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Practitioners' perceptions on the value of cognitive assessment measures within the South African context

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Appendix F

Key
Researcher = NPR
Participant 3 = KL

Transcript of Educational Psychologist

Date: 16 July 2016
Interview #3 - Interviewer: N. Palesa Radebe
- Interviewee: Participant 3 (K.L.)

NPR: So just for purposes of the recording, today is the 20--. No, the 16th of July 2016…

KL: Ja.

NPR: …and I am with KL, Educational Psychologist. So first, thank you…

KL: Sure…

NPR:… for helping me out with this, and the point of this is that I'm looking at the use and value of cognitive assessments…

KL: …. (smiling)

NPR: (laughs) …within the SA context, and from your perspective, what is good about it; what is bad about it; how is it helpful?...

KL: Okay.

(Interview begins)

NPR: …so can we just start with, what is your understanding of a cognitive assessment?

KL: Yes. So (slight pause) in my practice I do quite a lot of assessments. For me, the cognitive assessment is like a unanimous word with the intellectual based assessment, which is like an IQ based assessment. And for majority of the assessments I do, unless it is specifically prescribed as only for an emotional assessment, I always do an IQ assessment. Actually, now that I say that, I also sometime do IQ assessments for emotional because it can give you quite a lot of leads along the way as well, so…(under her breath) what did you ask me again?

NPR: What is your understanding; how do they work?

KL: Okay, so it's an individually administered test, and in my practice I use – primarily – the WISC. So I use the WPPSI for younger kids, the WISC for the older the ones an then the WAIS for adults. Depending on schooling and background, I also sometimes use the JSAIS or SSAIS, and at varsity they didn't train us really in the WISC, which …. (laughs)…

NPR: (laughs) Luckily we are actually fully involved with the WISC.

KL: Oh, good, good, okay so the understanding of it is that it provides information on all the different cognitive aspects of , uhm, not learning, but intellectual development so it looks at: verbal skills, nonverbal, working memory and processing speed which are obviously all very

important to understand in terms of whether there is a concentration difficulty, a nonverbal learning difficulty, verbal learning difficulty or processing speed is qui--, a very important one as well.

NPR: That kind of makes you understand it is they work in conn--, in collaboration rather, in combination with each other…for a child's outcomes.

KL: Yes.

NPR: You had mentioned that--. You had referred to it as "IQ", and a lot of people that I know say "No, it's not IQ based"…

KL: Yes.

NPR:…I'm just wondering, do you find any difficulties in having to explain it to a parent? Because in my understanding a lot of parents say to you "Okay, so where is my child, is she smart, or is she not doing well"…so how do you kind of manage that?

KL: So (slight pause). So for me, maybe it's incorrect, but for me these WISCs are purely IQ, and for some of the parents, they--. I always tell them before like, in my intake sessions, that this is what we are going to be doing. But what I find actually the most helpful is, you know there's that bell curve in normal development…

NRP: Yes.

KL:… curve that show average, high average, low average, so the scores, like let's say the child is 110, that score doesn't mean as much on its own compared to when I show them on the bell curve and say "Listen, this is where your child is functioning as compared to kids of their own age", because that's quite a common question because the test goes from (pauses to think) 7, no 6 up till 16 years 11 months, the parent often needs the explanation to say that ok, if I assessed your one child using the WISC, and the other one using the WISC as well it's compared to kids of their own age, because they'll often say "How can it be that you're using the same test for, for kids of different ages?". So that for me is a huge thing, the norms, and judging--. And comparing them to kids of their own age.

NPR: Yes. You mentioned something very interesting, the notion of "the norms"…

KL: Yes!

NPR:… and we know that in South Africa we tend to use things like the WISC, even the Bender to some extent, and those aren't at all normed for our, you know, our population. So I'm just wondering, since you do you the JSAIS and SSAIS at times, how do you kind of manage that whole notion of, okay cool, let me use the WISC because it's a lot newer and it makes sense , but I's not normed…

KL: Ja

NPR: …in comparison to using the JSAIS, or the SSAIS, which is South Africa normed but it's so old, so how do you kind of manage that; how do you work around that?

