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

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Please Note: This transcript was completed by an associate researcher, and as such the format my differ to that of the head researcher, Nomsa Palesa Radebe (M.Ed)

APPENDIX D

Transcription 20-06-16

RE- Researcher

PA-Participant 1

RE: So as Adri had said myself and Kayleigh are doing do um… an assessment or rather a research project and what my topic basically is focused on is the use of um, the use and value of basically of cognitive assessments with in the South African context and the reason behind my current research is just the idea that you know that you find that in South Africa we have a lot of standard well psychometric tests that aren't necessarily standardized especially in terms of the use of the WISC for instance I think the only one that has been standardized in the WISC three but at the moment we are using the four and now there is a five that's been introduced

PA: and that WISC three is a problem…

RE: Exactly, exactly so I guess my idea is just trying to understand from further psychologists and those practicing within the field why you using the tests you using hat benefit are they and you know and that kind of situation?

PA: Okay good… good.

RE: Ok so um ya if you ready we can get started?

PA: Ye.

RE: Okay so just for purposes of my interview it's the 20th of June 2016 it is PA myself and Kayleigh and just to start off 'PA', I just want to ask what in your opinion what does a cognitive assessment entail?

PA: Okay so I think what's also important to clarify is that I am a psychometrist um which I think can still be useful in this interview…

RE: Absolutely.

PA: So you're asking me now what is a cognitive assessment right?

RE: In your ah ya...

12 - PA: Cognitive assessment is very broad it is a sample of behavior that we can then use to determine how well that individual will do in school I think that sometime we…we loose that idea because like um David Wechsler when he invented the WAIS it was for the purpose of looking at how well are you going to do in the school environment and sadly sometimes what we do is we know say this is how intelligent

your child is based on this assessment and its not that its saying actually this is how well they going to do in the structured school environment and that's it so its just a sample of their behavior for how well you're going to succeed in school so obviously the Spearman's' G would come into that looking at the overall intelligence but really its contextual and um I think we also miss that by saying that because my child has a low IQ that mean they will not succeed well that's an absolute lie it just means that they will succeed in a different environment. And I think we also loose the idea that intelligence is really not global because in South Africa what would be intelligent… well intelligent means your survival and your ability to adapt right. So in South Africa intelligence may be being able to run and start your own business, that would be intelligent because you're able to survive in South Africa by having your own business where as in China managing a rice field and growing rice would be intelligent because that will help you survive but if you swop those two around and you say fine take a Chinese person and put them here to start a rice field that might not actually be intelligent in our culture same with us then going overseas which is our battle then when we are using overseas assessments because they're not designed for us they're designed for that specific culture and what is considered intelligent there and not necessarily here

RE: And you said that its looking at… that its not looking at the entire IQ which I find a lot of parents tend to… ok so tell me is my child smart is my child not so smart so considering its very contextual information… sample a snapshot for lack of a better term what would you say is probably like the biggest struggles you find when you dealing with a parent and trying to make them understand like listen its just kind of an overview…

PA: It is such a struggle, it is such a struggle I try to explain to them that remember you child especially if we using the WAIS, your child has been alive for 16 years at least right, I have only been with your child for four hours its impossible for me to know everything about your child so its just a sample of behavior and it's a sample of behavior in the school context, so once you've kind of explained that then they do feel a bit more um, almost empowered because on the IQ score, I mean obviously you don't give out the IQ score, but you give out the range and the range can be… if you have a low average immediately you a bit taken back you like no but my child she's smart and she communicates well but its like no remember I'm only measuring just this small little piece of the puzzle so I think it helps them when we obviously well do our

cognitive assessments but we do the other assessments as well just to give them the bigger picture to show them remember these are also just snapshots but the whole point is that this is not your child this is just a snapshot of you child and a small little piece of..

RE: Ya what would you say the parents find the hardest what is the biggest thing that they bring to you that they don't completely understand or find it hard to grapple with?

