Leiter International Performance Scale: Revised

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Definition

The Leiter International Performance Scale – Revised (Leiter-R) is an individually administered instrument designed to assess the cognitive functioning of children and adolescents ages 2 years, 0 months to 20 years, 11 months of age. The Leiter was revised in 1997. The Leiter-R was specifically developed for children and adolescents with communications disorders, cognitive delays, English as a second language, hearing impairments, motor impairments, traumatic brain injury, attention-deficit disorder and certain types of learning disabilities as well as other populations (e.g., autism spectrum disorders) for which traditional intelligence tests may not be appropriate or valid.

Description

The Leiter-R includes two groupings of subtests. The Visualization and Reasoning Battery contains ten subtests and generates Brief IQ (ages 2–20), Full Scale IQ (ages 2–20), Fluid Reasoning Index (ages 2–20), Fundamental Visualization Index (ages 2–4) and Spatial Visualization (ages 11–20) scores. The Attention and Memory Battery also contains ten subtests and generates Memory Screener (ages 2–20), Associative Memory (ages 6–20), Memory Span (ages 6–20), Attention (ages 6–20), Memory Process (ages 6–20) and Recognition Memory (ages 6–20) scores. Additionally, the Leiter-R includes four rating scales, which can be completed the by the examiner, parent, the child or adolescent being tested (Self) and teacher, which provide multidimensional behavioral observations.

The current revision of the Leiter-R was organized around four primary issues: the need for early identification of cognitive delays, the need for measurement of small increments of improvement in cognitive ability, the need for a reliable and valid scale of intelligence regardless of language or motor ability and the need for transition planning for entering the world of work.

In fitting with the primary focus of the most recent revision, The Leiter-R is particularly useful in the assessment of younger children with little or no language skills including those with expressive and receptive language deficits and those with Autism Spectrum Disorders. This measure allows the evaluator to obtain an estimate of intellectual functioning without being overly concerned that the oral language or verbal mediation required of a verbally administered measure (e.g., traditional measures of intellectual functioning) is negatively impacting the child's performance. Although many of the tasks from the Visualization and Reasoning Battery are based on a matching paradigm and therefore may not generalize broadly to other cognitive skills, the ability to demonstrate clear cognitive strengths and weaknesses outside of the influence of language functioning is a huge asset for treatment planning.

The Leiter-R offers several updates from the earlier version including new normative data (based on 1993 census data), light weight, laminated picture cards and foam shapes that are brightly colored and child friendly and an easel format for administration. The total normative sample matches the US population well on important stratifying variables. Internal consistency reliabilities are adequate although test – retest changes for the composite scores have been found to be somewhat large. Factor analytic studies have supported the theoretical underpinnings of the test. The Leiter-R correlates well with other accepted measures of intellectual functioning including the WISC-III. The Leiter-R is also felt to be largely culturally free and studies have found the measure to be valid across a number of cultural and ethnic groups.

References

1. Roid, G. H., & Miller, L. J. (1997). Leiter international performance scale – revised: Examiner's manual. In G. H. Roid & L. J. Miller (Eds.), *Leiter international performance scale – revised.* Wood Dale, IL: Stoelting, Co.
2. Sattler, J. M. (2001). *Assessment of children: Cognitive applications* (4th ed.). San Diego, CA: Jerome M. Sattler, Publisher, Inc.

Lesbian

►Homosexuality

Lethargic

►Hypoactivity