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EDUCATION

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DIFFERENCES IN CHILDREN OF

AN INVESTIGATION OF AURAL-PERFORMANCE

THE UNIVERSITY OF MANITOBA

AN INVESTIGATION OF VERBAL-PERFORMANCE  
DIFFERENCES IN CHILDREN OF  
AVERAGE INTELLIGENCE

BY

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ABSTRACT

The Problem

Psychologists in clinical settings have frequently attributed clinical significance to a Verbal-Performance discrepancy on the WISC. The present study was designed to look for personality, educational and environmental differences between a higher Verbal group and a lower Verbal group of elementary school children. All the children were clinic referrals with Full Scale IQ's within the normal range.

The Procedure

The two groups were selected from a population of 373 subjects referred to the Child Guidance Clinic of Greater Winnipeg. There were 65 subjects in the higher Verbal group and 64 subjects in the lower Verbal group. Three factors: clinic record, school record, and home situation were analyzed

in traits, other than intellectual, between the higher verbal

the two scales of the WISC was symptomatic of differences

3. It was concluded that a wide discrepancy between

impaired.

neurologically unstable or more inclined to be neurologically

indicate that the higher verbal child was usually more

verbal scores. Evidence from the literature was used to

was some evidence that girls, rather than boys, had higher

the professional and semi-professional occupations. There

The higher verbal child was usually first-born to parents in

for psychological assessment by other clinical personnel.

There was a slight tendency for this child to be recommended

originally but failed to maintain this success in later years.

2. The higher verbal child did well in school

lower verbal scores.

There was some evidence that boys, rather than girls, had

and his parent worked in a non-professional occupation.

assistance. He was usually a middle child in his family

reading therapy, speech therapy and often social work

significant amount of clinical help which consisted of

achievement and aggressive behaviour. He required a

He was usually referred by the schools because of poor

academically retarded throughout most of his school career.

1. The lower verbal child in this study was

### The Conclusions

educational and environmental differences were found.

by using the chi-square technique. Several personality,

child and the lower Verbal child. These differences were considered to be of major importance to the clinician, the educator and the parent when assessing and treating the personal adjustment and school progress of the child.

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