

WAIS-R RECORD FORM

179

WECHSLER ADULT
INTELLIGENCE SCALE—
REVISED

NAME Alex BAYLISS

ADDRESS _____

AUSTRALIAN ADAPTATION

SEX M AGE 19 MARITAL STATUS S

OCCUPATION _____ EDUCATION _____

COUNTRY OF BIRTH _____ FIRST LANGUAGE _____

PLACE OF TESTING _____ TESTED BY _____

OTHER INFORMATION _____

TABLE OF SCALED SCORE EQUIVALENTS*

| Scaled Score | RAW SCORE | | | | | | | | | | Scaled Score | |
|--------------|--------------|------------|------------|------------|---------------|-------------------|--------------------|---------------------|--------------|-----------------|--------------|--------------|
| | VERBAL TESTS | | | | | PERFORMANCE TESTS | | | | | | |
| | Information | Digit Span | Vocabulary | Arithmetic | Comprehension | Similarities | Picture Completion | Picture Arrangement | Block Design | Object Assembly | | Digit Symbol |
| 19 | — | 28 | 70 | — | 32 | — | — | — | 51 | — | 93 | 19 |
| 18 | 29 | 27 | 69 | — | 31 | 28 | — | — | — | 41 | 91-92 | 18 |
| 17 | — | 26 | 68 | 19 | — | — | 20 | 20 | 50 | — | 89-90 | 17 |
| 16 | 28 | 25 | 66-67 | — | 30 | 27 | — | — | 49 | 40 | 84-88 | 16 |
| 15 | 27 | 24 | 65 | 18 | 29 | 26 | — | 19 | 47-48 | 39 | 79-83 | 15 |
| 14 | 26 | 22-23 | 63-64 | 17 | 27-28 | 25 | 19 | — | 44-46 | 38 | 75-78 | 14 |
| 13 | 25 | 20-21 | 60-62 | 16 | 26 | 24 | — | 18 | 42-43 | 37 | 70-74 | 13 |
| 12 | 23-24 | 18-19 | 55-59 | 15 | 25 | 22 | 18 | 17 | 38-41 | 35-36 | 66-69 | 12 |
| 11 | 22 | 17 | 52-54 | 13-14 | 23-24 | 22 | 17 | 15-16 | 35-37 | 34 | 62-65 | 11 |
| 10 | 21 | 15-16 | 47-51 | 12 | 21-22 | 20-21 | 16 | 14 | 31-34 | 32-33 | 57-61 | 10 |
| 9 | 17-18 | 14 | 43-46 | 11 | 19-20 | 18-19 | 15 | 13 | 27-30 | 30-31 | 53-56 | 9 |
| 8 | 15-16 | 12-13 | 37-42 | 10 | 17-18 | 16-17 | 14 | 11-12 | 23-26 | 28-29 | 48-52 | 8 |
| 7 | 13-14 | 11 | 29-36 | 8-9 | 14-16 | 14-15 | 13 | 10 | 20-22 | 24-27 | 44-47 | 7 |
| 6 | 9-12 | 9-10 | 20-28 | 6-7 | 11-13 | 11-13 | 11-12 | 5-7 | 14-19 | 21-23 | 37-43 | 6 |
| 5 | 6-8 | 8 | 14-19 | 5 | 8-10 | 7-10 | 8-10 | 3-4 | 8-13 | 16-20 | 30-36 | 5 |
| 4 | 5 | 7 | 11-13 | 4 | 6-7 | 5-6 | 5-7 | 2 | 3-7 | 13-15 | 23-29 | 4 |
| 3 | 4 | 6 | 9-10 | 3 | 4-5 | 2-4 | 3-4 | — | 2 | 9-12 | 16-22 | 3 |
| 2 | 3 | 3-5 | 6-8 | 1-2 | 2-3 | 1 | 2 | 1 | 1 | 6-8 | 8-15 | 2 |
| 1 | 0-2 | 0-2 | 0-5 | 0 | 0-1 | 0 | 0-1 | 0 | 0 | 0-5 | 0-7 | 1 |

Year Month Day
Date Tested 1989 12 8
Date of Birth 1970 8 25
Age 19 3

| SUMMARY | | |
|--------------------------------|------------|--------------------------------------|
| | Raw Score | Scaled Score |
| VERBAL TESTS | | |
| Information | <u>19</u> | <u>10</u> (11) |
| Digit Span | <u>13</u> | <u>8</u> (9) <small>from WMS</small> |
| Vocabulary | <u>52</u> | <u>11</u> (13) |
| Arithmetic | <u>15</u> | <u>12</u> (14) |
| Comprehension | <u>23</u> | <u>11</u> (13) |
| Similarities | <u>23</u> | <u>12</u> (14) |
| Verbal Score | | <u>64</u> |
| PERFORMANCE TESTS | | |
| Picture Completion | <u>15</u> | <u>9</u> (9) |
| Picture Arrangement | <u>9</u> | <u>7</u> (7) |
| Block Design | <u>48</u> | <u>15</u> (16) |
| Object Assembly | | |
| Digit Symbol | <u>46</u> | <u>7</u> (7) |
| Performance Score | | <u>38</u> ^{pro} → <u>48</u> |
| Sum of Scaled Scores <u>10</u> | | |
| VERBAL | <u>64</u> | <u>112</u> |
| PERFORMANCE | <u>48</u> | <u>98</u> |
| FULL SCALE | <u>112</u> | <u>107</u> |


*Clinicians who wish to draw a profile may do so by locating the subject's raw scores on the table above and drawing a line to connect them. See Chapter 4 in the Manual for a discussion of the significance of differences between scores on the tests.



| 1. INFORMATION | Discontinue after 5 consecutive failures. | Score 1 or 0 |
|---------------------|---|-----------------|
| 1. Flag | | 1 |
| 2. Ball | | 1 |
| 3. Months | | 1 |
| 4. Thermometer | | 1 |
| 5. Sun | E | 1 |
| 6. Ned Kelly | Australian | 1 |
| 7. Weeks | 52 | 1 |
| 8. Bradman | Aust. batsman in cricket | 1 |
| 9. Darwin-Adelaide | SE | 1 |
| 10. Hamlet | Shakespeare | 1 |
| 11. Italy | Venice s.c. Rome | 1 |
| 12. Population | None | 1 |
| 13. Brazil | Apoca | 0 |
| 14. PM England | guy - can't think of his name, went to treaty of Versailles | 0 |
| 15. Australia Day | April s.c. January | 1 |
| 16. Sahara | DK after ride | 0 |
| 17. Clothes | attract sunlight | 0 |
| 18. Kingsford-Smith | early Australia pilot | 1 |
| 19. Genesis | DK | 0 |
| 20. Four PMs | White, Froyes, Hawke, Menzies | 1 |
| 21. Martin L. King | activist - can't remember which one | 0 |
| 22. Relativity | some scientist - Newton | 0 |
| 23. Boiling Point | 100°C | 1 |
| 24. Yeast | ... it grows, smelling like that | 0 |
| 25. Blood vessels | veins, arteries, capillaries | 1 |
| 26. Curie | discovery of radioactive material | 1 |
| 27. London-Sydney | 11,000 km | 0 |
| 28. Koran | Bible in different religion 1st or 2nd @ Islamic | 1 |
| 29. Faust | DK | 0 |

Note: Be sure to include scores for Items 1-4 in Total

Total
Max=29
19

| 2. PICTURE COMPLETION Discontinue after 5 consecutive failures. | | Score 1 or 0 | | Score 1 or 0 |
|--|---|-----------------|--------------------|-----------------|
| 1. Door | | 1 | 11. Mirror | 1 |
| 2. Tennis | | 1 | 12. Crab | 1 |
| 3. Frog | | 1 | 13. Violin | 1 |
| 4. Playing card | | 1 | 14. Sun | 1 |
| 5. Car | | 1 | 15. Watch | 1 |
| 6. Pitcher | | 1 | 16. Leaf | 1 |
| 7. Glasses |  | 1 | 17. Man | 0 |
| 8. Pliers | | 1 | 18. Horse | 1 |
| 9. Boat | hand rails on jetty & OT | 0 | 19. Female profile | 0 |
| 10. Beach | leaves | 0 | 20. Woodpile | 0 |
| | | | | Max-20 |
| Total | | | | 15 |

| 3. DIGIT SPAN | | | | | | |
|---|-------------------|-----------|---------------------|-------------------|-----------------|--|
| Discontinue after failure on BOTH TRIALS of any item. Administer BOTH TRIALS of each item, even if subject passes first trial. | | | | | | |
| DIGITS FORWARD | | Pass-Fail | Score 2, 1, or 0 | DIGITS BACKWARD * | | |
| Pass-Fail | Score | Pass-Fail | Score | Pass-Fail | Score | |
| 1. | 5-8-2 | | | 1. | 2-4 | |
| | 6-9-4 | | | | 5-8 | |
| 2. | 6-4-3-9 | | | 2. | 6-2-9 | |
| | 7-2-8-6 | | | | 4-1-5 | |
| 3. | 4-2-7-3-1 | | | 3. | 3-2-7-9 | |
| | 7-5-8-3-6 | | | | 4-9-6-8 | |
| 4. | 6-1-9-4-7-3 | | | 4. | 1-5-2-8-6 | |
| | 3-9-2-4-8-7 | | | | 6-1-8-4-3 | |
| 5. | 5-9-1-7-4-2-8 | | | 5. | 5-3-9-4-1-8 | |
| | 4-1-7-9-3-8-6 | | | | 7-2-4-8-5-6 | |
| 6. | 5-8-1-9-2-6-4-7 | | | 6. | 8-1-2-9-3-6-5 | |
| | 3-8-2-9-5-1-7-4 | | | | 4-7-3-9-1-2-8 | |
| 7. | 2-7-5-8-6-2-5-8-4 | | | 7. | 9-4-3-7-6-2-5-8 | |
| | 7-1-3-9-4-2-5-6-8 | | | | 7-2-8-1-9-6-5-3 | |
| Total Forward | | | Max-14 | Total Backward | | |
| | | | | Max-14 | | |

*Administer DIGITS BACKWARD even if subject scores 0 on DIGITS FORWARD.

| | | | | | |
|---------|---|----------|---|-------|--------|
| | + | | = | | Max-28 |
| Forward | | Backward | | Total | |

4. PICTURE ARRANGEMENT Discontinue after 4 consecutive failures beginning with item 2.

| Arrangement | Order | Correct or Acceptable Order | Score (Circle) | Arrangement | Order | Correct or Acceptable Order | Score (Circle) |
|--------------|--------|-----------------------------|----------------|----------------|--------|-----------------------------|----------------|
| 1. House 60" | 1 2 | CAP | 0 1 2 | 6. Escape 90" | THUN | HUNT | 0 1 2 |
| 2. Flirt 60" | | JANET JNAET or AJNET | 0 1 2 | 7. Hill 90" | HELPS | HELPS | 0 1 2 |
| 3. Romeo 60" | SADHE | SHADE | 0 1 2 | 8. Fish 90" | | ANGLER or ARNGLE AGNLER | 0 1 2 |
| 4. Louie 60" | | ARGUES OPENS OENSP | 0 1 2 | 9. Robber 120" | LNCUH | LUNCH | 0 1 2 |
| 5. Enter 90" | | | 0 1 2 | 10. Taxi 120" | SALEMU | SAMUEL or AMUELS SALMUE | 0 1 2 |

Note: Be sure to include scores for items 1-5 in Total.

