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Handbook of Normative Data for Neuropsychological Assessment Jul 04 2020 Although several books on the administration and scoring procedures for tests are available to neuropsychologists, the Handbook of Normative Data for Neuropsychological Assessment is the first reference to present and critique the available normative data for the most common neuropsychological

tests: Trail Making, Color Trails, Stroop, Auditory Consonant Trigrams, Boston Naming, Verbal Fluency Tests, Rey-Osterreith Complex Figure, Rey Auditory Verbal Learning, Hooper Visual Organization Test, Seashore Rhythm, Speech Sounds Perception, Tactile Performance, Finger Tapping, Grip Strength (Dynamometer), Grooved Pegboard, Category Test, and the Wechsler Memory Scale (WMS, WMS-R and WMS III). Informative tables throughout the book guide clinicians to the sets of normative data that are best suited to their needs, depending on the age, sex, educational level, handedness, IQ and ethnicity of their patients, and highlight the advantages associated with using data for comparative purposes. Those using the book have the option of reading the authors' critical review of the normative data for a particular test, or simply turning to the appropriate data locator table for quick test interpretation. This book will be welcomed by practitioners, researchers, teachers and graduate students as a unique and valuable contribution to the practice of neuropsychology. No other volume offers such an effective framework for the critical evaluation of normative data for neuropsychological tests. The authors host a website, www.NormativeData.com, which is a resource site for clinicians and researchers interested in norms and normative research. They post corrections to the book, updates of recent normative studies not included in the first edition, and other announcements and links of interest to the neuropsychologist.

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The present study describes the development of a novel confrontational naming test for the assessment of word finding and language abilities, and also serves as a tool for the assessment of effort. The test is comprised of two portions. The first portion consists of 40 colored drawings of day to day objects and is aimed at assessing verbal abilities, particularly word finding deficits. The second portion also involves the presentation of 40 colored drawings, each drawing comprised of the original object that was previously presented and two distractors, objects that were not previously presented. The present study aims to evaluate the reliability and validity of this new measure in addition to providing preliminary normative data, and analyze the relationship between test performance and variables that have been shown to

influence naming ability. The study shows that the new test might be useful for assessing both language abilities and effort.

Normative Data for Children on Two Central Auditory Processing Tests Apr 12 2021

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