This summer I worked with Dr. Kytja Voeller at the Western Institute for Neurodevelopmental Studies and Interventions (WINSI) in Boulder, CO. I worked in the WINSI summer research program beginning June 1 and it continued there until August 8. My other advisors for my research were Dr. Jill Aloia and Dr. Jean Riordan. WINSI is a facility that provides diagnostic and treatment services for children and adults with learning disabilities and behavioral disorders. The research program strives to integrate neuroscience, molecular biology, cognitive rehabilitation, and education to enhance the diagnosis and treatment of these disabilities.

My research began with studying a range of neuropsychological evaluations that WINSI tests with including the CELF-4, PPVT, TLC, the Boston Naming Test, DKEFS, and the Woodcock-Johnson 3. After learning about the different subtests and scoring guides for each evaluation, I began to create a database that would hold all of the subtest and composite scores received from each of the tests for all of the patients in my study. The patients were individuals who went through the WINSI Intensive program and so they provided both pre-testing and post-testing scores that I used for comparative analysis. I then spent almost a month locating all of the pre- and post-testing files for all of the intensive patients and collecting and entering data for these patients as well as other general experimental information such as medication information, diagnostic codes, and any previous conditions or testing that could have altered the data.

Dr. Voeller and I decided that we wanted to look at the differences between the Receptive and Expressive language composite scores in the CELF-4 in pre- vs. post-testing. We slowly narrowed more specifically to the Recalling Sentences subtest where we wanted to look at the different characteristics of replies of students during this subtest and the changes that occurred from pre-testing and post-testing within the specific sentences. I then created my own scoring rubric in order to analyze the different errors that students could lose points for according to the manual and then specify those errors further into semantics and syntactical problems. I scored each patient’s Recalling Sentences subtest with the rubric and then entered those scores into a separate database. This was the ending point of my research at WINSI; however, I am continuing to work on this research currently as I am analyzing the data to prepare for publication in the future.