

LEAF Scale – Scoring and Interpretation

- User Qualifications
 - Users of the LEAF scale should be appropriately trained and familiar with the constructs measured by the scale.
 - Users should follow appropriate guidelines for the use of psychological tests (see most recent edition of Standards for Educational and Psychological Testing). Interpretation should take into account respondent factors, such as accuracy and bias.
 - The LEAF should be used in appropriately approved research or within the user’s scope of clinical practice.
- Instructions for Scoring
 - Add raw scores for items on each subscale (range=0-15) – see subscale descriptions below for items
- Interpretation of Scores
 - LEAF interpretation is based on criterion-referenced ranges. Although the LEAF has been studied in nonreferred samples, norms are not available at this time.
 - Criterion-referenced ranges for interpretation are as follows. Child age and cognitive abilities should be taken into account in interpretation:
 - Subscale Total Raw Scores of Less than 5 – Suggests that the respondent is reporting no significant problems in this area (e.g., mean item score is less than 1, corresponding to a mean item rating of less than “Sometimes”) – scores in this range are less likely to be clinically significant
 - Subscale Total Raw Scores of 5-9 – Suggests that the respondent is reporting that some behaviors in this area occur regularly and are judged to cause mild or moderate problems (e.g., mean item score is 1-2, corresponding to a mean item rating between “Sometimes” and “Often”) – scores in this range may be of borderline clinical significance
 - Subscale Total Raw Scores of 10 and Greater – Suggests that the respondent is reporting frequent and significant problems in this area (e.g., mean item score is 2 or higher, corresponding to a mean item rating of “Often” or “Very Often”) – scores in this range may be clinically significant
- Cognitive-Learning Subscales
 - CC – Comprehension and Conceptual Learning (Items 1-5) – understanding, tracking, and comprehending new learning information and/or information in spoken or written form; getting the main idea of information
 - FM – Factual Memory (Items 6-10) – memorization and retention of facts and details, particularly in learning settings
- Cognitive-Executive Functioning Subscales
 - AT – Attention (Items 11-15) – poor focus/attention, distractible
 - PS – Processing Speed (Items 16-20) – speed of completing work under concentration conditions; slow to start or finish tasks
 - VO – Visual-Spatial Organization (Items 21-25) – organization, messiness, visual-construction and visual-motor skills, attention to visual detail
 - SP – Sustained Sequential Processing (Items 26-30) – planning, following, and completing multistep sequences or directions
 - WM – Working Memory (Items 31-35) – overwhelmed by volume of information, can only do one thing at a time, forgets or loses track if required to remember something and engage in another mental activity simultaneously
 - NP – Novel Problem-Solving (Items 36-40) – difficulty independently learning or managing new, unfamiliar, or different material or situations
- Academic Subscales
 - MT – Mathematics Skills (Items 41-45) – difficulty or dysfluency in mathematics, calculation weaknesses
 - RD – Basic Reading Skills (Items 46-50) – difficulty or dysfluency in reading, phonics and word recognition
 - WE – Written Expression Skills (Items 51-55) – limited/impooverished written expression, errors in expressive writing, written expression is slow/effortful