i>	<i>5.5</i>	<i>5.5</i>	<i>83</i>

*Child is relatively stronger in EL.*

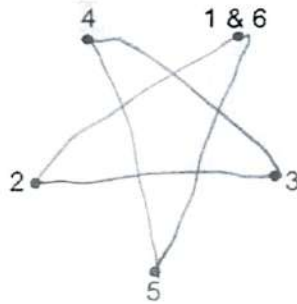
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## Sub - Test I

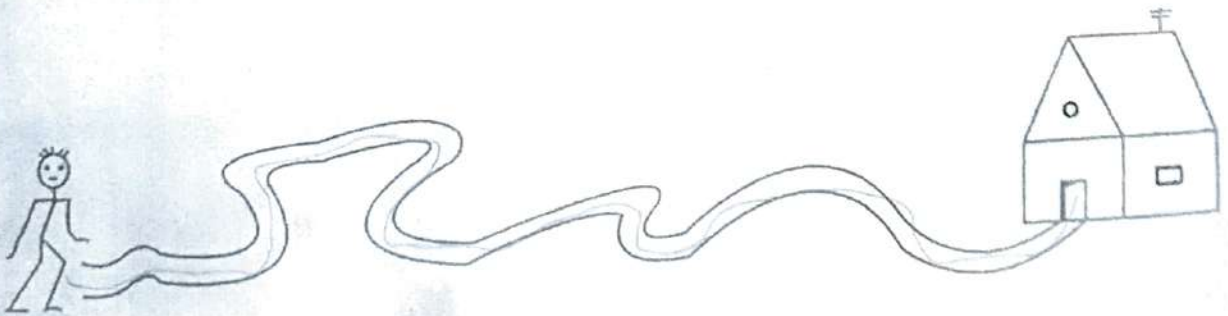
1. Draw a line in between the 2 lines drawn, without lifting your pencil. Do not touch or retrace the line. DO NOT USE A RULER.



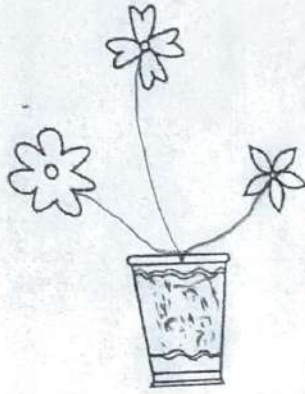
2. Join the numbers in their sequence, without lifting your pencil.



3. Help the boy find his house, without lifting your pencil. Do not touch or retrace the lines.

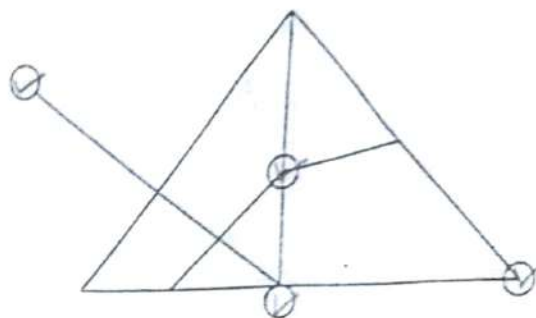


4. Draw the stems to complete the picture.



## Sub - Test II

1. Tick  all the circles  you see in this picture.



2. Tick  the Triangles  you can see in this picture.



3. Underline all the girls  and the houses  with windows in this picture.



Tick



all the

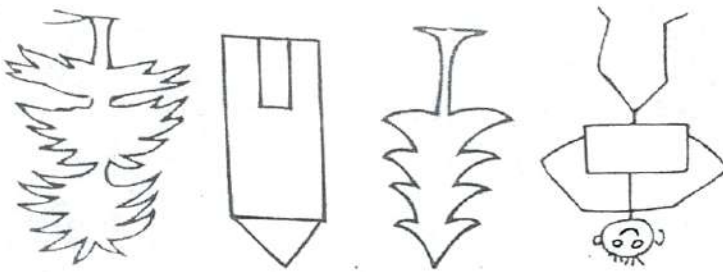


leaves in this picture.

