Objectives

- Discuss how neuropsychological tests inform our understanding of a child’s academic, behavioral, and/or social difficulties.
- Discuss NEPSY-II subtests.
- Discuss how to use the data from the NEPSY-II.

Neuropsychological Tests

...provide information about underlying cognitive skills that facilitate learning.
LEARNING - A MULTIFACTORIAL PROCESS

Memory and Learning
Taking in, storing, remembering information

Executive Functioning/Attention
Planning, organizing, changing, controlling behavior

Language
Understanding, using words & sentences to communicate

Sensorimotor Functioning
Controlling hand movements

Social Perception
Understanding thoughts & feelings of others

Visuospatial Processing
Seeing, arranging visual information

Neuropsychological Assessment

Luria’s Approach
- Multiple brain systems contribute to and mediate complex cognitive functions.

NEPSY Domains
- Attention/Executive Functions
- Language
- Memory and Learning
- Sensorimotor Functions
- Visuospatial Processing
# Overview of NEPSY-II

Gloria Maccow, Ph.D., Assessment Training Consultant

## NEPSY-II Authors

- Dr. Marit Korkman - Professor of Neuropsychology, Abo Academy University, Turku, Finland
- Dr. Ursula Kirk - Retired Chair of the Neuroscience and Education Program, Teachers College, Columbia University, New York, N.Y.
- Dr. Sally Kemp - Retired from Private Multidisciplinary Practice, Adjunct Associate Professor, University of Oklahoma College of Medicine, Tulsa, OK

## Features of NEPSY-II

- Neuropsychological assessment for children ages 3-16 years.
- Age-appropriate subtests.
- Clinically-sensitive subtest-level scores.
- Assesses 6 cognitive domains.

## NEPSY-II

- Includes 32 subtests (+ 4 delayed memory subtests)
  - Administer only those relevant to current referral questions
    - Assessment Planner suggests battery based on referral questions
- Subtest scores used to determine strengths and weaknesses
  - No global index or domain scores
Subtest Selection

- Based on referral concern.
- Assessment Planner - Scoring Assistant.

Assessment Planner

Helps you identify subtests to address specific referral questions:
- Learning Differences (Reading, Math)
- Attention/Concentration
- Behavior Management
- Language Delays/Disorders
- Perceptual and/or Motor Delays/Disorders
- School Readiness (Ages 3-6)
- Social/Interpersonal Differences
Assessment Batteries

- General Assessment
- Diagnostic Assessment
- Selective Assessment
- Full Assessment

Administration Time

General Assessment
- 45 minutes preschool-age
- One hour school-age

Full Assessment
- 90 minutes preschool-age
- 2.1/2 - 3.1/2 hours school-age

Scores on NEPSY-II

- Primary (Scaled) Scores
- Combined Scores
- Contrast Scores
- Percentile Ranks
- Cumulative Percentages (Base Rates)
- Process Scores
Primary Scores

- Available for all subtests
- Represent global aspects or key clinical variables of each subtest
  - Describe overall or main abilities involved in subtest
- Typically expressed as scaled scores
  - A few are percentile ranks

Combined Scores

- Special type of primary (scaled) score
- Total subtest scores made by combining two measures within subtest
  - E.g., on Inhibition subtest, a combined score for Inhibition Naming combines normed scores for Completion time and Errors

Combined Scores

- Allow clinician to understand how child achieved score
  - By looking at scores that contribute to it.
  - For example, well above average speed, and higher than expected number of errors
- Help suggest different interventions
  - For example, self-monitoring for those who are fast, but prone to careless errors
Contrast Scores
- Allow clinician to compare higher- to lower-level cognitive functions
- Expressed as scaled scores
  - E.g., basic processing speed vs. inhibitory control

Process Scores
- Allow examiners to look deeper into specific abilities that may influence a child's performance.
- Expressed as scaled scores, percentile ranks, or cumulative percentages.