PA: They really find it hard to understand that average is actually where you want to be so they all, I mean you ask a person and as I say you dot give out IQ scores so I don't know where they get this information from, but you say to them you're… you within the average range and they like ok does that mean that my IQ is score is about 120 and everybody wants to be 120 on their IQ score. IQ score of a 120 is incredibly high so we try to in the feedback sessions show them a normal curve and we explain that by using height, say that if the measurement is height it was going to fit here, few people very short, few people very tall but most people are here, this is where you want to be. So that they battle with because every parent wants to have an above average child but I mean you have to understand that average is actually where you want to be because I mean if you have an extreme IQ we often do find that that leads to problems within its self, that you sometimes you aren't as socially adaptable or you aren't as, um… aware of the social cues, very intelligent, but its that social ting that you miss so you almost don't want to be on this extreme and you don't want to be on this extreme…

RE: Being in the middle is good yes…

PA: But, but they do battle with that, they want their child to be above average

RE: Ya they definitely want the numbers that… so ya I find that to be a bit of issue with myself too. Um so just moving on what, what are the cognitive assessment you use within you practice and why?

13 - PA: K, we use JSAIS, SSAIS, um then we use our WAIS we are now in the processing of moving over to the WAIS four because it is great that it has now been normed and then we have the WISC… we have this continuous struggle in PsyCaD to say well what should we use, should we use the WISC which is newer but it is not normed or should we use the JSAIS which is old but at least it is normed and I don't actually think we've come to a final conclusion of that because you have you're struggle with old norms as a problem especially considering that those norms were created really just during the Apartheid or just after the Apartheid so then we have to

be so careful of it um but overseas, I was speaking to doctor Nicola Taylor who was in charge of norming the WAIS four, and she said that we have a 20 point IQ difference so the European average, if their average is sort of at 100 if we were to do that assessment in South Africa our average community would fall on 8, so we 20 IQ points below them on that assessment because it is so contextual. So it a debate then of then ok do we use the WISC but you are risking giving somebody an average score when in fact they are or might be above average if we were to compare them to South Africa or do we use an old test, I don't know…

RE: It's a bit of a tricky one, but then in terms of using the JSAIS, you guys use that quite a bit and you've spoken bout how it was normed back in the day and it looked at particular demographics and we know it wasn't normed for the Black population…

PA: And also Indians…

RE: So I'm just wondering how to you manage that when a child who's as young as maybe a fourteen year old comes in and says well ok they're black they speak Zulu, how do you as 'PA' go into assessment of…

PA: Well a fourteen year old is will be more the JSAIS uh… SSAIS sorry but with, if they were younger than that we do, we do actually still use the JSAIS and we administer all the items we do, we don't leave out any of the items even though they do star that we should, I just don't see the point of that. I think, it think it is such a difficult one to grapple with, wed use the JSAIS and then obviously say do interpret with caution and then we try to add other means so normally on the JSAIS they will come out lower in the verbal IQ right…

RE: Naturally…

PA: Um so then we would say okay fine we acknowledge that it might be a bit low according to this assessment but then we try dig a lot more deeper into their abstract reasoning so we'd use like the Ravens standard progressive measuring just so we can see that they have the potential its just contextual

RE: Ya and its environmental... could you explain to me what the Ravens is about because iv never actually heard or how it actually works in association with the JSAIS?

PA: Awesome, awesome assessment it is completely, ok take this is a broad sense, it is completely non-verbal so what you do is obviously your instructions are still verbal but they need to find the pattern, so you have a picture which is a big picture in the middle and then you got five options out of six options and then they need to take the

picture and you fill it into the big picture so they just looking at can you fill in which ever of these pieces must fill into the bigger one so its very abstract reasoning which is what we want because your verbal reasoning we know is going to be low because
It's not fair we assessing you in English and your home language is not English so already that's going to be a disadvantage.

RE: When I'm thinking about the Ravens it seems to be one of those I think the WISC, I think one of the WISC's has a subtext very similar to that I just can't remember what the name is

PA: Yes they very very similar

RE: Okay

PA: And also we use the GeneSys obviously for some of the older population but um there they've got the GRT2 which has got the abstract reasoning its exactly the abstract reasoning except its called the Ravens but its very much you fill in the blank parts of the pattern

RE: So if you were for instance, I know that sometimes you can kind of substitute some of the SSAIS into the WISC, would you ever use both that subtext as well as the Ravens?