KL: So, with the--. In my early practice – (smiles) can't believe I can say that now (interviewer laughs) – I only used the SSAIS and the JSAIS and what I was finding--. The reason I did that is because we weren't really trained in the WISC…

NPR: Yes

KL: … but what I was finding actually, and why I moved toward the WISC, was because the kids were doing too well on the--. I could see that the child was struggling at school, so I would assess him on the JSAIS and it would say he is school ready, but--. Because the norms--. I found the norms of the JSAIS and the SSAIS very lenient, and quite weak compared to the UK based norms. I think an important point is to just that they are UK based, but at the same time the, the norms on the WISC with the UK are strict, but because our schools – our private schools – are very good…

NPR: They're up to that level.

KL: … yes, they're at a good level, administering the SSAIS and the JSAIS is too easy for the kids, so I found that I always look at them a little bit tentatively, the results from the WISC, but I found them to be actually more reliable for kids that are quite fortunate in their education compared to the JSAIS, or SSAIS, because if I do like a WPPSI and then a JSAIS , the scores are actually very different.

NPR: Wow, so how do you actually manage it though? How do you kind of work towards making a child get to the level of a WISC capable child when, you know…

KL: Ja, well to be honest I actually look at is what school they go to and how proficient is their English skills; how long has the child been at school for, because you know, did they go to crèche, did they go to nursery school to get those foundation skills, and then also you know a child who has learning difficulties and I can see that the WISC is going to be difficult for them, I'll always do the SSAIS, because the WISC will be too hard. So you know its probably you'll find--. It's probably unethical according to the guidelines, but the guidelines don't cater for these things, so if you've got a child who is really struggling, I'll maybe do 1 or 2 from the WISC and then do the SSAIS, and I also sometimes integrate some of the tests, so for example the SSAIS has the Story Memory and the WISC doesn't, so I always do the Story Memory. Then for the JSAIS side of things, the WPPSI doesn't have Number and Quantity Concepts so I do that with the kids who are going for school readiness tests because the WPPSI also doesn't have the Story Memory from the JSAIS. So I like integrate them a little bit, but the biggest thing I look at is if I see a child who comes to me with major learning difficulties, or a kid who can't speak English properly, then I always do the South African based measures.

NPR: Okay, thank you (mumbles – inaudible). Your answers are leading so nicely into my next questions (laughs). So you're saying that a child with learning disabilities you obviously, kind of deal with them differently...

KL: Yes…

NPR: …so I'm just wondering, could you let me know the factors that come into your using a particular assessment when you see a child with a learning disability, in comparison to a child who doesn't have one; are there steps, to an extent, that you kind of follow?

KL: Okay, so a learning disabled child compared to a…

NPR: Yes, please.

KL: …So (goes quiet while thinking), often the kids who are firstly language barrier, and who are learning disabled in terms of following instructions, often it's, it's useful to do nonverbal tests. So like the Bender, all the nonverbal based measures from either the JSAIS, ag sorry not the JSAIS, but the SSAIS or the WISC.

NPR: Also the Raven's perhaps, as well?

KL: Ja, the Ravens if it's more of a neurological thing. The CAS, which is another IQ assessment, is all nonverbal, so some people--. My colleague who deals, who has been trained in the CAS, if she gets a child who is unable to speak English or if the child is learning disabled, she'd always do the CAS. So, in terms of what I do, if the child is learning disabled, I always try and do the block design - which is a big thing – and the matrix reasoning, the picture concepts because those are, they can do them in their own space whereas if they're struggling to understand the instructions they struggle significantly with comprehension. So, also sometimes you have to do the assessment measure that's prescribed, like the WISC, but if the child is learning disabled I might actually do it over 2 or 3 days, because…

NPR: Oh wow! Is that allowed?

KL: You know what it's--. In practice it makes more sense for me that I do it like that, I actually do all my assessments over 2 days. So I do the IQ assessment on one day, with the Bender and all the IQ based measures, and then on the second day I do…

NPR: (finishes sentence) all the educationals?

KL:…ja, ja.

NPR: I thought that you meant he you break up an entire assessment.?