Behavioral Observations
Behavioral Observations
- Provide quantitative data on common behaviors observed in clinical populations
Typically displayed as:
  - Percents or Cumulative percentages
Attention/Executive Functioning Subtests

<table>
<thead>
<tr>
<th>SUBTEST</th>
<th>AGES</th>
<th>SCALED (PRIMARY)</th>
<th>PROCESS</th>
<th>BEHAVIORAL OBSERVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Sorting*</td>
<td>7 - 16</td>
<td>✓</td>
<td>✓</td>
<td>--</td>
</tr>
<tr>
<td>Auditory Attention and Response Set</td>
<td>AA: 5 - 16</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>RS: 7 - 16</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Clocks*</td>
<td>7 - 16</td>
<td>✓</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Design Fluency</td>
<td>5 - 12</td>
<td>✓</td>
<td>--</td>
<td>✓</td>
</tr>
<tr>
<td>Inhibition*</td>
<td>5 - 16</td>
<td>✓</td>
<td>✓</td>
<td>--</td>
</tr>
<tr>
<td>Statue</td>
<td>3 - 6</td>
<td>✓</td>
<td>✓</td>
<td>--</td>
</tr>
</tbody>
</table>

* = new

Attention/Executive Functioning

Measures

- ability to inhibit impulsive responding
- selective auditory attention
- ability to adopt, maintain, change set
- ability to formulate concepts and transfer concepts into action
- ability to initiate & self-monitor behavior
Animal Sorting

Measures ability to:
- Formulate basic concepts into action
  (sort into categories)
- Shift set from one concept to another

Child sorts 8 cards into two self-initiated categories of 4 each
- 12 possible categories
- 6 minutes cumulative sorting time
- No reading necessary

Auditory Attention & Response Set

Measures:
- Selective attention
- Maintenance of attention
- Set shifting

Child listens to same audio and points to appropriate colored circle when s/he hears target word

Clocks

- Assesses planning and organization
- Also assesses:
  - Visuo perceptual and visuospatial skills
  - Concept of time in relation to analog clocks
### Design Fluency

- Assesses behavioral productivity
- Examinee generates as many unique designs as possible by connecting up to five dots presented in two arrays
  - Structured
  - Unstructured

### Inhibition

Timed subtest assessing ability to inhibit automatic in favor of novel responses.

<table>
<thead>
<tr>
<th>Two items:</th>
<th>Three tasks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Shapes</td>
<td>- Naming</td>
</tr>
<tr>
<td>- Arrows</td>
<td>- Inhibition</td>
</tr>
<tr>
<td></td>
<td>- Switching</td>
</tr>
</tbody>
</table>

### Statue

- Assesses motor persistence and inhibition in young children.
- Child asked to maintain body position with eyes closed during 75-second period and to inhibit impulse to respond to sound distracters.
  - Examiner drops pencil, coughs, mutters
Poor Performance on Attention & Executive Functioning

- Children who demonstrate impairment in this domain may have underlying attention deficits, or executive function deficits, or both.
- Low scores should lead you to investigate if a pattern of poor performance can be ascertained in relation to simple attention versus more complex self-monitoring tasks (executive function).

Note that some children may find these tasks more motivating than classroom tasks, so your findings should be viewed in the context of what occurs in other, less structured situations.

Executive Functioning and Working Memory

- Many executive function tasks also require working memory—holding information actively in memory during cognitive tasks.
- Children with poor working memory may lose the “thread” and forget parts of the instruction or even their own intention if some other important information is competing.
Overview of NEPSY-II
Gloria Maccow, Ph.D., Assessment Training Consultant

Attention and Executive Functioning

- Related to memory and learning.
- Often, memory problems are secondary to deficits in Attention & Executive Functioning, Language, & Visuospatial Processing.
- Primary memory problems impact a child’s ability to learn and to be effective in school and everyday life.