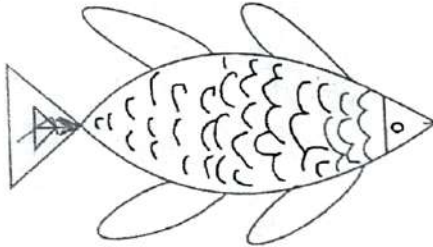




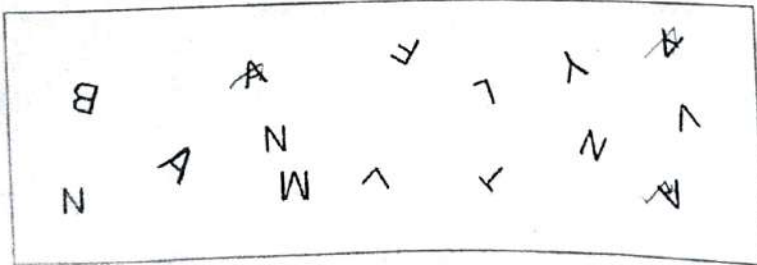
4. Tick all the  shapes you see in this picture.



3. Underline the figures that have at least one rectangle.



2. Tick all the triangles you can see in the given fish.

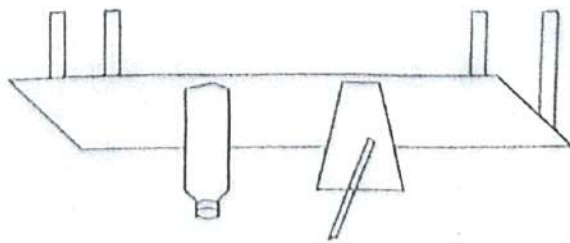


1. Underline all the 'A' you see in the box.

Sub - Test III

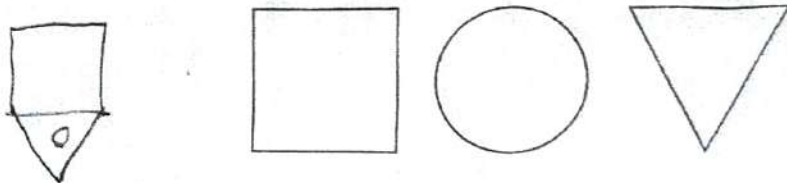
Sub - Test IV

1. See the picture carefully. Fill in the blanks, by selecting the correct word, from the words given: on; under; in; next to; over.



- a) The bottle is on the glass.  
 b) The straw is in the glass.

2. Three shapes are drawn below. Draw house using two shapes only.



3. Draw a face of a boy or a girl.



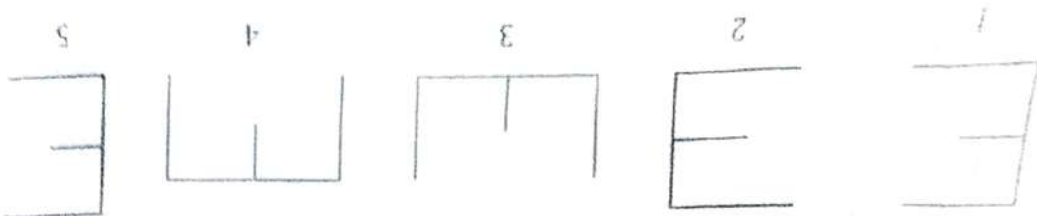
Letter 'E' of the alphabet has been written down in different

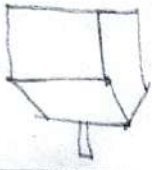
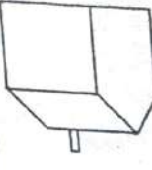
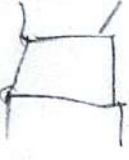
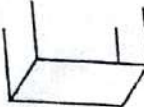

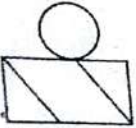


directions. Find out the 'E'


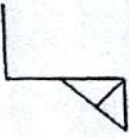






(write only the number

written below each 'E').

