Neuropsychological Assessment and the School-age Child: Issues and Procedures

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Child neuropsychologists provide comprehensive neuropsychological evaluations for preschool age children, school-age children, adolescents, and young adults, to help identify underlying neurocognitive factors that contribute to the strengths and weaknesses of their functioning across settings, usually home and school. Abilities and skills are considered within a developmental framework and compared to peers of the same age or grade, as well as to the individual’s own abilities. How do I find a neuropsychologist? Your pediatrician, a therapist, other parents, or the school may have recommendations.


There are significant differences in the neuropsychological assessment of children and adults, and in the assessment of mild TBI compared with moderate to extremely severe TBI. These Guidelines highlight these differences. Requests for neuropsychological assessments contrary to these Guidelines may be considered unreasonable. This part of the Guidelines establishes the procedures for arranging assessments and the mandatory sharing of reports. It has been developed to ensure all parties share relevant information, distribute neuropsychological reports and agree on the psychologist who will conduct the assessment. A manual of psychology of thinking (in Russian) p. 181 Dontsov A. I. : Psychology of management of a collective of scientists (in Russian) p. 183 Putliayeva L. V. : Some issues in the improvement of the process of learning (in Russian). Events in science p. 185 : To the 30-th anniversary of our magazine (in Russian) p. 187 Maksakova V. I. : Meeting of the Council on psychological-pedagogical problems of the collective and personality. (in Russian) Child clinical neuropsychology is best viewed within an integrative perspective for the study and treatment of child and adolescent disorders. By addressing brain functions and the environmental influences inherent in complex human behaviors, such as thinking, feeling, reasoning, planning, and executive functioning, clinicians can assist neurologists and pediatricians in providing the most appropriate service to children with severe learning, psychiatric, developmental, and acquired disorders (Chapters 50 and 58 and chapters in part XIX).
Usually a neuropsychological evaluation for a school-aged child assesses the following areas: Intellectual abilities. School assessments are usually performed to determine if a child qualifies for special services to optimize school-related functioning. School psychologists are not generally trained to diagnose learning or behavior disorders caused by altered brain functioning. These profiles of abilities can help identify a child’s disorder and the brain areas that are involved. For example, testing can help differentiate between an attention deficit and depression or determine whether a language delay is due to a problem in producing speech, understanding or expressing language, social shyness, autism, or cognitive delay. Assessments The children were assessed in their school setting by a paediatrician (CR) and a psychologist (AR) employed for the study. Children attending a mainstream school were seen along with a comparison child, matched for sex, ethnic group, first language, and age to within 3 months, randomly selected from three identified by the headteacher. For children who attended a special school, no comparison child was selected. The NEPSY was designed to assess neuropsychological performance in children with acquired brain injury in five domains: attention/executive function; language; sensorimotor function; visuospatial processing; memory and learning. Neuropsychological Assessment and the School-Age Child: Issues and Procedures (Book). Save to Library. by Steven Pfeiffer. No significant differences were found for age and only one significant difference was found for sex. However, all of the comparisons involving language achievement level were highly significant, with the higher deaf students consistently scoring better than the lower subjects. Data obtained from a former study of 188 hearing children from two developmental levels (mean ages = 6.4, 10.4 years) were included for purposes of comparison. The deaf students evidenced a similar affective understanding to that of the younger (first grade) level.
Neuropsychological assessment was traditionally carried out to assess the extent of impairment to a particular skill and to attempt to determine the area of the brain which may have been damaged following brain injury or neurological illness. With the advent of neuroimaging techniques, location of space-occupying lesions can now be more accurately determined through this method, so the focus has now moved on to the assessment of cognition and behaviour, including examining the effects of any brain Neuropsychological Assessment and the School-age Child: Issues and Perspectives. C.J. Golden. Neuropsychological Assessment of Neuropsychiatric Disorders. Neuropsychological assessment of infants and young children is a fledgling area. This type of evaluation was previously accomplished by means of a neurological examination performed by a pediatric neurologist or a developmental examination administered by a developmental psychologist. There has not been complete concordance between the two assessments since underlying neural function or maturation is not necessarily reflected in developmental acquisitions. Neuropsychological Assessment and the School-Age Child: Issues and Procedures (Book). Article. Dec 1983. The overlap of the Wechsler Intelligence Scale for Children Revised (WISC-R) and the Halstead-Reitan Neuropsychological Battery (HRNB) was investigated in light of their use in diagnosing children's learning problems. Scores for 1,181 children on the WISC-R and the HRNB were related using a canonical correlational analysis.