Total
182

Max=20
9

logical, overlooked details

5. VOCABULARY Discontinue after 5 consecutive failures.

| | | Score 2, 1, or 0 |
|----------------|--|---------------------|
| 1. Bed | | |
| 2. Ship | | |
| 3. Penny | | |
| 4. Winter | season of the year when it's winter - not summer, season is part of year | 2 |
| 5. Breakfast | after you get up in the morning you have food @ a new type of day | 2 |
| 6. Repair | to fix | 2 |
| 7. Fabric | material | 1 |
| 8. Assemble | put together | 2 |
| 9. Enormous | large, big, extraordinarily big | 2 |
| 10. Conceal | to hide | 2 |
| 11. Sentence | to bring to capital punishment to full stop, dead end way of you | 1 |
| 12. Consume | to finish, to use, depend eat | 2 |
| 13. Regulate | to make regular, to regulate time you watch on TV | 1 |
| 14. Terminate | to cease, finish | 2 |
| 15. Commence | to begin, start | 2 |
| 16. Domestic | home, a domestic pigement happens in the home | 2 |
| 17. Tranquil | peaceful | 2 |
| 18. Ponder | to think about | 2 |
| 19. Designate | to appoint | 2 |
| 20. Reluctant | hesitant | 2 |
| 21. Obstruct | to be in the way, to | 2 |
| 22. Sanctuary | an area where a particular animal lives in natural setting | 0 |
| 23. Compassion | sympathy | 2 |
| 24. Evasive | to avoid | 1 |
| 25. Remorse | regret | 2 |
| 26. Perimeter | distance around @ distance around table | 2 |
| 27. Generate | to create | 2 |
| 28. Matchless | doesn't have a pair | 0 |
| 29. Fortitude | strength | 1 |
| 30. Tangible | can be touched | 2 |
| 31. Plagiarize | to copy someone else; mimic | 1 |
| 32. Ominous | DK | 0 |
| 33. Encumber | to come across | 0 |
| 34. Audacious | loud, to be loud @ audible | 0 |
| 35. Tirade | dominant, overpowering @ a kid who is dominating, lousy | 0 |

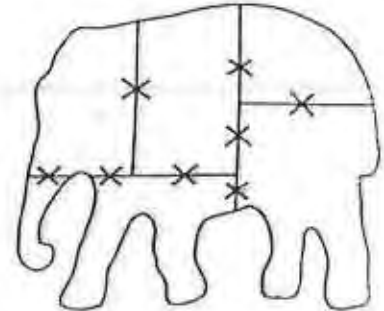
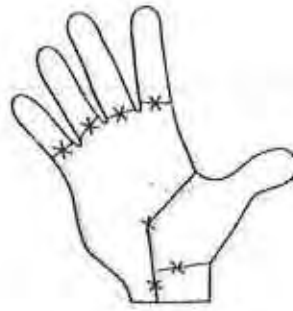
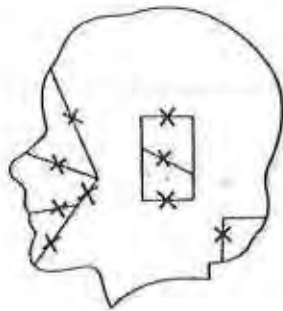
Note: Be sure to include scores for items 1-5 in Total.

Total
52

8. OBJECT ASSEMBLY Give entire test to all subjects.

| Object | Time | Score (Circle appropriate score for each object.) | | | | | | | | | | | | |
|------------------|------|--|---|---|---|---|---|---|---|---|------------------|----|------------------|------------------|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1. Manikin 120" | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | perfect assembly | | | |
| 2. Profile 120" | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 3. Hand 180" | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | perfect assembly | |
| 4. Elephant 180" | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | perfect assembly |
| | | | | | | | | | | | Total | | Max=41 | |

Object Assembly: For incomplete solutions, circle each X representing a connection for which the examinee receives credit.



9. COMPREHENSION

Discontinue after 4 consecutive failures.

Score
2, 1, or 0

| | | |
|----------------------|---|---|
| 1. Clothes | to make them clean | 2 |
| 2. Envelope | put it in post box. | 2 |
| *3. Foods | if you don't like raw - not as nice raw ^{to make raw} clean hygiene | 2 |
| *4. Child employment | because employers abuse the ^{to avoid the getting} ^{into employment or business they started} | 2 |
| 5. Deaf | don't know what it sounds like like the people felt ^{is safety} ^{they not liable for themselves} can't improve or repair ^{can't hear themselves} | 2 |
| 6. Borrow | if borrowed from a friend can ruin relationship - depends on amount | 1 |
| 7. Pictures | repair it & its someone who works there | 2 |
| 8. Marriages | different laws for married couple the single couple - not | 1 |
| 9. Taxes | because everyone pays taxes. If no one did - State couldn't afford ^{to run hospitals & facilities} | 2 |
| *10. Forest | walk out which direction come from ^{to follow that} ^{the ones we see in case of disaster} | 1 |
| 11. Prescription | because they're dangerous to your health unless you read the | 2 |
| 12. Iron | Take the opportunities while you've got them | 2 |
| 13. Land | in greater demand | 1 |
| 14. Brooks | top to people & money. Little issues are noisy ones they're ^{the ones we hear} | 0 |
| 15. Swallow | DK | 0 |
| 16. Press | Democracy we have rights & press is part of it. Not ^{dem.} if we can't put in newspapers what we want. ^{Suppressed press is not democratic} | 1 |

185

*If the subject replies with only one idea, ask for a second response. Rephrase the test item appropriately, saying, "Tell me another reason why..."

Max=32

Total

23

| | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9 | 2 | 8 | 1 | 7 | 9 | 4 | 6 | 8 | 5 | 9 | 7 | 1 | 8 | 5 | 2 | 9 | 4 | 8 | 6 | 3 | 7 | 9 | 8 | 6 |
| 6 | 2 | 5 | 1 | 9 | 2 | 8 | 3 | 7 | 4 | 6 | 5 | 9 | 4 | 8 | 3 | 7 | 2 | 6 | 1 | 5 | 4 | 6 | 3 | 7 |
| 1 | 5 | 4 | 2 | 7 | 6 | 3 | 5 | 7 | 2 | 8 | 5 | 4 | 6 | 3 | 7 | 2 | 8 | 1 | 9 | 5 | 8 | 4 | 7 | 3 |
| 2 | 1 | 3 | 7 | 2 | 4 | 8 | 2 | 1 | 3 | 2 | 1 | 4 | 2 | 3 | 5 | 2 | 3 | 1 | 4 | 5 | 6 | 3 | 1 | 4 |

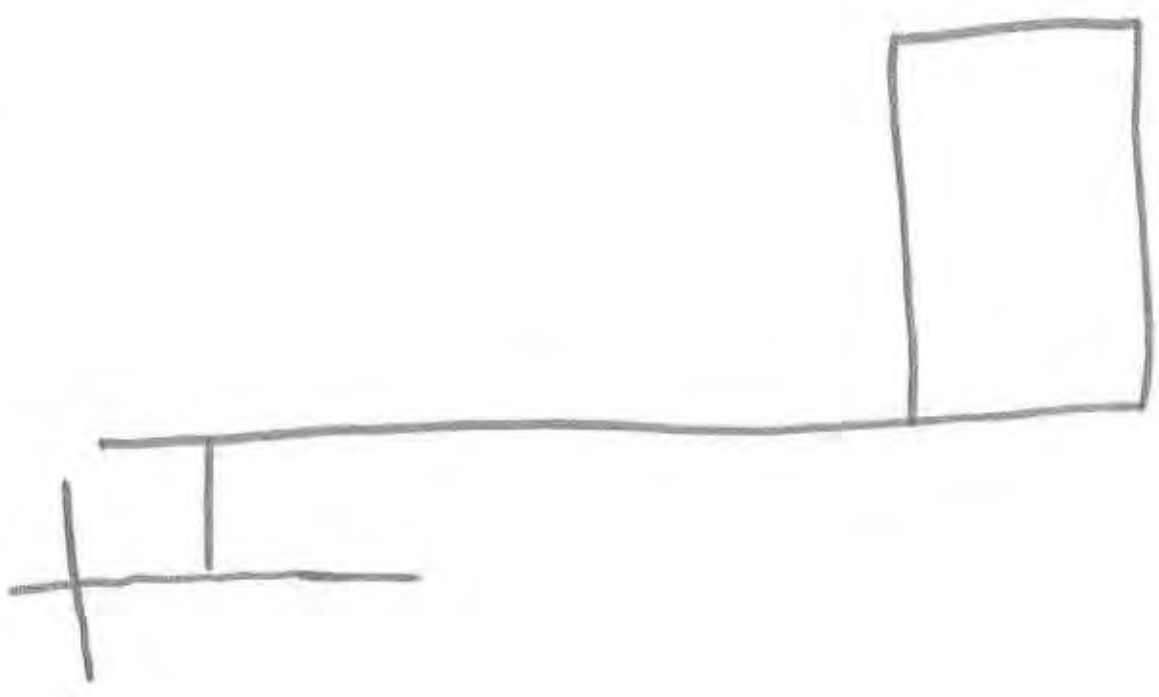
SAMPLES

SCORE
46

10. DIGIT SYMBOL

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| - | T | □ | L | U | O | V | X | = |

| 11. SIMILARITIES | Discontinue after 4 consecutive failures. | Score 2, 1, or 0 |
|-----------------------|--|---------------------|
| 1. Orange—banana | fruit | 2 |
| 2. Dog—lion | animals | 2 |
| 3. Coat—suit | you wear them | 2 |
| 4. Boat—car | vehicle of transport | 2 |
| 5. Eye—ear | sensory organs | 2 |
| 6. Button—zip | closing accessories @ you attach to - ascending the items you use | 1 |
| 7. North—west | directions | 2 |
| 8. Egg—seed | embryonic stages | 2 |
| 9. Table—chair | furniture | 2 |
| 10. Air—water | take up space @ mix together. | 0 |
| 11. Poem—statue | represent something @ poems written about past event | 1 |
| 12. Work—play | activities @ daily activities we all do resemblance of work, more | 2 |
| 13. Fly—tree | natural organisms | 1 |
| 14. Praise—punishment | forms of discipline | 2 |
| | | Max = 28 |
| Total | | 23 |



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WMS-R

Wechsler
Memory Scale-Revised

189

RECORD FORM

Name Alex BAYLISS
 Sex M Education _____
 Place of Testing R.C.H
 Examiner _____
 Reason for Referral _____

| | | | |
|-----------------|-------------|-----------|-----------|
| | Year | Month | Day |
| Date of Testing | <u>1989</u> | <u>12</u> | <u>8</u> |
| Date of Birth | <u>1970</u> | <u>8</u> | <u>25</u> |
| Age | <u>19</u> | <u>3</u> | |

SUBTEST RAW SCORES AND INDEXES

| Subtest | Raw Score | Weight | Verbal Memory | Visual Memory | General Memory | Attention/ Concentration | Delayed Recall | |
|--|-----------|--------|---------------|---------------|----------------|--------------------------|----------------|-----------|
| Information and Orientation ¹ | <u>14</u> | | | | ↓ | | | |
| Mental Control | <u>5</u> | x 1 | | | | | <u>5</u> | |
| Figural Memory | <u>8</u> | x 1 | | <u>8</u> | | | | |
| Logical Memory I | <u>32</u> | x 2 | <u>64</u> | | | | | |
| Visual Paired Associates I | <u>13</u> | x 1 | | <u>13</u> | | | | |
| Verbal Paired Associates I | <u>20</u> | x 1 | <u>20</u> | | | | | |
| Visual Reproduction I | <u>38</u> | x 1 | | <u>38</u> | | | | |
| Digit Span | <u>13</u> | x 2 | | | | | <u>26</u> | |
| Visual Memory Span | <u>17</u> | x 2 | | | | | <u>34</u> | |
| Logical Memory II | <u>27</u> | x 1 | | | | | | <u>27</u> |
| Visual Paired Associates II | <u>4</u> | x 2 | | | | | | <u>8</u> |
| Verbal Paired Associates II | <u>8</u> | x 2 | | | | | | <u>16</u> |
| Visual Reproduction II | <u>36</u> | x 1 | | | | | | <u>36</u> |

| | | | | | | | | | |
|-------------------------|------------|---|------------|---|------------|--|-----------|--|------------|
| Weighted Raw Score Sums | <u>84</u> | + | <u>59</u> | = | <u>143</u> | | <u>65</u> | | <u>87</u> |
| Indexes | <u>106</u> | | <u>104</u> | | <u>107</u> | | <u>91</u> | | <u>104</u> |

~Sig@05

¹This subtest is not used in the calculation of any of the Indexes.

