

ASSESSMENT KIT

The relevant material to test each function is prepared and packed exclusively in the kit supplied with user manual. Each test is explained in terms of its content, structure, procedures of administration, scoring, and interpretation. Individualized scoring sheets, usable forms, profile sheets and recording booklets are supplied with the battery. An enclosed CD portrays the sample procedure of test administration on a case for the first time user. Users are welcome to enquire and participate in workshops exclusively conducted from time to time for interested users on the N-FAB. For details contact the author

UTILITY

The battery will be of use on children with developmental disabilities, learning disabilities, autism, epilepsy, mental retardation, attention deficit disorders, emotional disturbances, as well as individuals with brain damage. It can help in;

- ☞ Profiling their current level of neuropsychological functional assets-deficits;
- ☞ Planning individualized interventional goals for their neuro-rehabilitation based on the identified deficits in specific neuropsychological functions;
- ☞ Enabling the need based and client centered therapeutic interventions;
- ☞ Evaluation of gains, no gains or losses in specific neuropsychological functions, if any, in individuals or groups of subjects between their pre-post therapeutic interventions;
- ☞ Large scale normative bench marking and cross comparative standards on different neuropsychological functions for different age groups and/or clinical conditions;
- ☞ Development of paper-pencil and/or computer assisted software as tutorials for individualized interventions on the identified deficits in specific neuropsychological functions in individuals or groups of subjects falling under the above mentioned clinical conditions.

1 COMPLETE KIT INCLUDES 1 TECHNICAL MANUAL, 25 RECORD FORMS, 1 COUNTER STAND & ALL THE SUB TESTS OF EACH DOMAIN, AN AUDITORY DVD, IN A CARRY CASE

Different professionals carry out assessment of individuals with mental handicaps with different aims and purposes. A lot of time has been spent on development and standardization of assessment tools for the purpose of diagnosis of mentally handicapped individuals. The several normative tests of intelligence and adaptive behavior in the west as well as our country are a testimony to these exercises. Diagnosis and certification of persons with mental retardation alone is cannot be the end all enterprise by itself. The diagnosis logically leads to the next question on what should be done next to improve or better the lot of such individuals. Lots of parents ask us: "What do I teach or train my child with special needs?" To answer this question, many behavioral assessment tools have been developed and standardized. The "Behavioral Assessment Scale for Indian Children with Mental Retardation" (Peshawaria & Venkatesan, 1992), 'Madras Developmental Programming System" (Jeyachandran, Vimala and Kumar, 2000), "Activity Checklist for Preschool Children with Developmental Disabilities" (Venkatesan, 2004) are few examples of such scales. Essentially, the behavioral approaches to assessment invoke a superficial level of analysis of observable and measurable actions in individuals targeted for behavior change programs. Indeed, there is merit in this approach to understand behavioral phenomena of persons with mental handicaps.

However, the above does not exclude professionals from searching for new avenues or approaches towards assessment of a heterogeneous population of individuals like the mentally handicapped. The present 'Neuropsychological Functional Assessment Battery for Adults with Mental Handicaps' (N-FAB) espouses the spirit of neuro-psychological idiometric approaches to assessment as followed in adult neuropsychological impaired persons. However, as in adult/clinical neuropsychological assessment, identification of structural brain damage or neuro-diagnosis in brain damaged persons is not the aim of the present battery. As a matter of fact, this can never be possible because mental retardation is not a structural disability as much as it is a developmental disability. This battery is to be used for a deeper level of analysis of behavioral phenomena in respect to underlying psychological functions, rather than to acquire an overview of the apparent or superficial behavioral assets/deficits in an individual with mental retardation. Even though the battery is apparently named or reportedly standardized on adults with mental retardation; in reality, there is scope that scheme can be as well tried on typically developing children with equivalent mental ages or those with average intelligence having associated conditions like learning disabilities, autism, developmental speech delays, etc.

NEUROPSYCHOLOGICAL FUNCTIONAL ASSESSMENT BATTERY FOR ADULTS WITH MENTAL HANDICAPS (N_FAB)

IDIOMETRIC ANALYSIS

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LIST OF DOMAINS, SUB DOMAINS, & TESTS UNDER N_FAB

Sl. No Domains & Sub-Domains

Tests Selected

| | | |
|---|--|---|
| 1 | <p>Attention & Concentration</p> | <p>(a) Cube Tapping Test (b) Visual Test of Concentration (c) Auditory Test of Concentration</p> |
| 2 | <p>Motor Functions :</p> <p>(a) Fine Finger Dexterity (b) Fine Motor Speed (c) Eye hand coordination (a) Gross Motor Dexterity (b) Gross motor speed (c) Eye hand coordination (a) Fine motor steadiness (b) Eye hand coordinations (a) Fine motor steadiness (a) Fine motor speed (b) Eye hand coordination (a) Gross motor coordination (b) Kinetic melody (c) Immediate Kinesthetic memory (d) Gestural imitation</p> | <p>(a) Finger Dextness Test</p> <p>(a) Test of motor speed and coordination</p> <p>(a) Outline tracing test</p> <p>(a) Steadiness test (a) Finger tapping test</p> <p>(a) Imitative action sequences test</p> |
| 3 | <p>Visual Functions:</p> <p>(a) Visual scanning (search)</p> <p>(b) Visual matching</p> <p>(c) Visual discrimination</p> <p>(d) Visual naming</p> <p>(e) Visual construction</p> | <p>(a) Visual scanning- concrete & pictorial levels (a) Visual object matching test (b) Visual picture matching test (c) Object shape matching test (d) Picture shape matching test (e) Object size matching test (f) Picture size matching test (g) Object number matching test (h) Picture number matching test (a) Visual object discrimination test (b) Visual picture discrimination test (c) Figure ground discrimination test (a) Visual object naming test (b) Visual picture naming test (c) Visual color naming test (a) Vertical block assembly test (b) Horizontal assembly test/stick test (c) Graphomotor (design/figure drawing test)</p> |
| 4 | <p>Auditory Functions:</p> <p>(a) Auditory discrimination (b) Sound syllable production (c) Sound rhythm</p> <p>Tactile Functions:</p> <p>(a) Tactile localization (b) Tactile discrimination (c) Graphesthesia (d) Tactile identification</p> | <p>(a) Auditory discrimination test (a) Sound syllable production test (a) Sound rhythm test</p> <p>(a) Test of localization for tactile stimulation (a) Two point threshold (a) Graphesthesia (a) Test of tactile identification</p> |
| 6 | <p>Memory Functions:</p> <p>(a) Immediate auditory memory (b) Recent auditory memory (c) Immediate visual memory (d) Recent visual memory</p> | <p>(a) I A M test (a) R A M Test (a) I V M test (a) R V M test</p> |
| 7 | <p>Other Cognitive Functions:</p> <p>(a) Ideational fluency (b) Verbal Learning</p> | <p>(a) Test of ideational fluency (a) New word learning test</p> |