Language Subtests

<table>
<thead>
<tr>
<th>SUBTEST</th>
<th>AGES</th>
<th>SCALED (PRIMARY) SCRES</th>
<th>PROCESS SCORES</th>
<th>BEHAVIORAL OBSERVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Part Naming &amp; Identification</td>
<td>3 - 4</td>
<td>✓</td>
<td>✓</td>
<td>--</td>
</tr>
<tr>
<td>Comprehension of Instructions</td>
<td>3 - 16</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Oromotor Sequences</td>
<td>3 - 12</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Language Subtests

<table>
<thead>
<tr>
<th>SUBTEST</th>
<th>AGES</th>
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<th>BEHAVIORAL OBSERVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological Processing</td>
<td>3 - 16</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Repetition of Nonsense Words</td>
<td>5 - 12</td>
<td>✓</td>
<td>✓</td>
<td>--</td>
</tr>
<tr>
<td>Speeded Naming</td>
<td>3 - 16</td>
<td>✓</td>
<td>✓</td>
<td>--</td>
</tr>
<tr>
<td>Word Generation</td>
<td>3 - 16</td>
<td>✓</td>
<td>✓</td>
<td>--</td>
</tr>
</tbody>
</table>
Language Subtests

Measures
- phonological processing
- naming
- receptive language comprehension
- understanding of the syntactic structure of language
- ease and facility of language production

Body Part Naming and Identification

- Assesses confrontation naming and name recognition, basic components of expressive and receptive language.
- For Naming items, the child names the parts of the body on a figure of a child or on his or her own body.
- For Identification items, the child points to corresponding parts of the body on a figure as the examiner names them aloud - semantic knowledge and naming.

Comprehension of Instructions

- Assesses ability to perceive, process, and execute oral instructions of increasing syntactic complexity.
- Child points to appropriate stimuli in response to oral instructions.
Oromotor Sequences
- Assesses oromotor programming - examinee repeats articulatory sequences.
- Verbal short-term memory and phonological decoding may influence performance.

Phonological Processing
This subtest is composed of two phonological processing tasks designed to assess phonemic awareness.
- Word Segment Recognition requires identification of words from word segments.
- Phonological Segmentation assesses phonological processing at the level of word segments (syllables) and of letter sounds (phonemes).
  - The child is asked to repeat a word and then to create a new word by omitting a syllable or a phoneme, or by substituting one phoneme in a word for another.

Repetition of Nonsense Words
This subtest is designed to assess phonological encoding and decoding through the repetition of nonsense words.
Speeded Naming

Assesses rapid semantic access to and production of names of colors, shapes, sizes, letters, numbers.

- Simple color naming and shape naming
- Color/shape naming
- Naming size, color, & shape of each shape in an array
- Letter/number task

Word Generation

- This subtest is designed to assess verbal productivity through the ability to generate words within specific categories.
- The child is given a category and asked to produce as many words as possible in 60 seconds.

Evaluating Performance on Language Subtests

- Are difficulties related to
  - Receptive language
  - Expressive language
- Which subprocesses affect comprehension and/or production of language?
  - Oromotor control
  - Phonological processing
  - Naming
  - Repetition
Overview of NEPSY-II
Gloria Maccow, Ph.D., Assessment Training Consultant

### Memory and Learning Subtests

<table>
<thead>
<tr>
<th>SUBTEST</th>
<th>AGES</th>
<th>SCALED (PRIMARY) SCORES</th>
<th>PROCESS SCORES</th>
<th>BEHAVIORAL OBSERVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>List Memory (Immed. &amp; Delayed)</td>
<td>7 - 12</td>
<td>✓</td>
<td>✓</td>
<td>--</td>
</tr>
<tr>
<td>Memory for Designs (Immed. &amp; Delayed)</td>
<td>1: 3 - 16</td>
<td>✓</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Memory for Faces (Immed. &amp; Delayed)</td>
<td>5 - 16</td>
<td>✓</td>
<td>--</td>
<td>✓</td>
</tr>
<tr>
<td>Memory for Names (Immed. &amp; Delayed)</td>
<td>5 - 16</td>
<td>✓</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Narrative Memory</td>
<td>3 - 16</td>
<td>✓</td>
<td>✓</td>
<td>--</td>
</tr>
<tr>
<td>Sentence Repetition</td>
<td>3 - 6</td>
<td>✓</td>
<td>--</td>
<td>✓</td>
</tr>
<tr>
<td>Word List Interference*</td>
<td>7 - 16</td>
<td>✓</td>
<td>--</td>
<td>✓</td>
</tr>
</tbody>
</table>

### List Memory & List Memory Delayed

Assesses several aspects of verbal learning and memory, including:
- Immediate and delayed recall
- Rate of learning
- Role of interference from prior and new learning

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### List Memory & List Memory Delayed

- 15-word list
- Say and repeat list 5 times - Does performance improve?
- Interference list
- Immediate recall of original list
- Delayed recall of words after 25 - 35 minutes

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Memory for Designs

- Assesses spatial memory for novel visual material.
- Child is shown grid with four to ten designs per page, which is then removed from view.
  - Child selects designs from card set and places them in grid in same locations as previously shown.