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f8i

190

PERCENTILES FOR SELECTED SCORES

| | <u>Raw Score</u> | <u>Percentile</u> |
|-----------------------------|------------------|-------------------|
| Digit Span Forward | <u>7</u> | <u>27</u> |
| Digit Span Backward | <u>6</u> | <u>42</u> |
| Visual Memory Span Forward | <u>7</u> | <u>18</u> |
| Visual Memory Span Backward | <u>10</u> | <u>79</u> |
| Logical Memory I | <u>32</u> | <u>78</u> |
| Logical Memory II | <u>27</u> | <u>63</u> |
| Visual Reproduction I | <u>38</u> | <u>85</u> |
| Visual Reproduction II | <u>36</u> | <u>83</u> |

BP1

191

| INFORMATION AND ORIENTATION QUESTIONS Administer all items exactly as worded. | | Score |
|---|---|--------|
| Questions | Responses | 1 or 0 |
| 1. What is your full name? | Alexander Marcel Andree Sebastian Bayliss | 1 |
| 2. How old are you? | 19 | 1 |
| 3. When were you born? | 25/8/70 | 1 |
| 4. Where were you born? | Conexa R.W.H, Melb. | 1 |
| 5. What is your mother's first name? | Christine | 1 |
| 6. Who is the President of the United States? | | 1 |
| 7. Who was President before him? | | 1 |
| 8. What year is this? | | 1 |
| 9. What month is this? | | 1 |
| 10. What day of the month is this? | | 1 |
| 11. What is the name of the place you are in? | | 1 |
| 12. In what city is it? | | 1 |
| 13. What day of the week is it? | | 1 |
| 14. What time is it now? | | 1 |
| 15. Are you left-handed or right-handed? | (R) | X |
| 16. Do you have any difficulty in hearing? | No | X |
| Do you need glasses for reading? | No | X |
| Are you color-blind? | No | X |
| Max. = 14 Total | | |

191

192

| MENTAL CONTROL Administer all items. | | | | Time | Errors | Score 2, 1 or 0 |
|--------------------------------------|--|--|--|------|-------------------|--------------------|
| 1. (30 sec.) | 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 | | | 5' | 1 | 1 |
| 2. (30 sec.) | A B C D E F G H I J K L M N O P Q R S T U V W X Y Z | | | 3" | 0 | 2 |
| 3. (45 sec.) | 1 4 7 10 13 16 19 22 25 28 31 34 37 40 | | | 12" | 0 | 2 |
| | | | | | Max. = 6 Total | 5 |

| FIGURAL MEMORY Administer all items. | | | |
|--------------------------------------|---------|---------------|--------------------|
| Item | Key | Response | Score 1 or 0 |
| 1 | 1 | 1 | 1 |
| 2 | 3, 5, 8 | 3, 5, 8 | 3 |
| 3 | 1, 6, 7 | 1, 6, 3, 6, 9 | 1 |
| 4 | 2, 4, 9 | 2, 4, 9 | 3 |
| | | | Max. = 10 Total |
| | | | 8 |

LOGICAL MEMORY I Administer both stories. Score 1 point for each correct item (see Appendix A in Manual for Scoring Criteria).

Score

Story A

Anna / Thompson / of South / Boston / employed / as a cook /
 at school / cafeteria / ^{to} Police next / ^{up} at the / Station /
 that she had been held up / on State Street / the night before /
 and robbed / of \$50 / She had 2 /
 small children / the rent was due / and they had not eaten /
 past 2 P.M. / The police / touched by the woman's story /
 had a collection / for her /

4
3
1
2
1
3
1

Max. = 25
Total Story A

15

Story B

Robert / Miller / was driving / a ten-ton / truck /
 down a highway / at night / in the Mississippi / Delta /
 carrying eggs / to Nashville / when his axle / broke /
 His truck skidded / off the road / into a ditch /
 He was thrown / against the dashboard / and was badly shaken /
 There was no traffic / and he doubted that help would come /
 Just then he heard a buzz on his radio / He quickly answered /
 "This is Grasshopper /."

5
0
4
1
2
1
3
1

Max. = 25
Total Story B

17

Max. = 50
Total Sum of Stories A + B

32

Record clock time 7:50

801

194

| VISUAL PAIRED ASSOCIATES I | | | | | | | | | | | |
|---|-----|----------|--------------|--------------|-----|----------|--------------|---------------|-----|----------|------------------|
| If the examinee answers all six items correctly on Set III, discontinue the subtest. Otherwise, present Sets IV, V, and VI until all six items are correct. | | | | | | | | | | | |
| SET I | | | | SET II | | | | SET III | | | |
| Item | Key | Response | Score 1 or 0 | Item | Key | Response | Score 1 or 0 | Item | Key | Response | Score 1 or 0 |
| 1 | G | G | 1 | 1 | Y | Y | 1 | 1 | B | B | 1 |
| 2 | Pu | Pk | 0 | 2 | R | R | 1 | 2 | G | Y | 0 |
| 3 | R | R | 1 | 3 | B | B | 1 | 3 | Pu | G | 0 |
| 4 | Y | Y | 1 | 4 | Pu | Pu | 1 | 4 | Pk | PK | 1 |
| 5 | Pk | G | 0 | 5 | G | G | 1 | 5 | Y | Y | 1 |
| 6 | B | B | 1 | 6 | Pk | R | 0 | 6 | R | R | 1 |
| Set I Total | | | 4 | Set II Total | | | 5 | Set III Total | | | 4 |
| | | | | | | | | | | | Max. = 18 |
| | | | | | | | | | | | Total Sets I-III |
| | | | | | | | | | | | 13 |

| SET IV | | | | SET V | | | | SET VI | | | |
|--------------|-----|----------|--------------|-------------|-----|----------|--------------|--------------|-----|----------|--------------|
| Item | Key | Response | Score 1 or 0 | Item | Key | Response | Score 1 or 0 | Item | Key | Response | Score 1 or 0 |
| 1 | G | Pu | 0 | 1 | Pu | Pu | 1 | 1 | G | | |
| 2 | Pu | Pu | 1 | 2 | B | B | 1 | 2 | Y | | |
| 3 | R | R | 1 | 3 | Y | Y | 1 | 3 | B | | |
| 4 | Y | Y | 1 | 4 | Pk | Pk | 1 | 4 | R | | |
| 5 | Pk | Pk | 1 | 5 | R | R | 1 | 5 | Pu | | |
| 6 | B | B | 1 | 6 | G | G | 1 | 6 | Pk | | |
| Set IV Total | | | 5 | Set V Total | | | 6 | Set VI Total | | | |

VERBAL PAIRED ASSOCIATES I If the examinee answers all eight items correctly on the third set, discontinue the subtest. Otherwise, present Sets IV, V, and VI until all eight items are correct.

| SET I | Recall | Easy | Hard | SET IV | Recall | Easy | Hard |
|-------------------------|---------|-------------------------------------|-------------------------------------|-----------------|---------|------|------|
| Metal—Iron | Fruit | <u>DK</u> | | Crush—Dark | School | | |
| Baby—Cries | Obey | | <input checked="" type="checkbox"/> | Cabbage—Pen | Metal | | |
| Crush—Dark | Rose | <input checked="" type="checkbox"/> | | Fruit—Apple | Obey | | |
| School—Grocery | Baby | <input checked="" type="checkbox"/> | | Obey—Inch | Crush | | |
| Rose—Flower | Cabbage | | <u>DK</u> | Baby—Cries | Fruit | | |
| Obey—Inch | Metal | <input checked="" type="checkbox"/> | | Rose—Flower | Baby | | |
| Fruit—Apple | School | | <u>DK</u> | Metal—Iron | Cabbage | | |
| Cabbage—Pen | Crush | | <u>Pen</u> | School—Grocery | Rose | | |
| Total | | <u>3</u> | <u>1</u> | Total | | | |
| SET II | Recall | Easy | Hard | SET V | Recall | Easy | Hard |
| Rose—Flower | Cabbage | | <input checked="" type="checkbox"/> | Fruit—Apple | Rose | | |
| Cabbage—Pen | Baby | <input checked="" type="checkbox"/> | | School—Grocery | Crush | | |
| Obey—Inch | Metal | <input checked="" type="checkbox"/> | | Rose—Flower | Baby | | |
| Fruit—Apple | School | | <input checked="" type="checkbox"/> | Cabbage—Pen | Metal | | |
| School—Grocery | Rose | <input checked="" type="checkbox"/> | | Metal—Iron | Obey | | |
| Metal—Iron | Crush | | <input checked="" type="checkbox"/> | Crush—Dark | Cabbage | | |
| Crush—Dark | Fruit | <input checked="" type="checkbox"/> | | Baby—Cries | School | | |
| Baby—Cries | Obey | | <input checked="" type="checkbox"/> | Obey—Inch | Fruit | | |
| Total | | <u>4</u> | <u>4</u> | Total | | | |
| SET III | Recall | Easy | Hard | SET VI | Recall | Easy | Hard |
| Baby—Cries | Obey | | <input checked="" type="checkbox"/> | Metal—Iron | Baby | | |
| Crush—Dark | Fruit | <input checked="" type="checkbox"/> | | Rose—Flower | Fruit | | |
| School—Grocery | Baby | <input checked="" type="checkbox"/> | | Crush—Dark | Cabbage | | |
| Rose—Flower | Metal | <input checked="" type="checkbox"/> | | Baby—Cries | Rose | | |
| Cabbage—Pen | Crush | | <input checked="" type="checkbox"/> | Obey—Inch | School | | |
| Fruit—Apple | School | | <input checked="" type="checkbox"/> | Fruit—Apple | Obey | | |
| Obey—Inch | Rose | <input checked="" type="checkbox"/> | | Cabbage—Pen | Crush | | |
| Metal—Iron | Cabbage | | <input checked="" type="checkbox"/> | School—Grocery | Metal | | |
| Total | | <u>4</u> | <u>4</u> | Total | | | |
| Total Sets I-III | | Max. Easy = 12 | Max. Hard = 12 | Max. Total = 24 | | | |
| | | <u>11</u> | <u>9</u> | <u>20</u> | | | |