KL: Okay. So if the child is really struggling, and I can see that their concentration's faded and I'm not getting results from them that are fair, I always stop and say "let's either take a break" or I'll phone their mom to say that they should come back tomorrow. You know what, in terms of the consistency of that, it probably isn't as consistent as it would be in one day, so that the downfall, but the pro to it is that I'm actually getting results that this child is actually capable of rather than stunting them and pushing, because these kids--. These assessments are long; they get very tired…very very tired, so it actually works out better if it's over 2 days.

NPR: How would you then interpret those results, especially if you're breaking up a single assessment; how do you negotiate and interpret the fact that you did the first part today and the second part…

KL: Ja. I always write it in my observation, and--. So if it's, for some reason the child is unavailable the next day and it's the next week, I do my age norms very carefully. So I work it out on the online age calculator, so if it's like this child is 8 years, 9 months and 27 days, so that would be according to the 8 years, 8 months norms, and then if I's the next week and the

child's 9, I would do it with those norms. So you know you can--. The point of the whole assessment is to get an understanding of where the child is functioning at. And I do find that at varsity level, and at those courses, they want you to do it so ethically, and its just not--. To be honest I'm quite cynical about it; its not possible. You know, you go to those courses and you get the fright of your life with what you're doing, and it's just--. For me it doesn't work, and if the child has a learning difficulty they're going to be the same on the Monday and the same on the Tuesday, but I'm giving them the benefit of the doubt, because also it's quite an advantage to do them over 2 days, because if the night before they didn't sleep, they didn't eat…

NPR: Or something painful happened, or ja, whatever it may be.

KL: Ja. They might have had a nightmare, they might've been sick, you know so that for me is quite an advantage compared to doing it all on 1 day.

NPR: So you often take the context into a lot of awareness, okay.

KL: Ja, I always write that this assessment was conducted over 2 days, the reason's why I did it over 2 days were this and this, and then, you know as long as you write it down, I feel like that backs you up a little bit ethically as well. If I pretended that I only did it on 1 day then it would be (mumble – inaudible), but if the child can't manage then I always think, "what's the purpose of this" and it's actually to get the best results possible.

NPR: So know if you, for inst--. You mentioned earlier that if the child is, for instance, this week is 8 and they turned…and you used the different norms, I'm wondering, does that not in some way go against the child because it's only been a week and you can't exactly grow so much in terms of cognitively within that weeks space. So using the norms of a lower level, to then a higher level the next week, I'm wondering how does that work?

KL: Ja…you it does…it doesn't really happen to be honest because I only do it on a Monday then a Wednesday, and a Tuesday and a Thursday.

NPR: But let's say it should?

KL: But, you know what if it's significant then I wouldn't let it happen because--. You know that example that I gave you was actually quite a bad example (laughs along with researcher) in terms of them being 8 and then being 9, but at the same time the norms aren't drastically different from 8 years 8 months because it goes, it think: 8 years 6 months – 8 years 8 months and then 8 years 9 months – 8 years 11 months…I think it's that, but ja so it's not too significant. You know it hardly ever happens, to be honest unless it's their birthday a few days before, you know if that were to happen I would make sure I finish the WISC on one day and then the educationals the next day.

NPR: Ja, that makes total sense, absolutely. Okay, so just the next question I wanted to ask you is what is your idea, or feeling, about the notion of using informal assessments completely and then leaving out the standardizeds?

KL: So what type of informal?

NPR: It would be for instance a written expression, not necessarily the TOWL per se because it doesn't have the – what's that thing called (quiet while thinking)… the booklet that tells you…

KL: Oh ja, the manual…manual…
NPR: …the manual, yes! Thank you. So maybe for instance doing that, or (quiet, thinking) using something that doesn't necessarily have the standardized measures or manual per se?

