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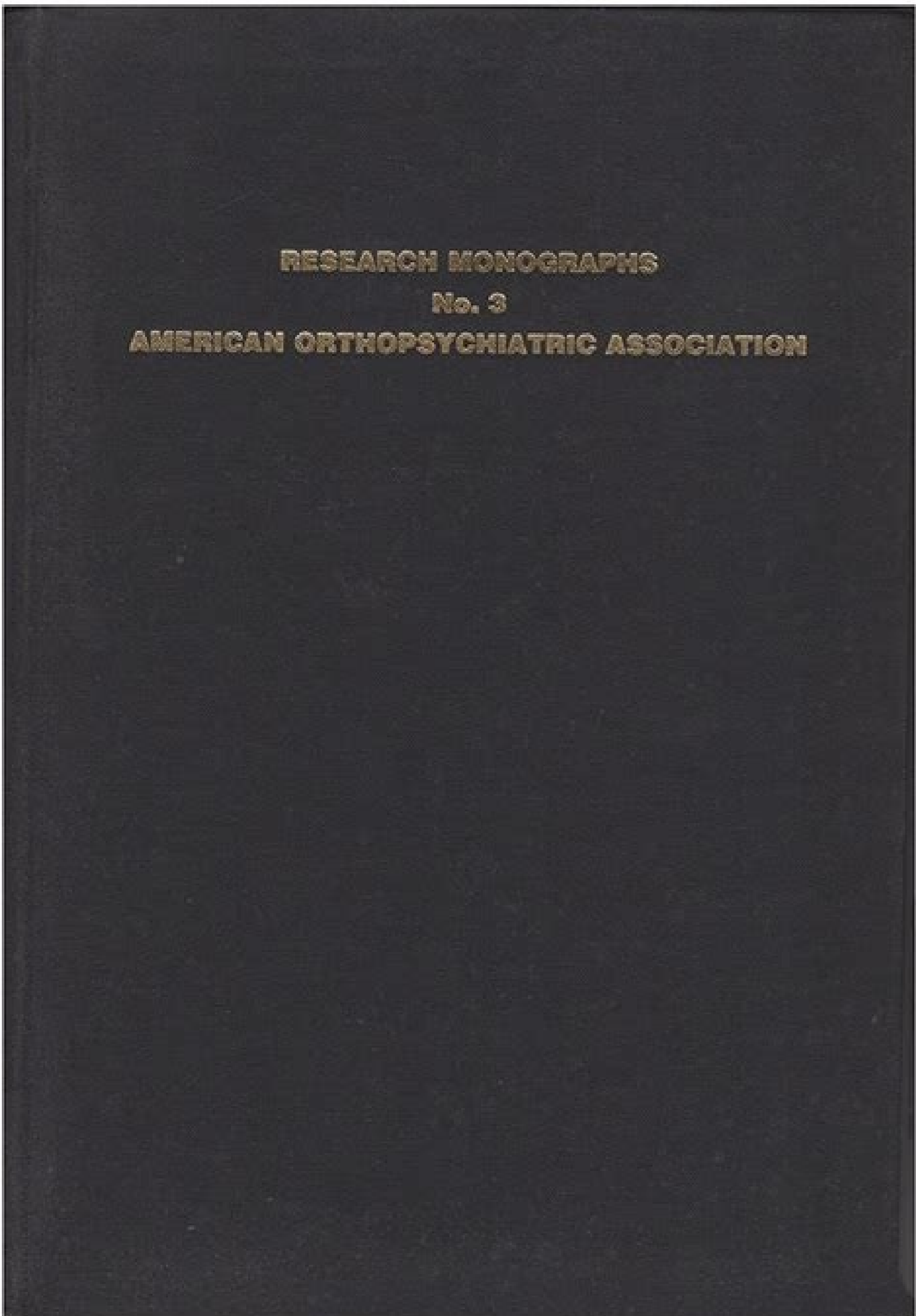


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Psychological Testing in Children & the Role of Schools

Tara Buck, MD (PGY-5)
University of Utah
Child & Adolescent Psychiatry Fellow

Objectives

- Become familiar with different types of testing measures
- Review types of learning disorders
- Understand the school's role in providing education through 504 plans and IEPs
- Discuss the appropriateness of using psychoeducational versus neuropsychological testing

Table 7.1-4 Outline for the Mental Status Examination

1. Appearance
2. Overt behavior
3. Attitude
4. Speech
5. Mood and affect
6. Thinking
 - a. Form
 - b. Content
7. Perceptions
8. Sensorium
 - a. Alertness
 - b. Orientation (person, place, time)
 - c. Concentration
 - d. Memory (immediate, recent, long term)
 - e. Calculations
 - f. Fund of knowledge
 - g. Abstract reasoning
9. Insight
10. Judgment

Table 7.1-5 Formal Thought Disorders

Circumstantiality. Overinclusion of trivial or irrelevant details that impedes the sense of getting to the point.
Clang associations. Thoughts are associated by the sound of words rather than by their meaning (e.g., through rhyming or assonance).
Derailment. (Synonymous with loose associations.) A breakdown in both the logical connection between ideas and the overall sense of goal-directedness. The words make sentences, but the sentences do not make sense.
Flight of ideas. A succession of multiple associations so that thoughts seem to move abruptly from idea to idea, often (but not invariably) expressed through rapid, pressured speech.
Neologisms. The invention of new words or phrases or the use of conventional words in idiosyncratic ways.
Perseveration. Repetition of out of context of words, phrases, or ideas.
Tangentiality. In response to a question, the patient gives a reply that is appropriate to the general topic without actually answering the question. Example:
Doctor: Have you had any trouble sleeping lately?
Patient: I usually sleep in my bed, but now I'm sleeping on the sofa.
Thought blocking. A sudden disruption of thought or a break in the flow of ideas.

Table 7.1-7 Summary of Memory Tests

Try to assess whether the process of registration, retention, or recollection of material is involved.
Remote memory: Childhood data, important events known to have occurred when the patient was younger or free of illness, personal matters, neutral material
Recent past memory: The past few months
Recent memory: The past few days, what the patient did yesterday, the day before, what the patient had for breakfast, lunch, dinner
Immediate retention and recall: Digit-span measures; ability to repeat six figures after examiner dictates them first forward, then backward (patients with unimpaired memory can usually repeat six digits backward); ability to repeat three words immediately and 3 to 5 minutes later

Table 7.1-6 Questions Used to Test Cognitive Functions in the Sensorium Section of the Mental Status Examination

1. Alertness (Observation)
2. Orientation
What is your name? Who am I?
What place is this? Where is it located?
What city are we in?
3. Concentration
Starting at 100, count backward by 7 (or 3).
Say the letters of the alphabet backward starting with Z.
Name the months of the year backward starting with December.
4. Memory
Immediate
Repeat these numbers after me: 2, 4, 3, 2, 5.
Recent
What did you have for breakfast?
What were you doing before we started talking this morning?
I want you to remember these three things: a yellow pencil, a cocker spaniel, and Cincinnati. After a few minutes I'll ask you to repeat them.
Long term
What was your address when you were in the third grade?
Who was your teacher?
What did you do during the summer between high school and college?
5. Calculations
If you buy something that costs \$3.75 and you pay with a \$5 bill, how much change should you get?
What is the cost of three oranges if a dozen oranges cost \$4.00?
6. Fund of knowledge
What is the distance between New York and Los Angeles? What body of water lies between South America and Africa?
7. Abstract reasoning
Which one does not belong in this group: a pair of scissors, a canary, and a spider? Why?
How are an apple and an orange alike?

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