| VISUAL REPRODUCTION I Use VRI Copying Sheet. | |
|---|---|
| Hand used: <input type="checkbox"/> Right <input type="checkbox"/> Left | |
| Item | Score (see Visual Reproduction Scoring Summary) |
| 1 | Observations: |
| 2 | |
| 3 | |
| 4 | |
| Max. = 41 Total | |

| DIGIT SPAN Discontinue after failure on both trials of any item. Administer both trials of each item, even if the first trial is passed. | | | | | | |
|---|--------------------|-----------|--------------------|-----------|---------------------|-------|
| DIGITS FORWARD | | | | | | Score |
| Item | Trial I | Pass-Fail | Trial II | Pass-Fail | 2, 1, or 0 | |
| 1. | 6-2-9 | P | 3-7-5 | P | 2 | |
| 2. | 5-4-1-7 | P | 8-3-9-6 | P | 2 | |
| 3. | 3-6-9-2-5 | P | 6-9-4-7-1 | P | 2 | |
| 4. | 9-1-8-4-2-7 | F | 6-3-5-4-8-2 | P | 1 | |
| 5. | 1-2-8-5-4-6 | F | 2-8-1-4-9-7-5 | F | 0 | |
| 6. | 3-8-2-9-5-1-7-4 | | 5-9-1-8-2-6-4-7 | | | |
| Max. = 12 Total Forward | | | | | | 7 |
| DIGITS BACKWARD Administer Digits Backward even if examinee scores 0 on Digits Forward. | | | | | | |
| Item | Trial I | Pass-Fail | Trial II | Pass-Fail | Score 2, 1, or 0 | |
| 1. | 5-1 | P | 3-8 | P | 2 | |
| 2. | 4-9-3 | P | 5-2-6 | P | 2 | |
| 3. | 3-8-1-4 | P | 1-7-9-5 | P | 2 | |
| 4. | 6-2-9-7-2 27626 | F | 4-8-5-2-7 75284 | F | 0 | |
| 5. | 7-1-5-2-8-6 | | 8-3-1-9-6-4 | | | |
| 6. | 4-7-3-9-1-2-8 | | 8-1-2-9-3-6-5 | | | |
| Max. = 12 Total Backward | | | | | | 6 |
| Max. Total = 24 | | | | | | 13 |

| VISUAL MEMORY SPAN Discontinue after failure on both trials of any item. Administer both trials of each item, even if the first trial is passed. | | | | | | |
|---|-----------------|-----------|-----------------|-----------|---------------------|-------|
| TAPPING FORWARD | | | | | | Score |
| Item | Trial I | Pass-Fail | Trial II | Pass-Fail | 2, 1, or 0 | |
| 1. | 2-6 | P | 8-4 | P | 2 | |
| 2. | 2-7-5 | P | 8-1-6 | P | 2 | |
| 3. | 3-2-8-4 | P | 2-6-1-5 | P | 2 | |
| 4. | 5-3-7-6-1 | F | 3-5-1-7-2 | P | 1 | |
| 5. | 1-7-2-8-5-4 | F | 7-3-6-1-4-8 | F | 0 | |
| 6. | 8-2-5-3-4-1-6 | | 4-2-6-8-3-7-5 | | | |
| 7. | 7-5-6-3-8-7-4-2 | | 1-6-7-4-2-8-5-3 | | | |
| Max. = 14 Total Forward | | | | | | 7 |
| TAPPING BACKWARD Administer Tapping Backward even if examinee scores 0 on Tapping Forward. | | | | | | |
| Item | Trial I | Pass-Fail | Trial II | Pass-Fail | Score 2, 1, or 0 | |
| 1. | 3-6 | P | 7-4 | P | 2 | |
| 2. | 6-8-5 | P | 3-1-8 | P | 2 | |
| 3. | 8-4-1-6 | P | 5-2-4-1 | P | 2 | |
| 4. | 4-8-5-2 | F | 8-1-6-3-7 | P | 1 | |
| 5. | 7-1-8-3-6-2 | P | 3-8-1-7-5-4 | P | 2 | |
| 6. | 1-5-2-7-4-3-8 | P | 6-7-4-3-1-5-2 | F | 1 | |
| Max. = 12 Total Backward | | | | | | 10 |
| Max. Total = 26 | | | | | | 17 |



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Record clock time 10:20

| LOGICAL MEMORY II Administer 30 minutes after Logical Memory I. Score 1 point for each correct item (see Appendix A in Manual for Scoring Criteria). | Score |
|---|---|
| <p>Story A Reminder Given: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>Anna / Thompson / of South / ^{from} Boston /, employed / as a cook / <i>woman who was held up at rlyw station, on her way home from work</i> in a school / cafeteria /, <i>reported</i> / at the City Hall / Station /</p> <p>that she had been held up / on State Street / the night before / <i>she was and robbed / reported to Police of fifty-six dollars /</i> She had four / small children /, the rent was due /, <i>she ^{kids} hadn't had food for last 2p-5.</i> and they had not eaten /</p> <p>for two days /. The police /, <i>were so kind, was touched, felt sorry</i> touched by the woman's story /,</p> <p>look up a collection / for her /.</p> | <p><u>1</u></p> <p><u>2</u></p> <p><u>1</u></p> <p><u>1</u></p> <p><u>2</u></p> <p><u>3</u></p> <p><u>1</u></p> |
| Max. = 25 Total Story A | 11 |
| <p>Story B Reminder Given: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>Robert / Miller / ^{he drives} was driving / a ten-ton / truck /</p> <p>down a highway / at night / in the Mississippi / Delta /,</p> <p>carrying eggs / to Nashville /, when his axle / broke /.</p> <p>His truck skidded / off the road /, into a ditch /.</p> <p><i>he hit his head</i> He was thrown / against the dashboard / and was badly shaken /.</p> <p><i>a quiet road</i> here was no traffic / <i>didn't expect any help</i> and he doubted that help would come /.</p> <p><i>when he heard his radio</i> Just then his two-way radio / <i>huzzed</i> / <i>He called himself</i> <i>Grasshopper</i> /.</p> <p>"This is Grasshopper /."</p> | <p><u>5</u></p> <p><u>0</u></p> <p><u>1</u></p> <p><u>0</u></p> <p><u>2</u></p> <p><u>1</u></p> <p><u>3</u></p> <p><u>1</u></p> |
| Max. = 25 Total Story B | 16 |
| Max. = 50 Total Sum of Stories A + B | 27 |

FPI

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| VISUAL PAIRED ASSOCIATES II | | | |
|-----------------------------|-----|----------|---------------------|
| Item | Key | Response | Score 1 or 0 |
| 1 | Pk | Pk | 1 |
| 2 | R | R | 1 |
| 3 | G | Pu | 0 |
| 4 | B | B | 1 |
| 5 | Y | Y | 1 |
| 6 | Pu | G | 0 |
| | | | Max. = 6 Total 4 |

| VERBAL PAIRED ASSOCIATES II | | | |
|---------------------------------------|-------------------------------------|-------------------------------------|---------------------|
| Stimulus Word (and correct response). | Response | | |
| | Easy | Hard | |
| ROSE – (Flower) | <input checked="" type="checkbox"/> | | |
| METAL – (Iron) | <input checked="" type="checkbox"/> | | |
| SCHOOL – (Grocery) | | <input checked="" type="checkbox"/> | |
| CABBAGE – (Pen) | | <input checked="" type="checkbox"/> | |
| BABY – (Cries) | <input checked="" type="checkbox"/> | | |
| CRUSH – (Dark) | | <input checked="" type="checkbox"/> | |
| OBEY – (Inch) | | <input checked="" type="checkbox"/> | |
| FRUIT – (Apple) | <input checked="" type="checkbox"/> | | |
| Total | Max. = 4 4 | Max. = 4 4 | Max. Total = 8 8 |

| VISUAL REPRODUCTION II Use VR II Copying Sheet. | | |
|---|---|--|
| Hand used: _____ Right _____ Left | | |
| Item | Score (see Visual Reproduction Scoring Summary) | |
| 1 | Observations: | |
| 2 | | |
| 3 | | |
| 4 | | |
| Max. = 41 Total | | |



VISUAL REPRODUCTION SCORING SUMMARY (see Appendix B in Manual for Scoring Criteria).

| | | VR I | VR II | | | VR I | VR II |
|--|--|----------|----------|--|--|-----------|-----------|
| CARD A | | | | CARD D | | | |
| Staffs: | | | | Rectangles: | | | |
| 1. Unbroken/straight/equal | | <u>1</u> | <u>1</u> | 1. Do not touch/intersect | | <u>1</u> | <u>1</u> |
| 2. Intersect at midpoints | | <u>1</u> | <u>1</u> | 2. Interior angles 90 degrees | | <u>1</u> | <u>1</u> |
| 3. Cross at right angles | | <u>1</u> | <u>1</u> | 3. Not rotated (15 degrees) | | <u>1</u> | <u>1</u> |
| 4. Not rotated (15 degrees) | | <u>1</u> | <u>1</u> | 4. 2 small to right of large | | <u>1</u> | <u>1</u> |
| Flags: | | | | 5. Uppermost is taller | | <u>1</u> | <u>1</u> |
| 5. Correct direction | | <u>1</u> | <u>1</u> | 6. Bases of large and small level | | <u>1</u> | <u>1</u> |
| 6. Share side with staff | | <u>1</u> | <u>1</u> | 7. Top of large higher than small | | <u>1</u> | <u>1</u> |
| 7. Square in shape | | <u>0</u> | <u>0</u> | 8. Bases of 3 equally long | | <u>1</u> | <u>1</u> |
| TOTAL | | <u>6</u> | <u>6</u> | 9. Height of large > width | | <u>1</u> | <u>1</u> |
| | | | | 10. Heights of small < width | | <u>1</u> | <u>1</u> |
| CARD B | | | | CARD D | | | |
| Circles: | | | | Circle Segment: | | | |
| 1. Large circle | | <u>1</u> | <u>1</u> | 11. Figure to right of rectangles | | <u>1</u> | <u>1</u> |
| 2. Medium circle inside large circle | | <u>1</u> | <u>1</u> | 12. Arc curves to right | | <u>1</u> | <u>1</u> |
| 3. Small circle inside medium circle | | <u>1</u> | <u>1</u> | 13. Symmetry/proportion | | <u>0</u> | <u>0</u> |
| 4. Large circle and medium circle touch (top) | | <u>1</u> | <u>1</u> | 14. Not rotated (15 degrees) | | <u>1</u> | <u>1</u> |
| 5. Small circle and medium circle touch (bottom) | | <u>1</u> | <u>1</u> | Triangle: | | | |
| 6. Round/closed | | <u>1</u> | <u>1</u> | 15. Figure to right of segment | | <u>1</u> | <u>1</u> |
| 7. Correct proportion | | <u>1</u> | <u>0</u> | 16. Vertex touches midpoint | | <u>1</u> | <u>1</u> |
| TOTAL | | <u>7</u> | <u>6</u> | 17. Contains 90 degree angle | | <u>1</u> | <u>1</u> |
| | | | | 18. Not rotated (15 degrees) | | <u>1</u> | <u>1</u> |
| | | | | TOTAL | | <u>17</u> | <u>17</u> |
| CARD C | | | | CARD D | | | |
| Large Square: | | | | Notes: | | | |
| 1. Square in shape | | <u>1</u> | <u>1</u> | | | | |
| 2. Vertical & horizontal lines | | <u>1</u> | <u>1</u> | | | | |
| 3. Not rotated (15 degrees) | | <u>1</u> | <u>1</u> | | | | |
| 4. Each quadrant has 4 dots | | <u>0</u> | <u>0</u> | | | | |
| Medium Squares: | | | | | | | |
| 5. In 4 quadrants not touching | | <u>1</u> | <u>0</u> | | | | |
| 6. Square in shape | | <u>1</u> | <u>0</u> | | | | |
| 7. Vertical & horizontal lines | | <u>1</u> | <u>1</u> | | | | |
| 8. None rotated (15 degrees) | | <u>1</u> | <u>1</u> | | | | |
| 9. Equal size/proportion | | <u>1</u> | <u>1</u> | | | | |
| TOTAL | | <u>8</u> | <u>7</u> | | | | |
| | | | | Total (Cards A through D) Max. = 41 | | | |
| | | | | <u>38</u> | | | |
| | | | | <u>36</u> | | | |

