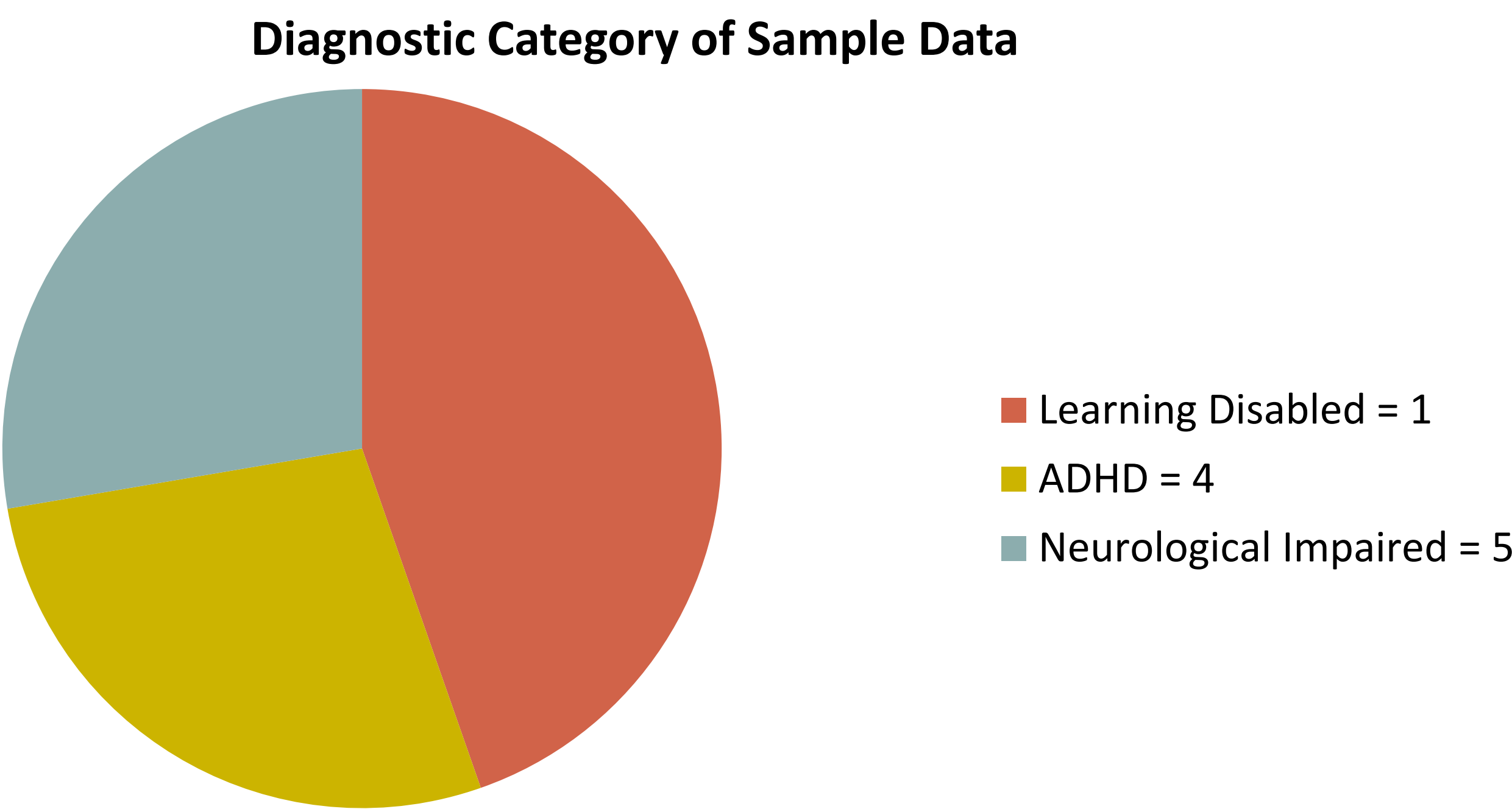


Clinical Group Mean Performance on the WJ III Tests of Achievement

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Participants: These data were drawn from an archival sample of 472 case studies that were conducted by students in the School Neuropsychology Post-Graduate Certification Program (2001 - 2008). From the 472 cases, 112 cases were extracted and comprised of a mixed clinical sample of learning disabled n= 50, ADHD n= 31, and neurologically impaired n =31. The clinical groups were selected based on their larger sample size. The age range of the sample was 4.0 to 18.6.