KL: Ja, well for me the standardized tests are pretty important because of comparison. So if I ask a kid to write a paragraph, it's--. I can look at it in relation to how that child's functioning, so like a pre and post, I could ask them to do it and then 3 months later after they've got remedial therapy or whatever it is, so for that it's quite useful, those formal assessments for pre and post compar--. For individual comparison and for individual performance, but if you're trying to see how this child's functioning compared to kids of her own age – does she need to repeat, how is she doing, then the standardized are important, but I do think that often with the emotionals for the younger kids, the informal's really helpful, like if you play with them a little bit in the paly room, or for--. If I see that kids are struggling with written output, I will ask them to write a paragraph, just for me to be able to back up what I saying, but at the same time I wouldn't use that in itself without the standardized just because…I don't know enough about it, in terms of how good it is of a measure, you know and that type of thing.

NPR: How many, or which ones do you typically use within your practice?

KL: The informals?

NPR: Yes.

KL: (Thinking for a beat) I'm trying to think (silent). I do a lot of informal school readiness activities, which are like asking them to cut, asking them to colour in. So they're formal in the sense that I've got a plan, I need to assess cutting, I need to assess colouring, writing, but I'll ask them all to do different things.

NPR: Ok okay. So it's not necessarily--. Like how the WISC says 'you start here and you end there', and so you kind of mix and match?

KL: Ja, because some of the kids, for example with school readiness, will be able to write all the letters of the alphabet, so I'll mark it according to that, and another one will only be able to write 2 letters and I cant force them to write more because they don't know them, you know, so it also depends on that.

NPR: Okay, and with children who are younger, like you were saying, you would start with the playing aspect with them, how much of those informal aspects do you take into the report; how do you include them into your final report? Because like you said, there's nothing that you can compare it to.

KL: So, I find that helps quite a lot with little kids, if you're assessing little ones at like 4 for example…for or 5. Often if I ask them to draw a person, or to draw their family, like in the KFD, they draw stick figures so I don't get much so that's why it's actually very hard to assess little ones for the emotional assessment so I find that the play therapy is the way to do it. But you know I just--. For the older ones, if I do play therapy and some assess--. Play

therapy, not full play therapy, but I see them in the room I would just maybe interpret the KFD and DAP then bring in any themes that I got from the play therapy; I wouldn't also use it on it's own.

NPR: What do you mean by "bringing in the themes"? Do you mean in terms of the writing out, whatever the child might have showed out in their play?

KL: Yes, yes yes. Like if I notice that, for example, they were making food, and I also saw in the--. That elicits a theme of food, nurturance and the need for safety, and then I notice that in the DAP and KFD, I would use it as supportive evidence. But if I saw the child making food only in the play therapy, and no other themes of the need for nurturance were brought up, I'd probably not--. I would not mention it, but I definitely wouldn't touch on it too much because it might have just been innocent play.

NPR: Like she says the pot and 'hey, you cook with a pot'.

KL: Yes, that's the thing, so I wouldn't overly analyze it unless I had found those themes for DAP and KFD. But then again looking at younger children they hold more significance because of the unconscious and the inability to really interpret the DAP and KFD for the young ones.

NPR: What is the biggest difficulty you've come across dealing with a child in terms of how it is they do process, and the processing is so raw when it comes out to you as an individual, so having to interpret that and relay that to the parents. What is the biggest difficulty you've come across?

KL: In an assessment setting?

NPR: Just also in terms of having to write out the report and explain to the parents?

KL: Ja, it's very difficult, especially if you find something difficult.

NPR: Like something a parent didn't know about, like abuse of something.

NPR: Ja. And to be honest it's often the parents who are the problem (laughs). So I've learned to write it in quite a, what do you call it, an objective way. I don't get involved on an emotional level, obviously on the assessment side, play therapy is very different, but on the assessment side I just write it. I say it as neutrally as possible and I also have thinking recently, it hasn't been in my mind always, that I'm seeing this child for 1 or 2 days and how fair is it of me to actually over interpret their emotional world, you know, and that has actually guided a few of my assessments now in that I don't overwrite otherwise you get carried away. But you know the thing is that I always think that if I do find something, I have to tell the parents because you re the child's voice. You have to stand up for, for what you found, you're ethically bound to do so, and also at then end of the day you're there to do your job and your job is to report on what you found. So I never used to be so…so harsh, but it gets to the point where you only--. I don't have feelings anymore (shyly and awkwardly laughs at her statement).