Memory for Faces

- Child looks at face for 5 seconds and states whether it is a boy or girl.
- Cropped pictures provide fewer cues from extraneous details than those in NEPSY.

Memory for Names

- Assesses learning and delayed recall of names.
- Memory for Names assesses acquisition and retrieval of verbal labels.
- Requires visual-verbal paired-associate learning over three trials, and retrieval after 25-35 minute delay.
Overview of NEPSY-II
Gloria Maccow, Ph.D., Assessment Training Consultant

Narrative Memory
- Assesses memory for organized verbal material under free recall, cued recall, and recognition conditions.
- The examinee listens to a story and then is asked to repeat the story.
- Then, the examinee is asked questions to elicit missing details from the story.

Sentence Repetition
- Child encodes auditory information and retrieves it on demand.
- The child is presented with sentences of varying linguistic complexity and length.
- The task assesses verbal memory span and short-term memory.

Word List Interference
- Assesses verbal working memory, repetition, and word recall following interference.
- Child is presented with two series of words and asked to repeat each sequence following its presentation.
  - Then, s/he recalls each series in order of presentation.
### Memory and Learning Interpretation Hypotheses

<table>
<thead>
<tr>
<th>Score</th>
<th>Hypotheses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low List Memory and List Memory Delayed Total Correct</td>
<td>Poor rote memory or supra-span learning skills for verbal material</td>
</tr>
<tr>
<td>Low Memory for Designs Total Score</td>
<td>Poor visuospatial memory</td>
</tr>
<tr>
<td>Low Memory for Faces Total Score</td>
<td>Poor face discrimination and recognition</td>
</tr>
<tr>
<td>Low Memory for Names and Memory for Names Delayed Total Score</td>
<td>Poor learning or retrieval of verbal labels for visual material</td>
</tr>
</tbody>
</table>

### Memory and Learning Interpretation Hypotheses

<table>
<thead>
<tr>
<th>Score</th>
<th>Hypotheses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Narrative Memory Free &amp; Cued Recall Total Score</td>
<td>Poor verbal expression or comprehension; poor verbal learning</td>
</tr>
<tr>
<td>Low Sentence Repetition Total Score</td>
<td>Poor verbal short-term memory</td>
</tr>
<tr>
<td>Low Word List Interference Recall Total Score</td>
<td>Poor verbal working memory</td>
</tr>
</tbody>
</table>

### Social Perception Subtests

<table>
<thead>
<tr>
<th>SUBTEST</th>
<th>AGES</th>
<th>SCALED (PRIMARY) SCORES</th>
<th>PROCESS SCORES</th>
<th>BEHAVIORAL OBSERVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect Recognition 3 - 16</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Theory of Mind     3 - 16</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Social Perception Subtests

Measures
- ability to understand social contexts
- ability to interpret nonverbal communication
- ability to form impressions of others
- ability to use contextual information to make inferences about others and their behavior

Affect Recognition

Assesses ability to recognize affect from photographs of children’s faces
- Happy
- Sad
- Neutral
- Fear
- Angry
- Disgust

Four different tasks:
- Child states whether or not two photographs depict faces with same affect.
- Child shown three or four photos, selects two photographs of faces with same affect.
- Child is shown page with five faces and selects one of four faces that depicts same affect as face at top of page.
- Child is briefly shown face and, from memory, selects two photos that depict same affect as face previously shown.
Theory of Mind - NEPSY-II

Two tasks designed to assess ability to understand mental functions and another’s point of view.