001

BEHAVIORAL OBSERVATIONS

000

Attitude towards testing (e.g. rapport, work habits, interest, motivation, reaction to success/failure)

Attention

Visual/Auditory/Motor Problems

Language (receptive/expressive)

Physical Appearance

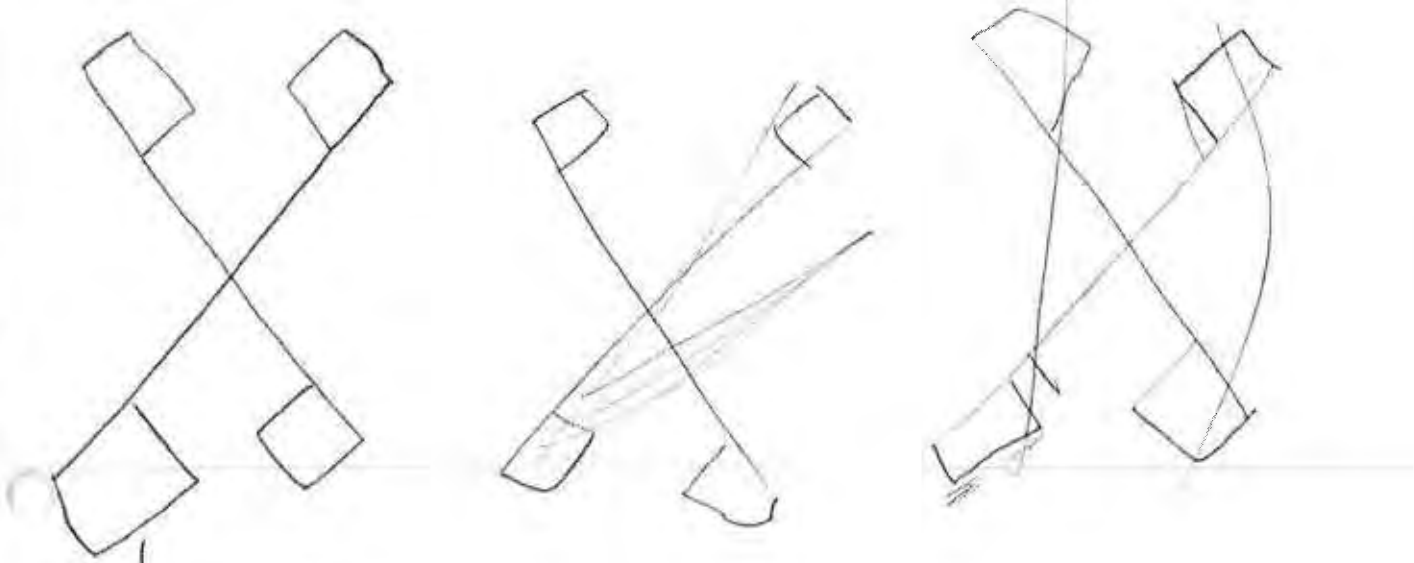
Affect

Unusual Behaviors/Thought Processes

Other Tests Administered

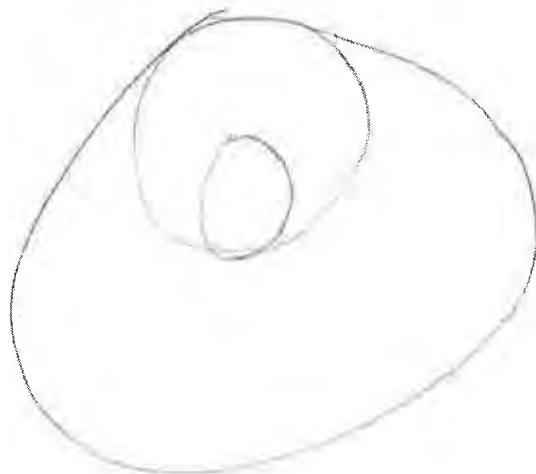
Diagnosis

Card A



said they are all even sizes.

