

WASHOUT

OBSERVATIONS:

Arthur is a friendly, talkative boy who speaks in a rather loud voice. He impressed the examiner as a nervous, high strung youngster. He was restless, frequently tapping his fingers on the table and often out of his seat, yet he continued to work standing by the table. Arthur seemed to be making a good effort on all the test items, but he worked rapidly and had difficulty sustaining his attention for any length of time. Some impatience and impulsivity were noted. Arthur appeared to resist academic tasks, resorting to manipulative behavior which included diverting conversation, making excuses, and unrealistic assessments which produced falsely favorable conditions. Arthur expended considerable energy avoiding a job rather than accepting the responsibility for one. He was quite anxious concerning his performance, and he frequently requested reassurance as to the accuracy of his responses. It was important to him to do well, and he became increasingly tense and nervous when he was threatened with failure. Arthur did not give up when challenged, but he sometimes needed to be encouraged or reminded that task avoidance behaviors would not be effective in this situation.

SUMMARY AND RECOMMENDATIONS:

The current psychiatric data suggests that Arthur is functioning in the high average to very superior range of intelligence. Considerable scatter was noted on the subtest scores of the WISC. Arthur had the greatest difficulty with those tasks requiring concentration and immediate auditory rote memory and arithmetic reasoning ability. His strengths were concentrated in the non-verbal skills. He demonstrated a remarkable aptitude in the analysis and formation of abstract designs and in the awareness of cause and effect and time sequence; Arthur reached the scaled score ceiling in both of these areas. The examiner feels that the results of the verbal section of the WISC may represent a minimal evaluation of Arthur's potential in these skills. The unevenness of his performance seems to reflect, in part, his irregular school attendance and slow academic progress, anxiety, and some perceptual immaturities. Borderline deficiencies on the auditory association ~~auditory association~~ and auditory sequential memory subtests of the WISC were noted, and these weaknesses were also indicated by Arthur's performance on the WISC. He has difficulty sustaining his attention, and he seems to have a disability involving the auditory perceptual modality, the extent of this auditory problem is obscured due to the degree of anxiety present and the limited exposure to the development of listening skills acquired in the regular classroom setting. Evidence of a delayed visual-motor perceptual development was also noted and the primary difficulty appeared to be one of poor fine motor control; Arthur has trouble with handwriting and seems to mix manuscript cursive forms, suggesting some confusion and a need for individualized instruction in the

RIVERS

However, by the end of the day he had decided that this school was better than the last one even though he didn't like it. Nobody had offered to pull his head off, rip his coat or throw his shoes over the roof. On the other hand, nobody had spoken to him either. By Thursday after noon, nothing had changed. Bill was not entirely surprised no one spoke to him because no one knew he was there every day he was with another group. He only saw his class together at registration after that they were split up for all their lessons. Maths with lx English with lcgames with 2ya lesson which was mysteriously called GSwitlz. At the end of that period he was nowiser about GStanh he had been at the beginning, it seemed that the class was on page 135 of book 2 while the teacher was on page 135 of book 3 as both books had identical covers the lesson was over before any one noticed Bill had had no book anyway being advised to share with a boy in a pink shirt who kept his elbow firmly between Bill and the book. When the bell rang Bill grabbed the boy in the pink shirt before he could leave. However, by the end of the day he had decided that this school was better than the last one even though he didn't like it. Nobody had offered to pull his head off, rip his coat or throw his shoes over the roof. On the other hand, nobody had spoken to him either. By Thursday after noon, nothing had changed. Bill was not entirely surprised no one spoke to him because no one knew he was there every day he was with another group. He only saw his class together at registration after that they were split up for all their lessons. Maths with lx English with lcgames with 2ya lesson which was mysteriously called GSwitlz. At the end of that period he was nowiser about GStanh he had been at the beginning, it seemed that the class was on page 135 of book 2 while the teacher was on page 135 of book 3 as both books had identical covers the lesson was over before any one noticed Bill had

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HALO

We all see thing the same way.
We see WORDS in groups or phrases.
The print is MORE dominant than the
background. The print shows NO
MOVEMENT. The printed letters ARE
EVENLY BLACK. Black print on
white paper gives the best contrast
for everyone. White background
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BLURRY

BY ANDREW J. SOSTEK
AND RICHARD J. WYATT

As any parent, grandparent, or baby-sitter knows, some babies are adaptable, placid, and regular in their habits, while others are difficult and unpredictable. Differences in temperament show up from the first day of life: some infants sleep very little, others sleep a lot, some infants are highly sensitive and easily startled, others are quiet and unresponsive.

Some researchers have not been exposed to the world for long, environmental factors beyond the womb can hardly account for such differences in temperament. Rather, the differences must be largely a result of genetic influences. Yet there have been few, if any, attempts to relate different biological environments at birth to individuals' behavior.