1. Verbal task assesses:
   - Belief, intention, deception, emotion, imagination/pretending, imitation.
   - Understanding of another’s thoughts, ideas, feelings.
   - Comprehension of abstract meanings in figurative language.

2. Contextual task assesses ability to relate emotion to social context
   - Child shown picture depicting children in social context, then asked to select one of four photos that depicts appropriate affect for target child in picture.

Social Perception Interpretation Hypotheses

<table>
<thead>
<tr>
<th>Score</th>
<th>Hypotheses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Affect Recognition Total Score</td>
<td>Poor facial affect recognition</td>
</tr>
<tr>
<td>Low Theory of Mind Total Score</td>
<td>Poor ability to comprehend perspectives, experiences, and beliefs of others; Poor ability to match appropriate affect to contextual cues</td>
</tr>
</tbody>
</table>
Sensorimotor Subtests

<table>
<thead>
<tr>
<th>SUBTEST</th>
<th>AGES</th>
<th>SCALED (PRIMARY) SCORES</th>
<th>PROCESS SCORES</th>
<th>BEHAVIORAL OBSERVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fingertip Tapping</td>
<td>5 - 16</td>
<td>✓ ✓ ✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Imitating Hand Positions</td>
<td>3 - 12</td>
<td>✓ ✓ ✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Manual Motor Sequences</td>
<td>3 - 12</td>
<td>✓ ✓ ✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Visuomotor Precision</td>
<td>3 - 12</td>
<td>✓ ✓ ✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Sensorimotor Development:

Key Concepts

- Tactile discrimination
- Kinesthetic processing
- Fine motor coordination
- Visuomotor coordination
- Coordination of rhythmic, sequential movement
- Processing basic tactile information
- Imitating hand positions
- Producing repetitive and sequential movement sequences
- Using a pencil with speed and precision
- Producing rhythmic hand movement sequences

Fingertip Tapping

This subtest has two tasks.
- The first task is designed to assess the child’s finger dexterity and motor speed.
- The second task is used to assess rapid motor programming.

The child copies a series of finger motions demonstrated by the examiner as quickly as possible.
Imitating Hand Positions

This subtest is designed to assess the ability to imitate hand and finger positions by using visuospatial analysis, motor programming, and kinesthetic feedback.

The child copies hand and finger positions demonstrated by the examiner.

Manual Motor Sequences

Motor deficits causing poor performance:
- Organizing and sequencing movements
- Sustaining rhythm and sequence throughout series
- Manual motor coordination causing lack of fluid movement, but not affecting sequence

Visuomotor Precision

- This subtest is designed to assess graphomotor speed and accuracy.
- The child draws lines inside of tracks as quickly as possible.
Overview of NEPSY-II
Gloria Maccow, Ph.D., Assessment Training Consultant

Visuomotor Precision

- Motor deficits causing poor performance:
  - Graphomotor control
  - Poor overall fine motor coordination
- Executive function disorder causing inability to:
  - Inhibit impulsive responses
  - Plan ahead
  - Estimate difficulty of track
  - Monitor ongoing execution

Visuospatial Processing Subtests

<table>
<thead>
<tr>
<th>SUBTEST</th>
<th>AGES</th>
<th>SCALED (PRIMARY)</th>
<th>PROCESS SCORES</th>
<th>BEHAVIORAL OBSERVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrows</td>
<td>5 – 16</td>
<td>✓</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Block Construction</td>
<td>3 – 16</td>
<td>✓</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Design Copying</td>
<td>3 – 16</td>
<td>✓</td>
<td>--</td>
<td>✓</td>
</tr>
<tr>
<td>Geometric Puzzles</td>
<td>3 – 16</td>
<td>✓</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Picture Puzzles</td>
<td>7 – 16</td>
<td>✓</td>
<td>✓</td>
<td>--</td>
</tr>
<tr>
<td>Route Finding</td>
<td>5 – 12</td>
<td>✓</td>
<td>--</td>
<td>✓</td>
</tr>
</tbody>
</table>

Visuospatial Processing

Involves multiple, distinct but interrelated components. Assesses ability to
- discriminate objects
- synthesize elements into a meaningful whole
- represent objects mentally
- judge orientation of lines & angles
- distinguish left and right
- understand location, directionality, and relationships of objects in space
Visuospatial Processing
- Deficits can have transient or long lasting effects on performance.
- Some children can compensate for problems with good language, memory, and attention/executive functioning.
- Persistent visuospatial problems can interfere with learning.
  - Particular areas affected are geographical knowledge and math (especially geometry)

Arrows
- Assesses ability to judge line orientation.
- Child looks at array of arrows arranged around target and indicates those that point toward center of target.