PA: I don't like using parts and parts and my reason for that is because you really end up stuffing up your global IQ, because then you can't work out the global IQ because you've missed out five subtexts of this one but you've added the five, so you cant piece them together really, so I would prefer to pick one either one and then maybe substitute a subtext then so you not assessing them on the whole JSAIS and the whole WISC but do one of them so we can get your global IQ and then whichever seems a bit odd put in more of the WISC subtext that would correlate to that

RE: That makes total sense, I mean the cancelling out would obviously cause a lot of issues like you said in terms of the global and the full scale of… um and then I'm just wondering what are the factors would you say that play in your picking of particular assessments for an individual child?

PA: Huge in South Africa because we have this problem where we debate do we assess the child in their home language or not, again it's one of those debates which I don't think we're going to find the right answer to but I feel that if I am going to send you to an English school it almost doesn't help me knowing your Zulu language ability and the way that I figure that out is almost taking it to the extreme so to say okay so

you got a child that speaks Arabic and now what is the point of me assessing them in Arabic when they going to be in English school because the whole point of an IQ score was to see how well they going to do in school so unless my school medium matches my test medium it doesn't really help me, and I think that even though yes its not your home language lets just kind of see where you are at, um so then we can then put in the support mechanisms for when you go to an English school. I think that the only way to solve this problem is firstly that we have to be cognizant that South Africa has eleven official languages, eleven, and yet we only asses in English and Afrikaans which is a problem, problem one but our second problem is that we have we don't already have all the eleven official languages in the school system so we almost need to fix the school system first and then be able to design the tests to match that school system so that I can assess you in Zulu and put you in a Zulu school because that was the whole point to see how well you're going to do in the school environment and then it even has to expand further by saying fine we can't just say to them that we going to assess them in Zulu they going to go to a Zulu primary school they going to go to a Zulu high school but then they have to go to a Zulu university because then you suddenly go to university and its English and then all you're marks have dropped which is so not fair so I think its really a contextual issue that we are battling with because there are not, especially when it comes to the high schools, the eleven official languages there and obviously with the universities because they are not there either. So my first thing is obviously age of clients, look at reason for referral what are you doing here, um is it a psychoed, is it a career assessment because really that will influence whether or not we need to do the whole cognitive assessment or not and then I do look at which school are you planning to go to um so that I can match the language to that um so that we can just put in the support mechanisms for that language which is generally our problem

RE: Um in you assessing of children do you particularly focus on school going school readiness because it sounds as though you focus on school readiness…

PA: Very much school readiness so which school are you going to but also psychoed is very good in PsyCaD so our parents come to us and their child is battling in school so then we try and figure out why are we're battling in school is it our language is it our um what it is, our abstract reasoning is it our memory is it our vocab what is it that

we're battling with in school so then with that we would also use quite a bit of cognitive assessment.

RE: And then you'd spoken about how then if you know a child coming from a particular home language which is not English or Afrikaans then having to move forward lets say the child can just not speak the language so the how would you manage that how would you move forward and what are the tools you use to kind of help the child, because we know that the first seven years is the prime language development years I mean I'm older that that how do you as a psychometrist assist in making sure that the child cognitively gets to where they need to be because their parents want them to go to varsity here in Joburg' but they come from Limpopo and they speak Pedi ?

14 - PA: It is such a struggle I think though sometimes we underestimate the ability of the child because I agree with you completely yes your first seven years are so vital but I mean I once, I got back to my internship days when I did my internship here we had an African mom that came in with an African daughter she was the cutest thing in the world but there was no English speaking ability there so I said fine I sat with my psychologist at that time and I said you know what can I just try the JSAIS I know we cant communicate at all so I'm going to leave out the vocab assessment there is no point but I'm going to just try with the form board and we going to try build something, fine so I sat in the room with her and then I was alone with her and obviously I'm white and she wasn't so I said to her but I was like very physical I was like you going to take these pieces and you going to put these pieces there so obviously very qualitative assessment because I didn't follow the manual she sat there and she went 'oh so you want me to take this orange piece and you want me to put in the orange…' I almost fell of my chair because mom had said no English ability at all but actually what the child had learnt was when there is an African person in the room you speak African and then when there is a white person in the room you speak English. So she was actually fluent in English so as I say it was just amazing so I say to the mom you wont believe it your child is fluent in English she was amazed all of us were just completely amazed that this child who because there were African children in her classroom she did not speak English but she actually could. So I do think we under estimate the ability of a child and how quickly they can adapt and they can learn I mean you see many families going overseas with a different language medium and suddenly these children are picking it