NPR: Oh wow…but I think you have to have that though, I completely understand.

KL: (Laughs) You have to though. I have had to distance myself from the whole thing; otherwise you get emotionally caught up in every family.

NPR: I hear you. So you're saying with age and getting into the process you just have to…

KL: You have to… I find that the more you try figure things out, the more you realize you don't know that much. If I see that 'this is a problem, something is definitely happening there' I'll say "refer for play therapy", and those themes will be explored, so it's not like I'm saying "I'm not going to help you". I just refer to somebody that will be able to help the child.

NPR: In terms of the cognitive assessment climate in SA, how do you think it's working out at the moment? Are we moving forward? Are we drawing the recognition? In terms of cognitive assessment, cognitive processing?

KL: To be honest, other than SSAIS and JSAIS which aren't great, there's nothing. I don't know where we are at…

NPR: How do you feel about it?

KL… I find it very irritating and frustrating because I think we have the WISC I feel less so than with the cognitive than with educational international tests, they are not enough especially with the maths and writing skills, literacy skills. I find that they--. You know what, I maybe haven't looked hard enough but I use the WIAT primarily. I know that at a university in Johannesburg we use the one minute reading, one minute writing, UCT spelling test. But the WIAT just doesn't give me enough. I find that I've had to integrate other sources, but from the cognitive side I wish that there would be--. If there was a South African based measure that was good enough and reliable, of course I would use it. The reason I don't use the SSAIS and JSAIS is not because it's South African, but because it doesn't give you enough.

NPR: What do you think--. Because you said you wished there would be more in terms of reading and writing, what else do you think we need to focus more within our context?

KL: South African context?

NPR: Yes. Because everything boils down to the notion of language and poor language systems in our country at the moment, unfortunately. What else do you think needs to be focused more on for things to not only look better but for us to move closer to what the world is doing?

KL: Well, with even the world tests and the international tests, they are also not comprehensive enough because the tests that we are talking about are English based and I feel like they--. And I don't know if it's because I've done them so many times and I'm feeling quite saturated with them but I feel like I need more information in terms of two spelling tests to compare how they do but on the same norm group. So if I use the UCT spelling test which is a South African based spelling test, I get my answer and I get my age norm. Then I use the WIAT spelling; the one is eleven years and the other is nine years eight months, for example. The discrepancy is too big so I don't get an answer. If there's a spelling difficulty that's been picked up then I do those two tests, it doesn't tell me anything. It would be nice to have a spelling test administered on the same group of children to get more reliable norms.

NPR: I'm going to be doing assessments this week and what I am going to be doing to test this child's spelling is I'm going to be using the Burt and the Schonell. Couldn't you--. Well I guess they are not on the same type of norm table?

KL: You can but these tests are old. The Schonell is old, the Burt is old.

NPR: Wow!

KL: They are not updated. I think the Schonell and UCT spelling test are quite similar. You will see when you administer them.

NPR: The Schonell seems fairly comprehensive to me.

KL: In varsity they seem that way but they aren't strict enough and they are old.

NPR: Strict in what capacity?

KL: Their norms are too lenient..

NPR: Much like the JSAIS?

KL: Ya, but the biggest thing for me is that they are old. For example, those one minute reading tests? They are so old those norms. They gave it to us in varsity and even the handwriting is old. I wish I could make the new tests.

NPR: In terms of the cognitive assessments that you do use, do you find them to be good or helpful in giving recommendations in terms of the intervention process?...

KL: Yes, very!

NPR: … How so?

KL: I find that through the WISC and Bender and the educationals you can pick up attention difficulties, you can pick up difficulties related to a lot of prefrontal cortex stuff like planning, organization, working memory. Working memory is a huge one! Also slow processing speed and I've often found that it's quite helpful with the older kids, if I pick up slow processing speed because of concessions assessments if you need extra time so the processing speed is useful. So I can see if there's a large discrepancy between IQ scores and educational based measures then is there a concentration difficulty? Does this child need remedial therapy?...

NPR: Expressive receptive issues as well?...