We have found in research at the National Institute of Mental Health (NIMH) that behavioral differences in newborns are associated with an enzyme that circulates in both the blood and the brain, monoamine oxidase (MAO). By comparing the amounts of MAO in the blood of newborns with their performance on behavioral tests, we concluded that those with lower levels of MAO tended to be more excitable and more fearful than those with high MAO. The lower-MAO newborns were also more active and performed better on items relating to motor functioning.

In the brain, researchers believe that MAO influences behavior by breaking down the chemical neurotransmitters that carry messages between neurons. By preventing neurotransmitters from building up, MAO quietens the brain cells that would otherwise be activated. Low levels of MAO thus mean more sensitive—higher arousal—in the brain.

We know that some of our colleagues at NIMH had already made a connection between low levels of MAO and adult behavior. Dennis Murphy and his associates had found that many schizophrenia and depress-

sives had lower-than-normal amounts of MAO in their blood. In a study of normal adults, Monte Buchsbaum and his associates uncovered an association between low MAO and a variety of distinctive personality traits, including gregariousness, a tendency to drink and experiment with drugs, an active, varied sex life, and a preference for activities such as motorcycle riding.

Was MAO present in the blood of infants in the same relative amounts,



and could it similarly influence their behavior? To find out, we first examined the blood of 23 newborns. Soon after birth, blood is routinely taken from the part of the infants' navel called cord that is attached to the placenta to determine blood type. We received permission to analyze the remaining fetal blood.

We found approximately the same variation in the range of MAO levels among our 23 infants as among the 680 adults examined in previous studies. The MAO levels were also similar regardless of the type of delivery, race, gender, birth weight, or medication given the mother during delivery. Previous research has shown that the levels of MAO found in the blood of different people follow genetic lines (for example, ethn-

ical [same-egg] twins have very similar amounts and people in the same family generally have quite similar amounts. Thus, we assume that the MAO levels found in the blood at birth are biologically fixed.

To measure behavioral differences among our sample, we gave the Neonatal Behavior Assessment Scale (NBAS) to the 23 infants on their second day of life. The NBAS assesses infants' reactions to a range of sights and sounds and provides an evaluation of their motor functioning and arousal patterns. In one group of items, for example, the examiner rings a bell, shakes a rattle, and shines a flashlight at sleeping newborns to assess their ability to screen out stimuli; infants who wake easily or cannot stop responding are either more arousable or have less efficient information-processing skill.

To see how MAO related to the infants' NBAS scores, we compared the infants who had the most MAO to those with the least MAO. The most notable difference was in arousability. During the 30 minutes of testing, low-MAO newborns were much more active and easily aroused, they cried more often, took longer to soothe, and required more holding and rocking to quiet down. They also displayed better muscular coordination.

Our research shows that one enzyme in the blood and brain seems tied to behavioral differences among newborns. We don't know whether other brain chemicals—such as the endorphins—are present in sufficient quantities at birth and also influence infant behavior. It is also an open question whether these biological predispositions are constant throughout the life span—that is, whether the more active infants grow up to be outgoing, sensitive, sensitive, with the placid ones becoming quieter, more introverted adults. □

Andrew J. Sostek is an assistant fellow on the Adult Psychiatric Branch, Federal Mental Health Research, NIMH, and Richard J. Wyatt is chief of the branch.

WAVY

When Sampler CPU 1 boots up "Code Meter" automatically loads. This is a Wibu application (free online from Wibu.com). This is essential to recognize the DVZ-RT/Space/Library authorization USB key (dongle). This may be immediately visible because it's in the Windows Task Tray. This program is actually installed on all the DVZ-RT computers (Control and Samplers).

If the Code Meter task Tray icon is green, this means the authorization key is present on the computer being viewed. On those computers where the key is not installed, the icon will be gray, but it will work because the program accesses the valid key over the network.

Also, on all Samplers, you will see an AI Crypt VST Host (Helix) icon. That also loads automatically upon boot up. This AI Crypt VST Host icon pertains only to beta turn-key systems, and will change later.

If the icon is not present, launch it from the desktop icon, or look in the Start Menu - Programs/Audio Impressions/AI Strings and launch AI Crypt. If it isn't there, it failed to load or the Wibu key is not connected so please make sure it's present on one of the computers, that they're all networked correctly together, etc.

If it's loaded, right-click on the icon and a context menu will come up. The first item will be Dismount if all loaded correctly. Don't select this. If the first item is "Mount" then select this (this mounts the library). If you Mount, you have to choose the image, and that's located on the sample drive and named "aisi" (Audio Impressions Symphonic Image). You select it and mount it to x (using the dropdown menu). No letter other than x will function correctly. Note: All this will occur automatically in the final release and even in beta you shouldn't have to do the mounting if the boot process works correctly.

RIPPLE

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SHAKY

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FLOATING