up so quickly way quicker than the adults so I almost don't just loose hope because they are seven you know I would encourage the reading, reading, reading, reading as much as you can sometime we lucky in that there is an English speaking person in the home that can also speak English that can assist with that but then also we say to them you know get your digital books where the child can read and listen along, um words searches, cartoons I mean that's also where they picking up a lot of English because you're watching American and English cartoons so they are being exposed it a bit more than I think we realize.

RE: Ya, you brought a very interesting point about how because in her cultural build up she was told that you know when you're with other people you need to speak in a particular way so I'm just wondering what are the other difficulties you've kind of experience with regards to the ideas and norms of a culture that differs to, whether is be a Jewish culture… I'm just wondering in your assessments what are the other difficulties and how do you manage them?

PA: Um that's a big one, I see um not with me but with our, uh the what is it…um, the neurological assessment the QUICK, you have to touch a child and you touch them so that on, it's not a psychometrist assessment the psychologists use this, but they take your hand like this, this is the child's hand, and then the child closes their eyes and the psychologist draws a number and they need to feel what that number is and then verbalise it and I think that is very difficult in some cultures because especially with our Muslims they don't like, like don't touch my hands…

RE: Yes with Asian cultures as well…

PA: Absolutely, so we have noticed that, the hands are very sacred so some of those assessments we would battle with. I think that's why our main ones in terms of actual culture where it is different for the different people during in assessments the rest I haven't battled with too much

RE: So it's just purely an idea of being aware of what works and what doesn't and then… so do you find that you have a lot of assessments that will kind of allow you to um subsidies I don't know if you know what I mean, in terms of how like a kid with the touching the hands, completely out so then is there another assessment that you would know of that would be able to be placed in or replace that part of that?

PA: So really for the same thing that we're measuring either QUICK, which is great fun they hop from pillar to post and you do it with them so you also have a good deal of fun

um but then we can do the Bender which also assesses neurologically without the touching, no touching involved there so that will work better then for our Asian or Muslim children…

RE: So you find there is always a replacement available that you can kind of use?

PA: Yes whether they are South African normed is a totally different thing … yes but they are available

RE: It's all done interpretively like you said so I guess it's very easy and um so just moving on a bit I was just wondering what is your opinion on use of maybe solely informal assessments apposed to just cognitively psychometric assessments?

PA: I am definitely quantitative by nature, so I'm probably biased with this question but I do still find the value of the cognitive and actually getting the score because I think you can relate that and you can use that score. I'm also not at all opposed to some sort of qualitative assessment but I just don't know if it's enough um because at the end of the day you need to tell your parents that this is what they struggling with now I don't know how you do that completely qualitatively because how do I then know if your behavior is within the average range or not if I'm not comparing you to an actual number. So as clinical as that sounds I think it is important to still say because you can do this, this is where you fall, this is what I can then recommend to aid that. So I think if you just did qualitative how would you know if they are average, if they dong fine or if they not doing fine like how would… so if they are able to identify a random set of numbers well is that normal or is that not normal like until you can actually compare them I find it very difficult to then make recommendations.

RE: Okay, so I would assume that you don't necessarily do very many Informal's but the ones that you do do what would you say are the ones that you use and find most valuable?

PA: Okay, we do the um…we do a qualitative assessment which is basically number identification so you write random numbers onto a square piece of paper like this and then you point to it and you ask them to identify it in random order and then we do like throwing a ball to each other and they need to count, see how far they can count to um and then we ask them to identify colours and so its basically more, it is more of the basics and then we can, I mean we've often take Smarties in the room and laid them on the floor and we're moving Smarties everywhere and seeing if they can add or if they can't add. So our qualitative assessments are more our CBA's, curriculum based

assessments um and then we also use the GDE has got an assessment they call the concession assessment screening tool, its not a concession assessment I don't know why they call it that it actually is a curriculum based assessment where there is basic reading, writing and then listening to sounds and some mathematical components which also doesn't necessarily give you a norm score but you can get an idea of whether or not its almost grade appropriate but its not pure quantitative in the sense that you get a number from it.