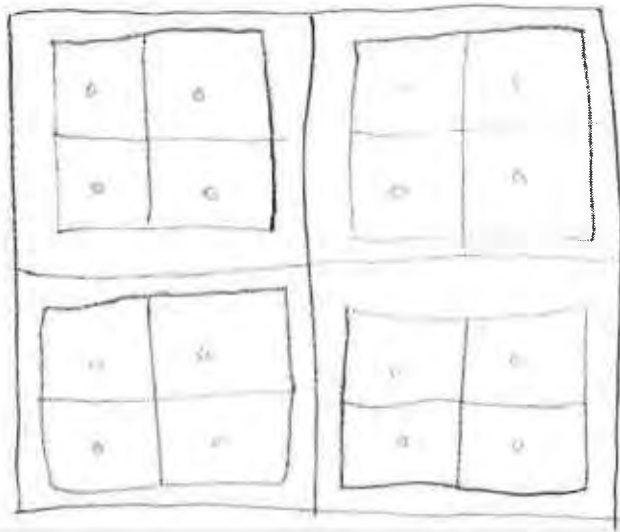
Card B



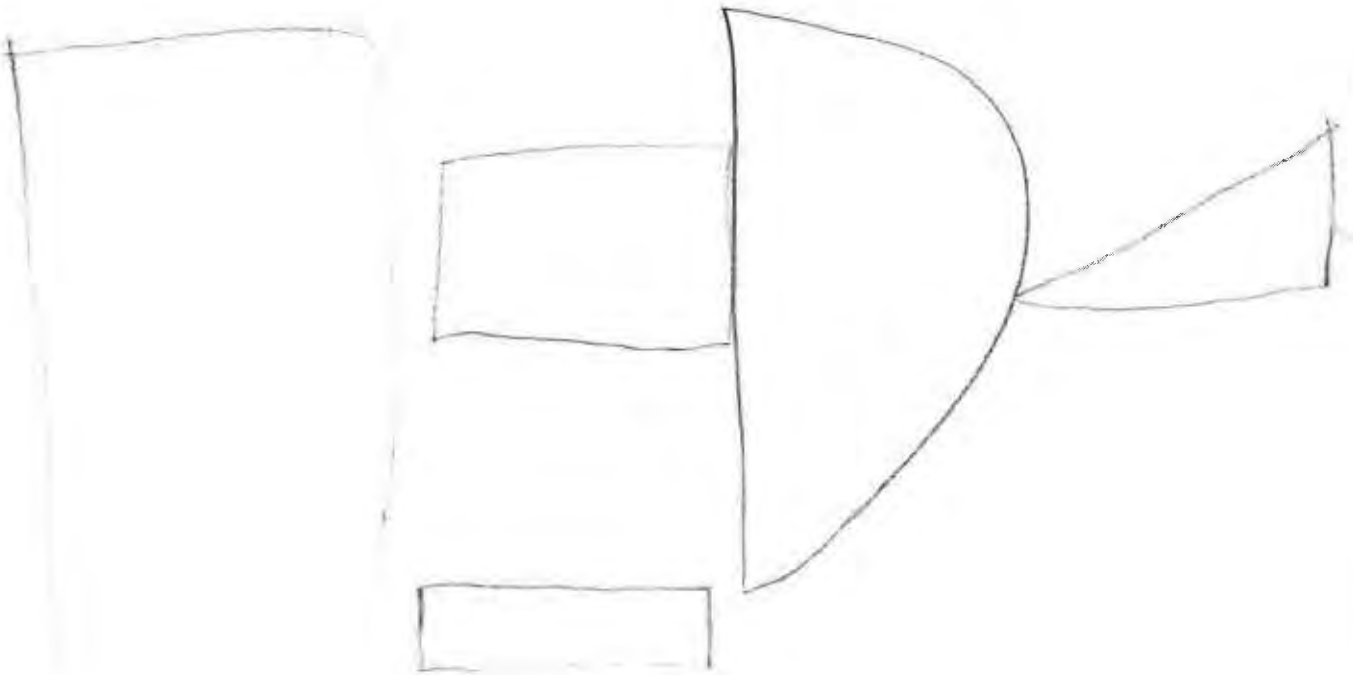
108

Card C

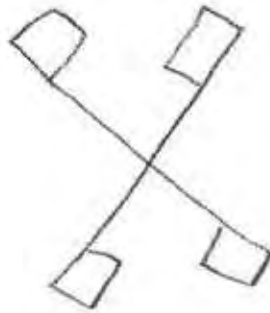
802



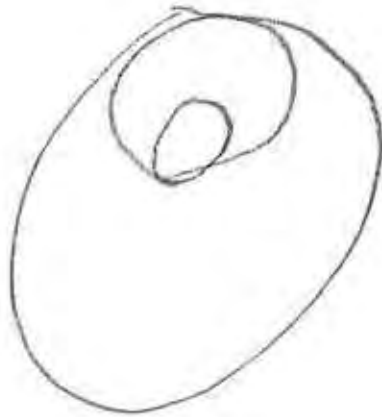
Card D



Card A



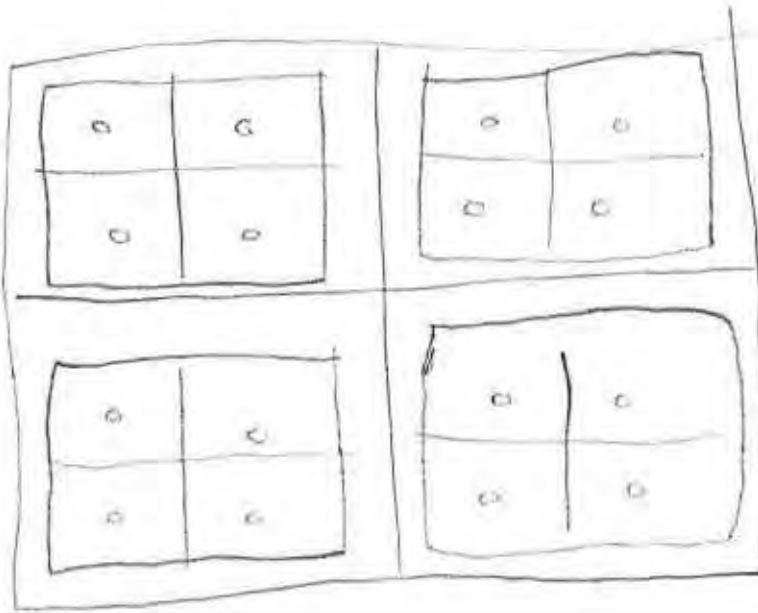
Card B



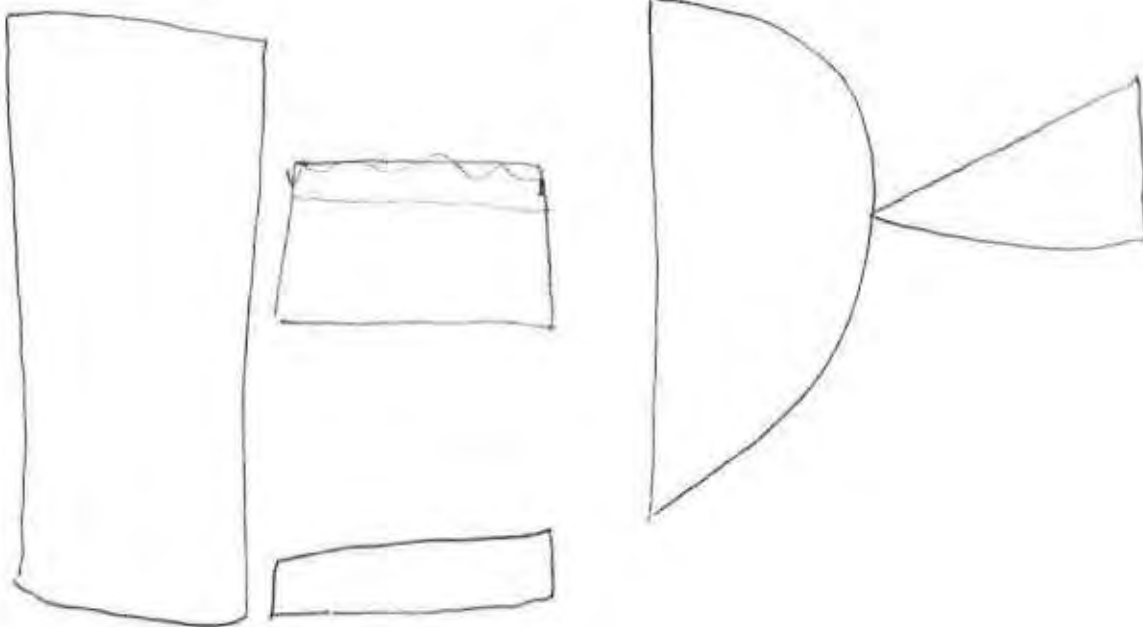
Card C

203

204



Card D



F

A

S

fire

alphabet

state

fast

amazing

slippery

furnace

astronaut

salary

furniture

skiing

fraternal

surfing

fitting

singing

fan

alley

song

fox

airplane

skylark

(fire-exit)

aerobical

(sing)

fascinating

astronomical

sky

facial

30"

single

snow

30"

fashion

against
animal
art

subscription

subtraction

foam

45"

foot

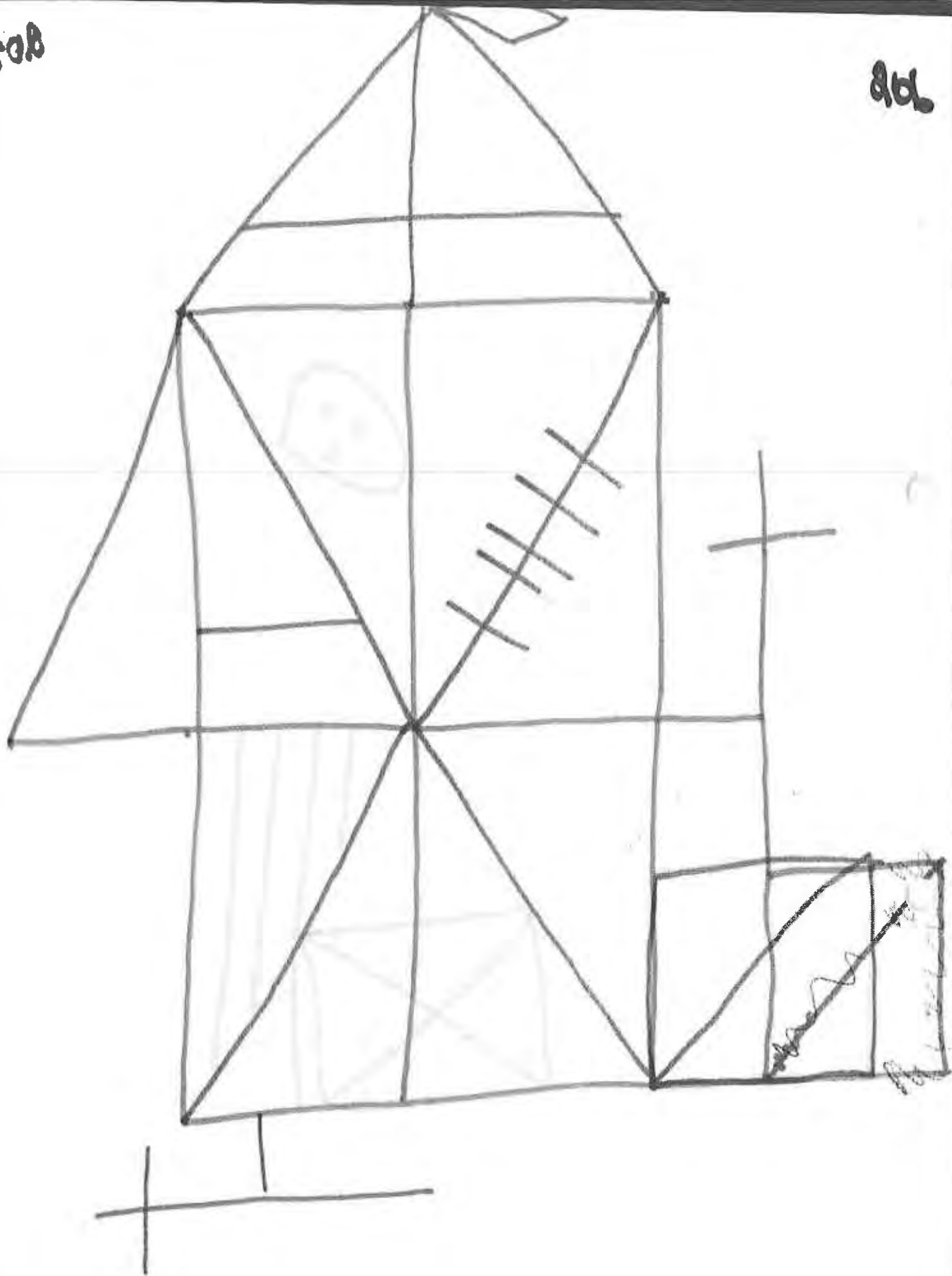
anonymous

amoral

stupid

208

208





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Gytis Danta FRCP, FRACP Neurologist

City Chambers, 47 East Row, Canberra, ACT 2601. Telephone (062) 485766. Provider No. 29554-2H

907

19th September, 1989.

Dr. M. Shihoff,
62 Brigalow Street,
LYNEHAM. A.C.T. 2602.

Dear Michael,

re: Mr. Alexander BAYLISS,
33 Fairweather Circuit, NORTH LYNEHAM.
d.o.b. 25.8.1970.

Many thanks for referring this patient whom I saw on the 18th September.

CHIEF COMPLAINT:

Dizziness, vagueness and imbalance.

PLEASE DO NOT
RELEASE REPORT TO
SOLICITOR OR PATIENT

HISTORY:

He was quite asymptomatic before his accident which occurred on the 7th December, 1985. He was asleep in the back of a car which was involved in an accident on the Hume Highway and he was unconscious for about three weeks. He was in the Intensive Care Unit at the Royal Canberra Hospital for four weeks and then spent another three weeks in Canberra Hospital and then was transferred for rehabilitation to Prince Henry Hospital where he was an In-patient for eight weeks and then attended the Out-patients. He was looked after by Drs. Robson and Vance. He sustained a fracture of the left forearm and had an operation for this. He had difficulty talking, but this recovered in about six weeks. He also had difficulty walking when he was in Canberra Hospital and this took several months to recover. He also had a poor memory and feels that most of it recovered during the course of about six or eight months, but he still forgets things and suffers a behavioural disturbance in that he has mood swings and has seen several psychiatrists and is being referred to Dr. Saboisky.

He missed a whole year at school and then continued with his education, but is now in Year 12 and has finished off and has not got a mark, but has got a Certificate of Attendance for the whole year.

PLEASE DO NOT
RELEASE REPORT TO
SOLICITOR OR PATIENT

He had a collapse about two weeks ago, but in retrospect feels that he has had imbalance, dizziness and vagueness episodically for some time, but I could not pin him down on the approximate frequency of these attacks. Two weeks ago he was opening a cupboard in the kitchen when he felt unsteady and dizzy. By dizziness he means a feeling of light-headedness and also vertigo and eventually fell to the floor but did not lose consciousness. He had a headache, and this occurs in many, but not all of his giddy spells. He has had several attacks since then and each time has to lie down to recover. He was given some Maxalon, but this made him worse. Symptoms generally continue for a number of hours. Often he develops a headache and dizziness when he suddenly lifts his head, but symptoms then continue for a long time.

.../2

FOA

808

Mr. Alexander BAYLISS.

- 2 -

PAST HEALTH:

He had glandular fever last year.

FAMILY HISTORY:

Negative.

SOCIAL HISTORY:

He does not smoke or drink, and takes no medications regularly.

PHYSICAL FINDINGS:

Blood pressure 115/70. General examination was unremarkable. Vibration sense was somewhat impaired in the right big toe compared with the left, but I found no other abnormal neurological signs. Romberg's test was negative, and tandem walking was probably normal, although he swayed a little. There were no cerebellar signs and no nystagmus.

OPINION:

PLEASE DO NOT
RELEASE REPORT TO
SOLICITOR OR PATIENT

His symptoms are quite vague, and although there may be a balance problem, there are other explanations for his symptoms. I think it is important to settle this, and I am asking Dr. Michael Halmagyi to test out his vestibular function. I am also getting neuropsychological assessment and I am doing a repeat CT scan and also an E.E.G., and will see him after the results become available.

Yours sincerely,

Gytis DANTA, FRCP, FRACP.

c.c. Dr. M. Halmagyi.
Ursula Johns, Neuropsychologist.

alb

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ROYAL CANBERRA HOSPITAL X-RAY DEPARTMENT

Name: **BAYLISS Alex**
Date: **21.9.89**

Age:

PID: **608552**
D.O.B.:

Origin: **G.P**

Referring Doctor: **DR. DANTA**

Radiologist: **DR. PRICE:lmc**

Examination Report:

(no. 11)

CT SCAN BRAIN:...2400

Sections were taken from the skull base to the vertex without contrast.

Normal appearances throughout. No evidence of any space-occupying lesion, intracranial haematoma or focal tissue loss. The ventricular system is not dilated.

POB

d10*

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Gytis Danta FRCP, FRACP Neurologist

City Chambers, 47 East Row, Canberra, ACT 2601. Telephone (062) 485766. Provider No. 29554-2H

Dr. M. Shihoff,
Lyneham Medical Centre,
62 Brigalow Street,
LYNEHAM. A.C.T. 2602

E.E.G. REPORT:

Mr. Alexander BAYLISS,
33 Fairweather Circuit,
North Lyneham. A.C.T. 2602
D.O.B. 25/8/70

DATE OF TEST: 9/10/89

REPORT:

Alpha activity at about 11 Hz is symmetrical and normally responsive.