KL: …yes, a lot of visual processing difficulties are picked up, a lot of auditory processing difficulties are picked up. The thing that I have found the most difficult, coming from a university in Johannesburg, is that they didn't teach you very well, at the end of the assessment, who to refer to if there was a problem. They'll teach you how to pick up a visual processing difficulty and then what?

NPR: You say that they were very helpful, which would you say is the most helpful that you've found, or the one that you constantly use?

KL: The WISC, definitely

NPR: Which one?

KL: The most recent ones are the best. The WPPSI 4. I use the WISC 4 because that is the one that I've got. And I use is the WPPSI 3. My colleague has the WPPSI 4 so sometimes I use that. If I could afford to buy all of them I'd love the most updated ones. Also some of the schools will request that they do the WPPSI 4 or the WISC 5. Not the WAIS because that is more for high school kids, but there's always resources like Mind music, for example or JVR. They have got all the tests, you just rent them, hire them. But definitely the IQ based measures are most helpful, specifically the WISC.

NPR: More especially for the learning, for children with SLDs.

KL: Yes..

NPR: What is the most common recommendations you have for a child, well first steps you take for a child with a SLD? You pick it up, where to from there?

KL: So "SLD" is Specific Learning D… (Researcher nods in agreement). So, if there's an attention difficulty, I often refer for medication, very often, actually, whether the parent--. The parents are very resistant but there's also other interventions, but they aren't as good. So you can do classroom interventions for ADD, or you could do something called Neurotherapy, you can help them with their auditory processing skills, but medication is the way to go. But for a Specific Learning Difficulty, depending on where they're at and what grade, often I'll refer for remedial therapy – we have a remedial therapist where I work, so if often I see that the child is capable, but they're really struggling with maths, but don't need a remedial school they just to remediate a specific need, then I'll refer to remedial therapy. But sometimes you can just see that the child with a Specific Learning Difficulty really does need a remedial school so I will refer to a remedial school if I think that it's necessary.

NPR: How often do you find that it's an isolated remedial issue opposed to an entire, you know--. Affecting so many different components, how do you...?

KL: Ja. Well it actually honestly depends on the actual child, and also the time of year because, if the child comes to me in September, there's not enough time to remediate the difficulty to go into grade 2, and they'll struggle in grade 2. So then they'll probably need to go to the remedial grade 2 class because they'll fall too far behind. And then often repeating a year is recommended; I don't like saying that they need to repeat a year, but often the teachers ask me to assess whether they should repeat a year. For me it depends very much on the emotional side of things as well, but I often find that it's easier for them to continue and progress into the next grade with a large amount of assistance, or to go into a remedial school. But repeating a grade, unless there's huge factors of emotional immaturity, not getting on with classmates, huge amounts of anxiety that are impacting learning, then I would say 'repeat a year', but other than that I prefer to progress.

NPR: So they are very few and far between?

KL: Ja, ja.

NPR: How are you finding having to explain the notion of remedial schools?

KL: It's very hard, very hard because very often parents take it hard themselves. It's sad because they think that they've done something wrong to have their child now need to go to a remedial school, and then they don't send them and their child struggles. So I always have to explain to parents what a remedial school is, compared to a special…Special Needs School, always.

NPR: Parents seem to experience a level of disconnect between the 2…

KL: Ja Well to be honest, if I wasn't in this profession I probably would know the difference myself and so I don't blame them. But very often too, they follow through with the recommendations which is great to see seeing as they paid all this money to do the assessment I always as myself "why wouldn't you see it through?'. But ja, the conc--. The understanding of a remedial school is…

NPR: A difficult one; very tricky to manage because the explanation of ends with the parent simply hearing "my child is incapable".

KL: Ja, ja, but what I find helpful is telling them that to get into a remedial school a child needs to have an average IQ, therefore 90, so that I find seems to help.

NPR: Oh wow, really? I had no idea.

KL: Ja. So the knowledge that their child has an ability of some sort seems to help parents. Also given the fact that the child won't be there forever – or at least shouldn't – and that they're only going to be there for about 2 or 3 years in order to remediate a particular difficulty gives the parents hope that the "problem" can be fixed, or at least managed for easier adaption in the future.