RE: Do you find that you find a lot of in terms the variation with regards to when you assess someone informally and you kind of compare it, I mean I guess and use it maybe inline with the psychometric test, do you find a big variation between the two?

15 - PA: I think you know what, um because they really are, if they able to do the basic which is what we're assessing qualitative they generally can be a bit more higher level in the actual quantitative and um often people say no but because the qualitative is more fun you get a lot more out of it and I agree but I also think that we can make the actual assessments themselves fun and they are, I mean you're building and you putting pictures together and you looking for the missing part and absurdities A in the JSAIS is the best subtest to administer in the world because the children just laugh for like twenty minutes and then eventually they tell you what's so funny about the picture but they thoroughly enjoy that so even though it is quantitative I think it is still fun for them and you still get your information.

RE: Okay, I'm just also wondering um we know that in the past there was intense demographic difference with regards to IQ levels of some and not others, now where we are sixteen years later things are looking a lot better, twenty years sorry I'm lying, um would you still say there is a big demographic difference between the different races and if so where do you see these differences or the similarities that you're seeing?

16 - PA: I'm seeing a lot more similarities especially with our older generations they, actually that's not a fair statement, the younger generations too. There are comparisons so I think there was a time when you could look at assessments and say I think this is a certain race, I don't think you can do that anymore I really don't, they are very similar trends going through. The only one that we do obviously still find our major difference on is the verbal component although I do… and really as much as it is also race it is also cultural because our Afrikaans people if we assess them in English will

have the same struggle so its just a home language rather than a race or a culture. It is just your home language difference.

RE: Yes, and in terms of gender I'm wondering is there any…

PA: * shakes her head*

RE: Well across the board it always, that's interesting…

PA: Ya, you wouldn't be able to pick it up on an answer sheet honestly and say this is what that person is, no way we're very close…

RE: And in the past though would there be a big gender difference?

PA: I imagine that there would be some gender difference yes because I'm just thinking back even to my life story, like my gran didn't go to school so I imagine then that her verbal IQ or mathematical reasoning or any reasoning would be not be so high as my granddad who did go all the way up to matric so I think because of exposure yes there would have been a difference between the male and female.

RE: That's actually quite interesting, I would have thought that maybe in this time and age that things are a lot more stream line in terms of demographics, but gender I mean women are more sensitive and you can see that maybe they kind of grapple and deal with things completely differently…no it's very interesting

PA: No, I mean we really have found similarities, you can sometimes go with the stereotype that boys are mechanically inclined um and I suppose that that's also actually cultural based or contextual based because the boys are encouraged to, I mean what do you give a boy for a present you give them a soccer ball or you give them a screw driver set or you give them a car or what do you give a child, or a girl rather, you give them a baby well you know what you're not gonna do much…*laughing*… with the thing so I think its also very much up bring that we do push our boys more into the stem* fields and the mechanical fields from when they tiny tiny, I mean you just have to walk into a toy store and you can see that pink aisle and you know exactly what the pink aisle is for, um but it think it's getting better I do think it's getting better.

RE: It's nice thought to see that things are definitely moving forward with streamlining and just becoming more equal I guess.

PA: And there's an engineer I'm forgetting her name now but she's designed a set called Goldiblocks and what she's doing is making mechanical tools for girls and it's completely girl orientated to push them into the stem fields um so basically it's

something along the lines of you have this little girl and she has to go on adventures but to help her go on adventures because there books and these things that you need to build, you need to build her a house so that she can go on this adventure or you need to build this so that she can defeat whatever she needs to defeat or… so its wonderful to see that there actually are now pushing the girls on mechanical reasoning.