Some diffuse slow wave activity is seen bilaterally, a little more marked on left than right.

Episodic slow wave activity and occasionally slow and sharp wave activity is seen in the left anterior temporal region.

The left anterior temporal slow wave changes are enhanced by overbreathing. Photic stimulation evokes no abnormality.

CONCLUSION:

The record shows an episodic left anterior temporal slow wave abnormality.

GYTIS DANTA FRCP, FRACP.

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ACT Community & Health Service
ROYAL CANBERRA HOSPITAL

NEUROPSYCHOLOGY REPORT

Dr G. Danta
Thesiger Court
DEAKIN ACT 2600

2 January 1990

Dear Dr Danta

Re: Mr Alexander BAYLISS
33 Fairweather Crt, Nth Lyneham
DOB: 25.8.70

Assessment Dates: 22/11/89, 1. 8/12/89

Thank you for referring this 19 year old, right-handed student who sustained a closed head injury following a motor vehicle accident in December 1985. He was admitted to Royal Canberra Hospital where he was unconscious for about three weeks. In January 1986 he was admitted to Prince Henry Hospital Rehabilitation Unit where he was assessed neuropsychologically. The findings of this earlier assessment revealed specific visuo-spatial memory impairment and disturbed learning curve for complex materials. Instances of uncertainty and conceptual rigidity were also noted.

Presenting Problems

He complains of episodic vagueness and disorientation that has persisted for some time. These episodes affect his balance and on one occasion he has fallen to the floor, but he denies any loss of consciousness. He reports no cognitive difficulties now, but two months ago he was bothered by his perception of things appearing to move in the environment. This perception of apparent motion has since resolved. Alex also reported extreme mood changes and he describes himself as "defensive" and "unstable".

Assessment:

The main findings of the assessment were as follows:

1. At the time of testing Alex was alert and fully oriented. There were some inconsistencies in performance in tests of attention and concentration. Alex's ability to manipulate information in immediate auditory-verbal memory span was within normal limits (42nd percentile), yet his memory span for this type of information was found to be mildly diminished (27th percentile), suggesting that he may have had some difficulty engaging the task. Similarly immediate memory span for visual information was mildly diminished (18th percentile), whereas Alex was quite proficient in manipulating this type of information (79th percentile). Stereotyped mental operations were well preserved, although Alex appeared rather pressured in his efforts when he was timed on these tasks.

2. On tests of memory functioning Alex's performance fell within the Average range. This was relatively consistent with estimates of presorbid functioning, although there was a statistically non significant trend suggestive of very subtle difficulties. Recent memory, including the ability to learn both new verbal and visual information was within normal limits. Delayed recall after interference was satisfactory. The specific visuo-spatial memory impairment demonstrated in the 1986 assessment was not evident.

3. On tests of current intellectual functioning Alex achieved a verbal IQ score in the High Average range, and a performance IQ score in the Average range. Overall his scores suggest that current intellectual functioning borders on the lower end of the High Average range (69th percentile). Presorbid intelligence was estimated to fall within the High Average to Superior range, suggesting a tendency for overall intellectual functioning to be mildly diminished. Marked intellectual impairments were noted on specific sub-tests of the WAIS-R, for example, the Picture Arrangement and Digit Symbol sub-tests. Higher cognitive functions, including comprehension and abstract thinking, appeared to be generally intact.

4. Although not formally assessed there was no evidence of dysarthria or dysphasia. Comprehension and speech appeared to be adequate and there were no indications of a receptive disorder. Word finding fluency was within normal limits and thus was not indicative of an expressive disorder. Abstract conceptual abilities were well preserved. On a complex learning task, the Austin Maze, Alex was able to eliminate errors as the trials proceeded, but he was not as efficient as expected in utilising

3.

feedback to modify his responses. For example, he was able to perform the task with only one error on the fourth trial, but it was not until the 14th and 15th trials that he was able to achieve two consecutive error free trials. He tended to become more impulsive in his responding as the trials proceeded, and on several occasions he deviated from the instructions given. Planning and organising skills tended to be very mildly diminished.

Summary and Recommendations

Alex's performance on the range of verbal and non-verbal tests presented in this assessment is largely consistent with estimates of his premorbid capabilities, which were predicted to border on the High Average to Superior range. However, there was a trend suggestive of mild intellectual impairment that was particularly evident on non-verbal tests of problem solving and adaptive abilities. In addition, memory for both verbal and visual information was within the Average range, with a trend suggestive of subtle difficulties in recall. There was also evidence suggestive of a very mild impairment in frontal lobe function affecting Alex's ability to utilise feedback as well as planning and organising skills. In contrast, verbal intellectual skills and higher order ability such as abstract conceptual skills and comprehension were not impaired. The specific visuo-spatial memory impairment reported in the 1986 assessment is not evident.

The findings of the present assessment suggest that Alex has made considerable gains in cognitive functioning since his last assessment in 1986. However, there are indications of very mild residual cognitive difficulties that could interfere with day-to-day activities depending on the demands that are placed on him. The very mild impairment in frontal lobe functions, together with the behavioural disturbance and mood swings that are reported, for example, are fairly common residual difficulties following severe head injury. My clinical impression is that there is a flavour of obsessiveness in Alex's behaviour, and although the reports of his girlfriend support this view, Dr Sabiosky may be better able to substantiate this.

218

886

4.

I discussed the main findings of my assessment with Alex and his girlfriend, and the implications for his tertiary studies. The assessment findings suggest that Alex may have some difficulty succeeding with his efforts in a challenging situation, such as studying law, and so I have some reservations about recommending him as a prospective law student at present. He may have a greater chance of succeeding once his social situation becomes more settled.

Yours sincerely

Ursula Johns, M.A., M.A.Ps.S.
Clinical Neuropsychologist

57.8

ROYAL
CANBERRA HOSPITAL

RECORD NUMBER

FAMILY NAME: BAYLISS

GIVEN NAMES: Alex

DATE OF BIRTH 25 18 170

817

NEUROPSYCHOLOGICAL ASSESSMENT

Dx: HI - MVA

REFERRED BY: Dr. DANTA

DATE 22/11/89 11/2 8/12 19/12

PRESENTING PROBLEMS

Memory Impairment -

Organisational Problems - No

Perceptual Problems - 2 1/2 months ago - things appeared to move

Speech/Language Problems - No

Motivation } extreme mood AS - depressive, unstable.
Depression

Others "megalomaniac" - electric shock from store
worsening balance, frequency, disorientation
world problem. In a different world - blank memory.

BACKGROUND

Relationships/Home Life

in flat by himself
MVA - changed 1 month psychiatric admission
feels he is paranoid

Education in yr 9 at school

At school '86

Yr 10 1987

Yr 11 & Yr 12 in Canberra - school very ↓ - in Yr 12.

dropped out in 8th week of 3rd term - certificate for attendance
but no grades

applied to ANU to do law.

Occupations

Interests

CAB

819

L'HERMITE SPATIAL LEARNING TEST

| | | | | | |
|-------------|---|---|---|---|---|
| Trial | 1 | 2 | 3 | 4 | 5 |
| No. Correct | | | | | |

IHERMITTE LOGICAL LEARNING TEST

| | | | | | |
|-------------|---|---|---|---|---|
| Trial | 1 | 2 | 3 | 4 | 5 |
| No. Correct | | | | | |

NEW ADULT READING TEST

No. Errors _____
 PFIQ _____ PVIQ _____ PPIQ _____

REY FIGURE II

Copy distorted/not distorted _____
 Organisation: Good Poor
 Recall _____

COLOUR/FORM SORTING TEST

_____ _____ colours

_____ _____ shapes

_____ _____

_____ _____

_____ _____

Score _____

VERBAL FLUENCY TEST

F 13¹¹ A 12 S 14¹¹ ~~10~~ $\bar{x} = 13$ average

AUSTIN MAZE

| | | | | | | | | | | |
|--------|-------|------|------|------|------|------|------|------|------|------|
| Trial | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Time | 1.26 | 1.04 | .42 | | .24 | .26 | .20 | .32 | .16 | .20 |
| Errors | 13/45 | 6/43 | 4/38 | 1/30 | 3/32 | 2/31 | 1/29 | 1/30 | 1/30 | 3/31 |
| Trial | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Time | .29 | | .17 | .16 | .15 | | | | | |
| Errors | 1/31 | 0/29 | 1/30 | 0/29 | 0/29 | | | | | |

some sub trials

BLOCK DESIGN

Raw Score _____ Scaled Score _____
tendency to be more impulsive as trials proceed.

FURTHER TESTS

NB Complicated family dynamics

Mother drives a pickup + sister, who is 9 months older than Alex was killed. Alex is close to sister. Mother has since remarried + Alex considers himself to be rejected by his mother.

Alex moved to Canada to live in father's home. He returned to school. No contact in mother for 8 months. Letters to write to her were not replied to.

Alex met current girlfriend Edith at college + ~~was~~ was living + has been for a few days in Edith's home. Now lives in flat by himself. Very shocked by these events.

5 legal cases he is proceeding with:-

- ① stole in flat - accused of stealing it, after he threw it out because gave him electric shock + on advice on Housing Authority
- ② 'wrongfully' sacked from public service
- ③ redundancy pay decided
- ④
- ⑤

Relationship between Alex + ~~step~~ (Phillip) - O.K. "
Alex + ~~step~~ Dad - OK not close

888

881



ACT Community & Health Service
ROYAL CANBERRA HOSPITAL

NEUROPSYCHOLOGY REPORT

6 March 1990

Mr Alex Bayliss
33 Fairweather Court
NORTH LYNEHAM ACT 2602

Dear Mr Bayliss

In response to your request for a copy of my report to Dr Danta, I have outlined the main points of my findings below.

You will recall that your neuropsychological assessment was one of a number of investigations for which Dr Danta referred you, and as we discussed on a number of occasions, the neuropsychological findings should not be used for medico-legal purposes.

PRESENTING PROBLEMS

"This 19 year old, right-handed student sustained a closed head injury following a motor vehicle accident in December 1985. He was admitted to Royal Canberra Hospital where he was unconscious for about three weeks. In January 1986 he was admitted to Prince Henry Hospital Rehabilitation Unit, where he was assessed neuropsychologically. The findings of this early assessment revealed specific visuo-spatial memory impairment and disturbed ^{and} learning curve for complex materials. Instances of uncertainty, conceptual rigidity were also noted."

He complains of episodic vagueness and disorientation which has persisted for some time. These episodes affect his balance, and on one occasion he has fallen to the floor, but he denies any loss of consciousness. He reports no cognitive difficulties now, but two months ago he was bothered by his perception of things appearing to move in the environment. This perception of apparent motion has since resolved. Alex also reported extreme mood changes and he describes himself as "defensive" and "unstable".

ASSESSMENT

The main findings of the assessment were as follows:

1. At the time of the testing Alex was alert and fully oriented. There were some inconsistencies in performance in tests of attention and concentration. Alex's ability to

100

999

manipulate information in immediate auditory-verbal memory span was within normal limits, but his memory span for this type of information was found to be mildly diminished, suggesting that he may have had some difficulty engaging in the task. Stereotyped mental operations were well preserved, although Alex appeared rather pressured in his efforts when he was timed on these tasks.

