



INSTRUCTIONS FOR THE WRAT

WRAT Collected on De novo PPTs Only

Materials:

WRAT3 Reading Test – laminated card

I. Neurocognitive Battery General Instructions – (See page 3 for WRAT-specific instructions)

1. All neurocognitive measures are performed on paper. Affix a participant ID label to the first page of the Neurocognitive Test Battery Examiner's Packet, or complete the header information if labels are not available.
2. A trained examiner administers the cognitive function tests in a fixed order, one right after the other, during a single session in a quiet room. A mandatory brief break is offered to each participant after about half of the tests have been completed.
3. If a participant refuses all neurocognitive tests, complete questions regarding discontinuation in the Neurocognitive Summary Scoring (NCS) form and make the Stage 2-3 Selection (NSS) form permanently missing. Note: When the NSS form is permanently missing, the participant is not eligible for Stage 2.
4. Responses are recorded on the paper test packet by the examiner or by the participant and kept in the participant's folder. Test results are tabulated and scored by the examiner after the participant has completed the tests and left the room.
5. The testing environment and examiner behavior should be geared toward optimizing the participant's performance on each of the cognitive measures.
6. Testing should be conducted in a quiet area free of extraneous background noise and interruptions, as these distractions may affect test results. Turn off cell phones, office phones, and place a "quiet please" sign on the room where testing is conducted.
7. Always inquire if the participant uses reading glasses or wears a hearing aid. If so, these items should be worn during testing. Because the materials to be read are printed in large print, all tests should be attempted even if a participant has forgotten to bring his/her glasses. If a participant is hard of hearing, proceed with the testing but make accommodations (speaking in a lower tone is often more effective than trying to speak more loudly).
8. The testing area (either in the clinic or home) must have a table with sufficient work space and appropriate lighting for the participant to work comfortably.
9. A good quality stopwatch is necessary to time components of the cognitive function exam. The stopwatch should be simple to use, easy to read, and one that allows the

examiner to begin and end timing silently (some stopwatches produce a sound upon starting and stopping).

10. Timing should always be as discrete as possible to avoid producing anxiety and affecting test results.
11. Always read scripts exactly as written (all scripts are in bold). The scripts should be memorized where possible so that the delivery is fluid and sounds less formal than reading from a script.
12. Each participant should be allowed to attempt every task, unless it is determined that the participant cannot do the task due to an obvious physical impairment.
13. Although time limits are set for some tests, the participant should never be told of any time limit on any measure.
14. With the exception of when a fixed time limit has expired on a task, self-correction is routinely accepted.
15. Participants are often curious as to how well they did. Although scoring does not take place during testing, the interviewer should reassure each participant who asks that he/she did about as well as many others who have taken the tests. Do not indicate to the participant whether specific responses are correct or incorrect or whether scores are high or low. For participants who express concern that they may have performed poorly on the tests, they may be reassured that the tests are designed to be difficult enough that very few people get them all of the questions correct.
16. Most participants will feel challenged, however, some may feel insecure and others possibly hostile. It is important for the examiners attitude to be friendly, non-threatening, reassuring and supportive throughout the testing. Examiners should be sensitive to provide positive reinforcement (e.g., "you're doing fine") as appropriate throughout testing.

WIDE RANGE ACHIEVEMENT TEST – WRAT 3

Hand the participant the laminated word reading list.

Say: **“I want you to look at the letters along this line”** point to the row of letters at the top of the card **“and read the letters to me one-by-one.”** After the participant has finished say **“that's all. Now let's do something different.”**

“Look at each of these words carefully.” Point to the words. **“Please read the words across the page out loud so I can hear you. When you have finished the first line”** point to line one **“go on to the second line, and so on down the page until you finish or I tell you to stop. Please read slowly and say the words clearly.”**

After the first error (note: only the first error), ask the participant to repeat the word that was read incorrectly. If the participant then says the word correctly, score the response as correct.

Allow 10 seconds for the participant to respond to each word. If there is no response after 10 seconds, say **“okay try the next one.”** If you do not hear a word, say **“I could not hear you clearly. Please say the word again.”**

Once the test is completed, say **“that's all. Good job. Now were going to do something else.”**

Stop the test after the participant has made 5 consecutive errors or has completed the card.

No other help should be given.

Scoring: Circle the letters and item numbers of each correct response. Some leeway is given for variations in pronunciation due to accents and differences in regional dialects. Cross out the letter and item numbers for incorrect responses. Total the correct responses and record on the form. One point is given for each correct response. If stopped because of errors, record the score at the time the test was stopped.