RE: So wait Goldiblocks and in Goldilocks, that is the cutest thing

PA: It is amazing I wish I could remember her, she is a very young engineer form overseas and her thing was it is ridiculous that we are pushing all of these boys into their toys so she did the same for girls now and it is so cute, you can order it online but I haven't seen it in the toy stores yet.

RE: Talk about evolution that is inspiring now with that idea, we can keep running with that idea, I'm just wondering what are your thoughts on the current climate of cognitive assessments in SA because we see that things are completely changing and things are moving forward thankfully, so where are we in your opinion?

PA: Well, I think we are better than what we have ever been, um so we are definitely heading in the right direction but I do honestly think that until we can get our school system right um we are going to have difficulties with our cognitive assessments and I also think that unfortunately in South Africa there's really not a drive to make South African assessments they used to be with the HSRC and they were pumping out assessments left right and center and unfortunately no one has really taken their place. The people closest to that which I really can commend is JBR that they have taken it upon themselves to for example, norm that WAIS four I mean that was a massive project that they don't get compensated for immediately, I mean obviously when they sell the tool yes fine they get some money back form that but I mean that's such a long process and such an expensive process you can't blame to many people for not going into that kind of thing but really we have such a gap there is South Africa that's why we keep bringing these things in from overseas because no one is actually designing them here.

RE: And overseas they are updating constantly

PA: All the time, which actually puts us at a little bit of a disadvantage cause the second we get the damn thing normed you go and change it so its like another ten years of the norming process, so it does actually put us in a difficult position that they

keep updating these things so often but I think that's definitely a gap in South Africa, I think we haven't got it right yet. Our school system, our test development system is really lacking.

RE: Just in terms of school system you definitely touched on that quite a bit, what about it what elements do you think are most impeding

PA: We need to… we to make sure; you can't have eleven official languages as a country and then decide okay even though there eleven official languages, we will only have English and Afrikaans schools, well now that doesn't make sense at all its not fair you have to have your eleven different languages in schools and then high schools and in universities cause I know we are sometimes able to find a Zulu primary schools but then it's such a big adaption when you need to go to English high schools and it's absolute rubbish. We should have equal education opportunities for all language speakers.

RE: But then how feasible would you say that is?

PA: Not very feasible, because then the problem again is that you need to design the universities because you can't just drop them after Matric and then our problem is again, because we are becoming so globalised, that we are interacting so much with overseas; overseas don't understand Zulu or Xhosa so it… as much as it's an ideal I don't know if it is feasible but I also don't think it's the right thing to say well then lets just get rid of everything and only focus on English because that's what overseas will be communicating with, I think you loosing so much cultural background by doing that I don't think you can do that. So almost better of the two evils I think would be to maintain that cultural identity and somehow invest in our school system with the different languages.

RE: But then I guess someone would say cool we do do that and we continue building for our country in and of itself, as you said the languages are very limited to South Africa you can't move them anywhere else. So it doesn't make money for the country in terms of economically moving out, so I'm just wondering how do you think, how beneficial then would that be in the long term for us if at all?

PA: It might not be because you do then instead of actually becoming interactive with the world and having the rest of the world acknowledge South Africa you're now very closed. So it is definitely what you're bringing up, there is a consequence of it. I just don't know how we can maintain, if we said for example that all schools needs to be

English that's it now I think you would have such an outcry um because you are then losing identity and cultural identity so it's almost like the two extremes don't work. You can't just have solely isolated to South Africa but you also can't just say well that's it we becoming Westernised completely because we South African, we're not overseas or British or American we are South African. So I think it would have to be a balance but then for goodness sakes even if we could incorporate, so we have English schools, we have Afrikaans schools what about just one language then out of the eleven so as long as just something, Zulu or any school where at least there is still. It's not fair to have only English and Afrikaans what about the rest? So even if you had to pick one, which I know would probably be an outcry process in itself but nonetheless that could go from primary, matric and university level with Zulu or whichever one was chosen.

RE: And as you saying as we build up and we have more assessments taking place, you know a child is more exposed, you guys and anyone else who doesn't know the language can kind of use it because they've been exposed.

PA: Of course.