NPR: Oh wow, ok, I can see how that can make things easier. Almost providing a 'light at the end of the tunnel' if it were (participant smiles, and nods in agreement). Moving on from the remedial school, and just how it assists with the barriers, I'm just wondering what are your thoughts on the use of psychometric tests in comparison to the more information processing tests, so the CAS and the KABC; how do you kind of think they fair? Are they better or not, do they work together?

KL: Ja…so I don't use the KABC and the CAS so much, just because I didn't really have access to it. But I've seen with my colleagues – like what I said earlier in terms of the nonverbal, like if the person can't speak English or if the verbal skills are significantly impaired, then I think that the CAS and KABC are better. Also, there are now supplementary tests as well, if for example I'm picking up that there's a visual processing difficulty, but the WISC isn't giving me enough, I will ask my colleague if there is anything in the CAS that will assist with the visual processing and I might supplement the processing index, with the CAS or the KABC.

NPR: And you find that helps? Considering it's a mix of the 2.

KL: It does!

NPR: So what I'm getting is that you're saying that the combination of the 2 – much like with the informal and standardized - is more holistic

KL: Ja. They work nicely together. Unless --. So if there's a person who wants an IQ assessment for a very specific reason, and that they only need the WISC, then I won't do the others. But if you want a rich, nice assessment.

NPR: So you're saying that the combination of the 2 is always best.

KL: Ja. Or just 1 or 2 informal, but always the formal and structured…

NPR: For the comparison, like you were saying.

KL:…ja, ja.

NPR: So I'm just wondering, just so we can close off, what would you say is most probably the biggest contextual issue you're finding in terms of cog--.When it comes to assessments in South Africa? You were mentioning language earlier, and how it hinders in many ways. What would you say needs to be "fixed" in order to make sure that our cognitive assessment work out better, so that there isn't such a deficit between the IEB kids and the government kids?

KL: Ja, ja there is. So…Language is the biggest thing. Als--. And why that's a big thing is because--. For like Road Accident Fund, for example, we get quite a lot of assessments from Swaziland - and all over primarily for medical-legal - which is all brain injury because they need to claim for benefits – I forgot what I was going to say (participant goes quiet for a moment). Oh, there's always an interpreter. If…if there--. Because we are English speaking, they are Venda for example, then I can't communicate with that person, but their friend can – or whoever it is – but according to the ethical guidelines you can't have their friend do it, it has to be an interpreter, but where will you get one? It's not feasible (researcher nods). It's crazy. So that's a big thing. Also in the contextual, what I find is very difficult is that assessments are very expensive; people can't afford to have assessments. Depending on where you go, the batteries are more intense, and so you have an assessments for everything from Educational to Speech therapy, so it's a very big batch and very expensive. And then on top of that you have waiting lists that are insane. So if you need an assessment for your child, you can only get one in September if you applied in January – so the backlog is huge.

NPR: And so it delays the child for the next year, only making things worse.

KL: Ja. Exactly, and also there are so many people that want to do psychology but everyone wants money, so we could employ all these people to do assessments but there is not enough reward. Which is sad, but to be honest there is a fortune of work that doesn't get properly compensated.

NPR: So you're saying that the biggest are just language and the expenditure – it's just not feasible.

KL: Let me think if there's anything else (participant goes quiet for a moment)… norms, as we've said; accessibility to people who do assessments; and what else o the (rhetorical). One other thing, it's all good and well to do the assessments and access someone who's got the money, but if you live in a place that has limited resources, that would probably be even bigger than those other ones that I've said. I've had children come from very underdeveloped areas, and once we've done the assessments free of charge – because of course I want to help as much as I can – I say "okay you need a remedial school" and their response it that there is not remedial school. So I've done the assessment and helped where I can, but there's nowhere for them to go.

NPR: So where to from there? What can you do when there's no resource to follow up?

KL: I follow up as much as I can by contacting schools and the department. But again, there's only so much I can do and so I need to keep reminding myself of that fact.

NPR: It seems that it keep boiling down money, money, money. Well, that's me; thank you so much for your time and willingness to assist me, much appreciated.