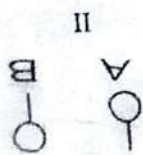
- facing left \_\_\_\_\_ 1  
 facing right \_\_\_\_\_ 2  
 facing up \_\_\_\_\_ 3  
 facing down \_\_\_\_\_ 4



	
	
	
	
B	A

	
	
	
	
B	A

II. Invert the design shown in column 'A' in column 'B'.  
 Example:



I. Draw the pattern in column 'A', 'B' as drawn in column 'A'.  
 Example:





## Sub - Test VI

1. Listen carefully when I clap. Count the number of times I clap, in your mind. When I have finished clapping, from the numbers given below, tick the correct number.

a) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

b) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

2. Listen children. I am going to make some sounds in an order. Remember the order and tell the sequence in which the sounds were made.

1) This is the sound of a clap.

2) This is the sound of finger snapping.

3) This is the sound of tapping the table with your palm.

4) This is the sound of tapping the table with a pencil.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

3. Listen carefully to what I say. I am going to call out two words one after the other. Tell me whether they are the same or different by putting the tick mark in the appropriate column.

Example:

tin

bin

same

different ✓

	Same	Different
1		
2		
3		
4		
5		



## Sub - Test VII

1. Reverse the letters of the word given in column 'A' and write the new word in column 'B'.

	A	B
Example:	but	tub
	room	<u>Moor</u>
	cram	<u>Marc</u>

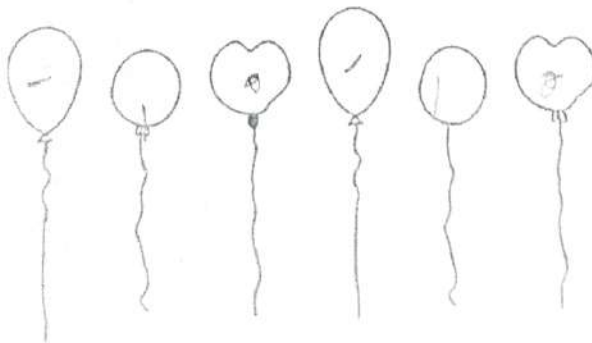
2. What will these numbers be when the order of their digits is reversed?

Example:	19	91
	6280	<u>0826</u>
	7013	<u>3107</u>

3. Put the following names into the groups they belong to:  
a cat; a goat; a lotus; a dog; a rose; a jasmine;

dog	lotus	Jasmine
cat	Rose	
goat		

4. Drawn below are a few balloons. Find out into how many groups you can divide them. Put a tick against the right answer.



No. of groups  
 1   2   3   4   5  
                   ✓

Name two similarities between the given pair of words.

Example: water-melon and orange

1. both are round

i) an elephant and a lion

ii) a table and a stool

iii) sun and moon

iv) a rose plant and a mango tree

v) a napkin and a handkerchief

2. both have seeds

both live in jungle  
both have tail

both are made by wood

both have four leg

both are part of solar system  
both give light

both leaves are green

both gives fresh air

both are use for

Cleaning

## Sub - Test VIII

1. Read the words given below. Underline all the things that are used to measure.

a pair of scissors; a measure-tape; a knife; a blade; a weighing scale; a pencil; a ruler; a thermometer.

2. Name three play things that are round.

- i) ball
- ii) Earth
- iii) Moon

3. What am I made of ?

Example:

Curd

Milk

i) Ice

Water

ii) Bread

iii) Mirror

iv) Cloth

v) Pressure cooker

Glass

Cotton

Metal

## Sub - Test IX

Raju and Ramu were friends. Ramu liked football and Raju liked cricket. Every evening they did their homework together. One day Raju fell down from the bus and broke his foot. He could not go to school for many days. Ramu would go to Raju's house every evening and teach him. Ramu would do his homework at Raju's house. After many days Raju went to school. The teacher was very happy to see that Raju had not missed lessons because of Ramu's help. She told the whole class that everybody must be friends like Raju and Ramu.