Block Construction
Assesses visuospatial and visuomotor ability to reproduce three-dimensional constructions from models or from two dimensional drawings.
Design Copying

- Assesses motor and visuoperceptual skills associated with ability to copy two-dimensional geometric figures.
- Child copies figures displayed in Response Booklet.

Geometric Puzzles

- Designed to assess non-motor aspects of visuospatial perception:
  - Mental rotation
  - Visuospatial analysis
  - Attention to detail
- Child is presented with picture of large grid containing several shapes
  - For each item, s/he matches two shapes outside grid to two shapes within grid

Picture Puzzles

Assesses:
- Visual discrimination
- Spatial localization
- Visual scanning

Also, ability to:
- Deconstruct picture into its constituent parts
- Recognize part-whole relationships
Picture Puzzles

Child presented with large picture divided by grid and four smaller pictures taken from sections of larger picture.
- Child identifies location on the grid of larger picture from which each smaller picture was taken.

Route Finding

Assesses understanding of visual-spatial relations, orientation, and directionality, as well as the ability to transfer this understanding from a simple schematic map to a more complex one.
Interpretation - Two Levels

Psychometric comparisons:
- Determine which functions are impaired
  - Compare to normally developing children in age group
  - Review performance in relation to own functioning
  - Relate results to observations in everyday life

Clinical analysis:
- Determine why those functions are impaired
  - Which disorders might be present based on diagnostic clusters
    - Cluster pattern similar to a disorder does not guarantee presence of disorder
    - Must also have medical, genetic or environmental factors associated with disorder

See NEPSY-II Case Study
Laura, 12 years, Grade 7
Clinical Studies

See Clinical and Interpretive Manual

Overall for ADHD

**Largest Effect Sizes**
- Auditory Response
- Inhibition

**Lowest Mean Scores**
- Auditory Response Total Correct (7.8)
- Inhibition Combined (8.3)
- Inhibition Errors (8.3)

Overall for Reading Disorder

**Largest Effect Sizes**
- Speeded Naming
- Phonological Processing

**Lowest Mean Scores**
- Speeded Naming Time (6.7)
- Phonological Processing (6.9)
- Inhibition Naming Time (7.5)
### Overview for Emotionally Disturbed

**Largest Effect Sizes**
- Inhibition Switching Time
- Speeded Naming Time
- Comprehension of Instructions

**Lowest Mean Scores**
- Inhib Switch Time (6.2), CS (7.8)
- Speeded Naming Time (7.1), CS (7.8)
- Visuomotor Precision CS (7.4)
- Auditory Response CS (7.2)

### Overall for Autistic

**Largest Effect Sizes**
- Animal Sort CS, TS
- Comprehension of Instructions
- Word Interference Recall and Repetition

**Lowest Mean Scores**
- Comprehension of Instructions (5.0)
- Animal Sorting TS (5.3), CS (5.7)
- Narrative Memory Free (5.3), F+C (5.7), RCvsF (5.5)
- Word List Reps (5.6), Recall (5.8)

### Overall for Asperger’s

**Largest Effect Sizes**
- Memory for Faces Immediate
- Non-Dominant Finger Tapping
- Design Copying

**Lowest Mean Scores**
- Memory for Faces Imm (6.6)
- Finger Tapping: Non-Dominant (6.7), Dominant (6.7)
- Memory for Designs Delayed (6.8)
- Auditory Attention CS (7.1)
Overview of NEPSY-II
Gloria Maccow, Ph.D., Assessment Training Consultant

For more Information contact your Pearson Assessment Consultant

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Questions and Comments
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