RE: I think we should all just go into politics and makes this work haha. * laughing*

RE: Just in terms of cognitive assessments, I just want to know what do you think is the level of appropriation for, in terms of when you trying to use the results for assessment and um treatment, intervention basically? So how useful are the cognitive assessments in trying you know to recommend treatments?

PA: I think they are very useful is they are used in the right way, I think you can absolutely abuse the cognitive assessment by saying it's a complete picture of a person because it's not, um I think that if you recognize that it has limitations then you can use it effectively to make recommendations but you can't, its… I always say to our students the assessment results are not gold they not this precious thing which you can't argue against, of course you can argue against it it's not gold it's just an indication of where they are at.

RE: And so which ones would you say you most commonly use in your practice or in your work?

PA: Because we lucky and we assess all the way from three year olds right up to ninety-five year olds, um we have a wide spectrum of clients which is great. Most of our clients however we have a lot of our six to seven year olds for school readiness and really our school population is quite wide and we assess a lot of them because

psychoed's happen all the way through, suddenly my child is struggling and I don't know why so we'd use our cognitive assessment there obviously with our other assessments and then because we are at university we do assess a lot of students as well we use them quite a bit there and then we use it for concession assessments or career guidance assessments um but what we are seeing a trend in now obviously it's not as big as the rest but is that idea of career transition.

RE: Oh for the older generation?

PA: Ya, people don't stay in the same job anymore all the time I mean you used to die in the same job now I mean within every three to five years people are finding a new job opportunity so we, that picking up as I say not as great yet as a psychoed or a student but we're seeing more of the career transition.

RE: And then apart from that what would you say are the most common interventions that you guys are able to disseminate to your clients which ones come up the most would you say?

PA: In terms of the battery or in terms of the reason for referral?

RE: Both, I mean if you could just kind of look at both.

PA: Battery I would say the biggest one that we use is our SSAIS, um we use that quite a lot also cause it's such a good… its eight to sixteen. Generally if you battle in school you generally battle in the test age groups and our reason for referral is suddenly my child is battling in school, so obviously we would add the emotional side which is what the psychologist would do and we'd add the scholastic assessments and we'd add our cognitive assessments and our neuro, so nice and broad but yet our cognitive would go out there.

RE: Okay, and you spoke about emotional, what would you say in this day and age is the biggest factors that impede on the emotional; impact on the emotional and what do they look like in a cognitive assessment in terms of just the battery?

PA: Because I am a psychometrist we don't delve into that at all but because we do work with the psychologist I do have some information regarding that. I think our biggest emotional problem at the moment is your home environment so some sort of disruption there either death, divorce or some sort of separation I think it a big one also because especially within, actually our Afrikaans cultures as well our African cultures you have the grandparent looking after the child and then the grandparent passes so your person that was in your home is passing because obviously they are older I think

that's a big, big effect so any disruption in the home environment we will pick up. We pick it up quite a bit in our working memory subtest, um that tends to be quite a bit lower and we need to remember that the working memory being lower is an indication of many different things and an emotional component could just be one of those.

RE: Okay but you don't necessarily work with those so I can understand its very limited thank you. And then just to close off what are your thoughts on the use of psychometrics test such as, because we've spoken very much WISC, JSAIS and all of that, in comparison to a more information processing type of assessment such as the KABC, how do you think they compare?

PA: Uh, the KABC, I don't actually know if I know that one, what does that one stand for?

RE: It's the Kaufman Assessment Battery of Children.

PA: We don't use that one at all, so I'm afraid I wouldn't be knowledgeable to answer.

RE: Okay, so then maybe you can just tell me in terms of the psychometric tests how do you think they um, would fair in comparison to just a solely um information processing; we know that the WISC there's a box you fill in that box and you move on whereas with information processing how does *PA* make sense of things and how does she move forward? They verbal non-verbal sometimes so how would you…?

PA: I think that a good balance of both then would be helpful, I don't think you can say one is better than the other um I really I think it is important to always look at the bigger picture and as much information about the client is what we're going for so I think a nice combination of both.

RE: Definitely holistic, as we should do as professionals in everything we do. Okay, no that's pretty much it

PA: Good!

RE: Thank you so much, I don't know if there is anything else you want to add?

PA: No I pretty much covered everything.