Answer the following:

- i) Ramu liked foot ball (football, hide and seek, cricket).
- ii) Ramu went to Raju's house every morning False (True/False)
- iii) Put a tick (✓) mark on the correct answer

Raju broke his foot because

- a) he was running fast.
- b) he fell from a bus. ✓
- c) he was pushed.

iv) The teacher was happy because \_\_\_\_\_

- a) Raju had not missed much of his lessons.
- b) Ramu did his homework at Raju's house. ✓
- c) Ramu was quiet in class.

2. Make 2 new words using four letters from the given word.

Example: garden

near

darn

1. beautiful

full

\_\_\_\_\_

2. education

\_\_\_\_\_

\_\_\_\_\_

3.

Write the names of four things seen in a garden.

Flower

Trees

Grass

Beach

4.

Name any four parts of a tree.

flower

window for birds

leaves

stem

## Sub - Test X

Write a sentence, using the name of each of the picture given, in the space provided.

a)



A) Aeroplane fly in sky.

b)



B) water in Bucket

c)



C) flowers at the branch

d)

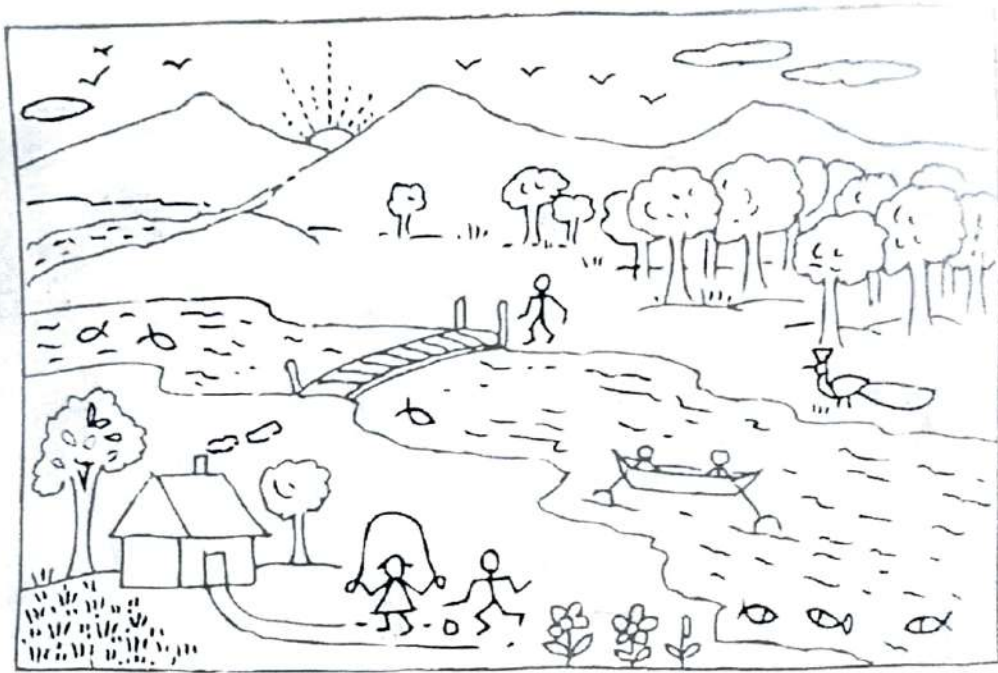


D) My Mother cutting vegetable

2. Do as directed.

- i) Ramesh is a clever boy. he stood first in the class. (Fill in the correct pronoun.)
- ii) The knife is very sharp. (Rewrite the sentence using the plural form.)  
The knives all very sharp
- iii) I (to write) wrote a letter to Rita yesterday. (use the correct form of the given verb.)
- iv) Come home tomorrow, Geeta. (Rewrite the sentence in a question form.)  
Geeta come home tomorrow?

3. Describe the given picture in your own words.



1. Sun rises in picture.

2. Birds are flying.

3. Children are playing.

4. There are so many trees.