Diagnostic Groups



Results:

Item Correlation Matrix, Means, and Standard Deviations

Item	1	2	3	4	5	6
1. WJALWID	1.00	.820*	.520**	.539	.579	.630
2. WJAPC		1.00	.587**	.502**	.555**	.629*
3. WJACAL			1.00	.617**	.491**	.527**†
4. WJAMF				1.00	.574**	.279*
5. WJAWF					1.00	.482*
6. WJAWS						1.00
<i>M</i>	93.00	89.59	96.75	87.19	91.60	95.83
<i>SD</i>	16.23	16.266	16.336	15.405	18.783	19.047

* $p < 0.01$, † $p < 0.05$

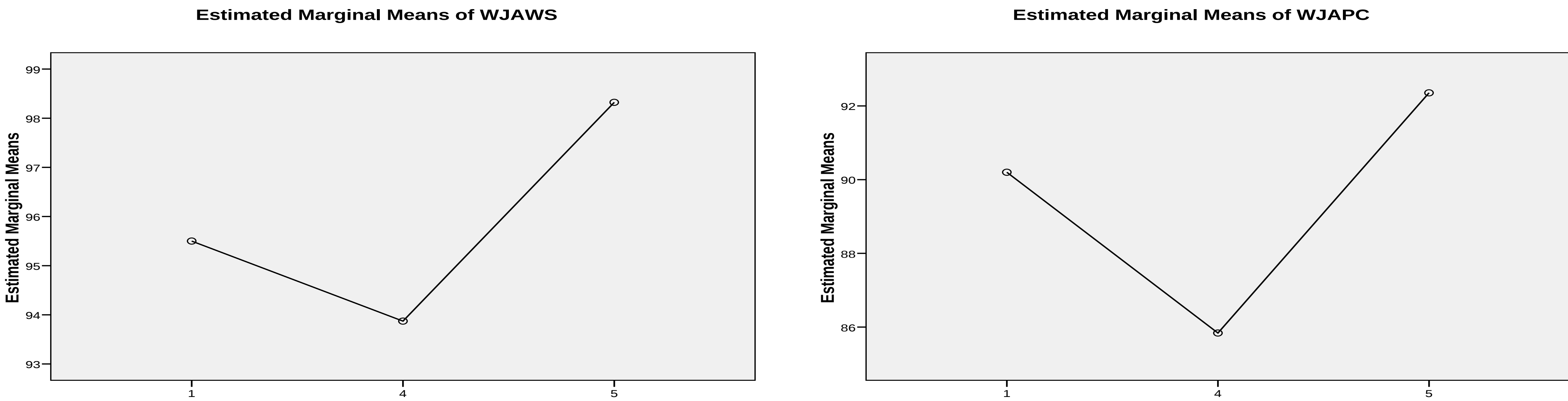
- 1. WJALWID = WJ III Achievement Letter Word Identification
- 2. WJAPC= WJ III Achievement Passage Comprehension
- 3. WJACAL= WJ III Achievement Calculations
- 4. WJAMF= WJ III Achievement Math Fluency
- 5. WJAWF= WJ III Achievement Writing Fluency
- 6. WJAWS= WJ III Achievement Writing Samples

Effect of Diagnostic Categories on Dependent Variables

Source of Variance	η^2	df	F	η^2	P
Diagnostic Categories*	.903	12, 208	.904	.050	.544

(* = Learning Disorders, Neurologically Impaired, ADD/ADHD)

Mean Performance Differences on Subtest by Clinical Groups



Discussion & Implications

- The results indicated that there were no significant differences; however, clinical groups did show differences in mean performance.
- Statistically significant group differences may be obscured due to broad diagnostic classifications.
 - For example: the NI group contained children with traumatic brain injuries, seizure disorders, and tumors. The ADHD diagnosis is as an umbrella term and could potentially have included all three subtypes: hyperactive impulsive, inattentive, and combined types in the ADHD clinical group. Furthermore, the LD group contained different types of learning disabilities: reading disabilities, writing disabilities, mathematic disabilities, and any combination of the three.
- The research team’s was un able to control for the accuracy of the child’s diagnosis; therefore, findings may have been impacted.