2. On tests of memory functioning Alex's performance fell within the Average range. This is relatively consistent with estimates of premorbid functioning, although there was a statistically non-significant trend suggestive of various subtle difficulties. Delayed recall after interference was satisfactory. The specific visuo-spatial memory impairment demonstrated in the 1986 assessment was not evident.

3. On tests of current intellectual functioning Alex's overall scores suggest that he is currently functioning in the lower end of the High Average range. When compared with estimates of premorbid functioning there was a tendency for current functioning to be mildly diminished. Higher cognitive functions including comprehension and abstract thinking appeared to be generally intact, but impairments were noted on a task that requires non-verbal reasoning.

4. There was no evidence of dysarthria or dysphasia. Comprehension and speech appeared to be adequate and there were no indications of a receptive disorder. On a complex learning task, the Austin Maze, Alex was able to eliminate errors as the trials proceeded, but he was not as efficient as expected in utilising feedback to modify his responses. He tended to become more impulsive in his responding as the trials proceeded and on several occasions he deviated from the instructions given. Planning and organising skills tended to be very mildly diminished.

SUMMARY AND RECOMMENDATIONS

Alex's performance on the range of verbal and non-verbal tests presented in this assessment is largely consistent with estimates of his premorbid capabilities. However, there was a trend suggestive of mild intellectual impairment that was particularly evident on non-verbal tests of problem solving and adaptive abilities. There was also evidence of mild impairment in frontal lobe functioning affecting Alex's ability to utilise feedback as well as planning and organising skills. In contrast, verbal intellectual skills and higher order abilities such as abstract conceptual thinking and comprehension were not impaired. The specific visuo-spatial memory impairment reported in the 1986 assessment is not evident.

The findings of the present assessment suggest that Alex has made considerable gains in cognitive functioning since his last assessment in 1986. However, there are indications of very mild residual cognitive difficulties that could interfere with day to

423

day activities depending on the demands that are placed upon him. The mild impairment in frontal lobe functions, together with the behavioural disturbance and mood swings that are reported, for example, are common residual difficulties following severe head injury. My clinical impression is that there is a flavour of obsessiveness in Alex's behaviour, but Doctor Saboisky may be better able to substantiate this.

I discussed the main findings of my assessment with Alex and his girlfriend, and the implications for his tertiary studies. The assessment findings suggest that Alex may have difficulties succeeding with his efforts in a challenging situation, and that he may have a greater chance of succeeding once his social situation becomes more settled.

These are the main findings that I reported to Dr Danta. I must emphasise that while Dr Danta referred you for a neuropsychological assessment in September of last year, the purposes of my assessment was to assist with Dr Danta's investigations, and that the assessment was neither carried out for medico-legal purposes, nor offers the detail that would be required for legal evidence.

Yours sincerely



Urusula Johns, M.A., M.A.Ps.S.
Clinical Neuropsychologist

ESP

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Ann,
Could you please
include this in
the mail to Deakin
Thanks U



885

Community & Health Service
ROYAL CANBERRA HOSPITAL

NEUROPSYCHOLOGY REPORT

2 January 1990

Dr G Danta
Thesiger Court
DEAKIN ACT 2600

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DOB: 25.8.70

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Presenting Problems

He complains of episodic vagueness and disorientation that has persisted for some time. These episodes affect his balance and on one occasion he has fallen to the floor, but he denies any loss of consciousness. He reports no cognitive difficulties now, but two months ago he was bothered by his perception of things appearing to move in the environment. This perception of apparent motion has since resolved. Alex also reported extreme mood changes and he describes himself as "defensive" and "unstable".

Assessment:

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AS REC IN MRD

288

AS REC IN MRD

896

2.

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Summary and Recommendations

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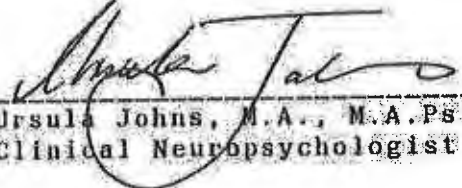
FBB

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4.

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Yours sincerely



Ursula Johns, M.A., M.A.Ps.S.
Clinical Neuropsychologist

AS REC IN MRD

ROYAL
CANBERRA HOSPITAL

BAYLISS
Dr. GUPTA

WMH 608552
ALEXANDER
25/08/1970 M R/C S

7C MOORE HOUSE
O'CONNOR

IP HP MC 11
ACT 2611

NEUROPSYCHOLOGICAL ASSESSMENT

PH: _____ DX: _____

REFERRED BY: DR GUPTA DATE 22, 9, 92

PRESENTING PROBLEMS

Memory Impairment Pt: While he has lots on his mind, has difficulty remembering names sometimes
Relative: _____

Organisational Problems Pt: None
Relative: _____

Perceptual Problems Pt: No
Relative: _____

Speech/Language Problems Pt: No
Relative: _____

Motivation c/o being distracted by other things, neg ambitions - more ambitious

Depression _____

Chief Presenting Problem DOA 21/9/92

Onset: _____

Frequency: _____

CT Scan: Y N 22/9

Disabilities: Mobility, Learning, Motor, Sensory _____

Reading glasses: Y / N

Medical History (eg Psychiatric Hx, Migraine, HI, CVA, BP, Cardiac Epilepsy) _____

1990 - St Vincents Psych. U. injury - self-reported
'got stuck on a step - fell'

Medications: _____

Other: _____

Alcohol: _____

Substance Abuse: _____

Appetite Loss / Gain / No Change _____ Sleep disturbance Y / N _____

Driving: Y / N _____ Current licence Y / N _____

BACKGROUND

Relationships / Home Life _____

Contact Person: _____

Education _____

Highest level attained at school: _____

Occupations *At A.N.U. - 1st yr studying arts.*

Interests / Daily Activities _____

PRESENTATION AND TESTING BEHAVIOUR

Mood and affect: _____

Work Habits: _____

820

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TEST RESULTS

W.M.S.R.

Information & Orient _____
 Mental Control _____ (. .)
 Logical Memory _____ (%ile) Delay _____ (%ile)
 Digit Span _____ (F %ile) (B %ile)
 Visual Reproduction _____ (%ile) Delay _____ (%ile)
 Visual Associates _____ Delayed _____
 Verbal Associates _____ Delayed _____

Indexes:

Verbal Memory _____
 Visual Memory _____
 General Memory _____
 Attention/Con _____
 Delayed Recall _____

REY AUDITORY/CALIFORNIA VERBAL LEARNING TEST

| Trial | 1 | 2 | 3 | 4 | 5 | B | A | Delay | Recognition |
|-------------|---|---|---|---|---|---|---|-------|-------------|
| No. Correct | | | | | | | | | |

WAIS-R

VIQ _____

PIQ _____

FSIQ _____

Raw

A.S.S.

Raw

A.S.S.

Info _____
 Digit Sp _____
 Vocab _____
 Arith _____
 Comp _____
 Sim _____

P.C. _____
 P.A. _____
 B.D. _____
 O.A. _____
 D.S. _____

Prorated: Y / N

NEW ADULT READING TEST

No. Errors _____

PFIQ _____

PVIQ _____

PPIQ _____

REY FIGURE

123

Copy distorted / (not distorted)

33

60th %ile

Organisation: Good

Poor

Recall 24 1/2

60th

%ile

wasn't that he would be asked to draw it again for memory

COLOUR/FORM SORTING TEST

Score _____

VERBAL FLUENCY TEST

F/Animals
10 + 3

A/Food
16 + 3

S/Sh
20 + 3

85th - 89th %ile
46 + 4 = 50

AUSTIN MAZE

no rule breaks

| | | | | | | | | | | |
|--------|-------|------|------|------|------|------|------|------|------|----|
| Trial | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Errors | 11/43 | 8/39 | 4/35 | 2/31 | 0/29 | 1/29 | 2/31 | 0/29 | 0/29 | |
| Time | 1.49 | .41 | .52 | .23 | .21 | .20 | .16 | .17 | .15 | |
| Trial | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Errors | | | | | | | | | | |
| Time | | | | | | | | | | |

TRAILS A: _____ %ile B: _____ %ile

STROOP W: _____ T score C: _____ T score CW: _____ T score

Interference _____ T score

FURTHER TESTS

WCST - trials 20/51 criterion - O.K. + 1/2 S.D.
 (< 40 yrs norms) % conceptual level responses - OK + 1 S.D.
 % perseverative errors - OK + 3/4 S.D.
 perseverative errors OK (64 cards only administered)
 categories - v. good.

PROFESSIONALS INVOLVED

Name: _____ Ph: _____

HEP 233
SUMMARY TEST RESULTS

(✓ = intact; x = impaired; P = present; A = absent)

ORIENTATION: Person _____ Time _____ Place _____ Directional _____

ATTENTION & CONCENTRATION: Distractible _____ Mental Control _____
Capacity for sustained attention _____ Visual Tracking _____

MEMORY: Verbal: Immediate _____ Delay _____ Recog _____ Cued _____
Identified deficits — storage _____ retrieval _____ proactive interference _____ retroactive interference _____
Visual: Immediate _____ Delay _____ Recog _____ Cued _____

INTELLECTUAL FUNCTIONING:

Estimated premorbid _____

Verbal Skills _____ Performance Skills _____

Identified deficits _____

OTHER PERCEPTUAL FUNCTIONS:

Visual: Misperceptions _____ Face Recog _____ Colour _____

Tactile: Finger Agnosia _____ Stereognosis _____

PRAXIS Ideomotor _____ P/A _____ Ideational _____ P/A _____ Buccofacial _____ P/A _____

FRONTAL LOBE FUNCTIONS:

concept formation _____ cognitive flexibility _____ planning _____ utilization of feedback _____

adynamia _____ impulsivity _____ self monitoring _____

NEGLECT AND HEMIINATTENTION:

R/L Visual Field Cut _____

Unilateral Inattention: R L Absent Visual _____ Tactile _____ Auditory _____

OTHER COGNITIVE FUNCTIONS: _____

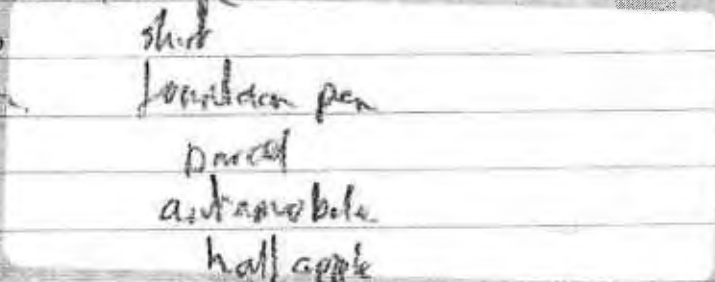
EEB

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Vase ~~lamb~~
 Cup underwear
 Mouse plane
 tree ladder
 Necktie shirt
 elephant bride
 envelope battle
 can tree
 baby 2 pens
 key paintbrush
 suitcase reaper
 Banana candlestick
 mouse glass
 toothbrush knife
 glass shirt
 glasses fountain pen
 Ship pencil
 Den automobile
 spoon half apple
 mottle game board
 pig pe party horse
 fat shoes
 bean date
 Jay sawspon
 pig

FRI FRI
 write it
 2050-1462
 ~10:30-



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