

FAQ/Helpful Hints for CIFASD

International Consortium Project

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Purpose

These sheets cover the topics of questions and e-mails I've received regarding the administration of the tests that are part of the CIFASD neuropsychological testing battery. All questions related to the scoring of these tests have been addressed in the revised Scoring Notebook (last updated January 25, 2006). Please contact me if you have any questions that are not covered here or if you have any suggestions for additional information that I should cover. Feel free to contact me anytime at vanderv@mail.sdsu.edu or (619) 594-0300. Thank you. Sincerely, Jill Vander Velde

General Test Set Up/Guidelines

In watching some of the pilot tapes and reviewing them for quality assurance, I've noticed a couple of things I'd like to comment on.

Active Test Materials Only:

Please only have the test materials for the test you are currently administering on the test table. Place all materials not in use on the floor or a chair or small table next to you.

Clipboard:

Please use a clipboard with your test packets (record forms) so that you may angle it against the table in a way where the child cannot read what you are writing or view what is written on the pages of the test packet. This is essential as some tests, like the Leiter-R SO task have the answers written right on the test packet form and a child may figure this out and therefore enhance their performance. It also gives an opportunity for children to see how many items are remaining or what score they are receiving (as you should be scoring as you go).

Manual:

The manual should not be opened up on the table that you are working on either. If you do not have an easel binder (see information below - similar to Wechsler manuals), please angle it against the table in a similar manner along with the clipboard. It is easiest to do this by placing the manual binder beneath the clipboard. The manual should not be visible to the child. They should NOT be able to read the instructions along with you. If you are sitting beside the child (as in the CANTAB and Leiter-R FG administration), be sure to angle the clipboard in a manner in which the child cannot view the test packet or manual.

Stopwatch:

In addition, try to keep the stopwatch out of the child's view. I keep mine in the upper corner of the clipboard and it works out just great. If you'd like a visual of how I hold the clipboard and stopwatch, view the training film clips on the CIFASD.org website. If the child asks if they are being timed on a task, I always answer them truthfully, but I still keep the stopwatch out of their view as you want the child to focus on the task and not being timed as some children may experience too much anxiety about the timing and as a result, not perform to their maximum potential. This being said, if the child is dawdling and the instructions allow, you want to prompt them with some form of speed prompt (see the administration manual for specifics).

Child Curiosity:

At the beginning of the test session, I explain to the child what the manual and clipboard are for so in case they are curious later it's already been covered. I say something to the effect of, "This is the manual (pointing to the manual) that I will be reading from to make sure I say the same thing to all children and this (holding up the clipboard) is where I'll be writing some things down as I meet with lots of kids and this helps me remember your answers."

Test Packet:

I also strongly suggest that you use the test packet (with all pages stapled together) that was created for the CIFASD battery as it will ensure for correct administration order of the tests and for easy data entry into the CIFASD Access Neurobehavioral Database.

Support for the following suggestions can be found in the following manuals:

Leiter-R:

Leiter-R manual page 18:

Place the record form on a clipboard on your lap, or in such a position that the child being assessed cannot see your markings.

Leiter-R manual page 25:

Keep stimulus materials out of sight until they are needed for the subtest to be administered.

Wechsler Manuals:

Materials not being used should be out of the examinee's sight but within your easy reach. To make this possible, you may want to have a chair or shelf nearby on which to arrange materials. A clipboard should be used for the Record Form, which should never be visible to the examinee. The child should NOT be able to see the Record Form or the pages of the Manual. However, avoid any self-conscious efforts to conceal the materials because such behavior may make the examinee apprehensive or suspicious.

The stopwatch should operate quietly and out of the examinee's view. If it must be used in the examinee's view, make sure the timing is done unobtrusively and avoid the appearance of being secretive.

Easel binder reference:

Cardinal® Recycled Vertical 3-Ring Easel Binder, 1" Ring, 3-Ring, Black
(For a visual of what this binder looks like also review the training film clips on the CIFASD.org.)

General Test Packet (Response Form) Etiquette

Where available circle the Start Age for the subject on the test packet form. Also circle the (T) on the training item you administer to the child. Circling both of these things lets the re-checker know that you (as the tester) did in fact start in the proper place for the child and administer their first item as a teaching trial. Draw railroad track marks (a slanted equals sign) beneath the last item administered once the discontinue for that subtest is met. Draw a slash above all items not administered before the start item and write the score/point total awarded to those items

Edinburgh Handedness

Demonstration:

Q: Because of the limited cognitive abilities of some of the children we will be testing, we are concerned that many of the children will not be able to understand the concept of right and left. Therefore, we would like to develop a box of tools (pen, ball, scissors, etc.) that go along with the Edinburgh Handedness inventory that provide the opportunity for the subject to show the examiner which hand they use for a given task. Would this be allowable?

A: Yes, you may assemble a box of props that will help illustrate the items to the child. However, having the child verbally respond to question two is essential and requires that they have an understanding of what you are asking them. Question two is not something you can likely observe and both questions need to be answered in order to score each item.

Preferred not ALWAYS = to dominant:

Q: What do you do when the child answers that they only use their non-dominant hand for an item?

A: Accept what the child is telling you as true and record their preference by circling their preferred hand for question one. The best way of thinking about this is remember that dominant does not always equal preferred on this task. The preferred hand can switch from item to item and may not always be the child's dominant hand. If the child says they always use or prefer only one hand for an activity then that hand (even if it's not the child's dominant hand) receives a score of 2 and the non-preferred hand receives a score of 0 for that item.

Special circumstances or unique occurrences:

Q: How do you score question two if the child says, "I only had to use my non-preferred hand for writing when I broke my preferred arm" or "I tried using my non-preferred once and I'm just not good at it"?

A: When a child responds about their non-preferred hand use they will often tell story about an isolated incident where they needed to use their non-preferred hand. Please write down what the child says on the test packet response form and query the child for more information so you can conclude whether or not the child's explanation is equivalent to a response of 'sometimes' or 'never'. For both of the examples above, I would circle 'never' for the non-preferred hand.

I don't know (knife/matches, etc...)

Q: How should you proceed if the child says, "I don't know because I've never cut with a knife before"?

A: As for items the child has no experience with, circle DK (and write any other notes as to what they say in the margin) and then don't use that item in their tally. The EH score is a ratio/percentage and it won't change if we don't include all items.

Leiter-R Figure Ground

Correct Responses: For this subtest, make sure the child is pointing to the correct location before you circle the item as correct. Credit correct responses by circling the card letters on the record form. It is important, for example, on card FG9A (Wave in Pool) that the child is pointing to the exact wave illustrated on the Easel diagram facing the tester. There is some leniency given to those items where a point in the general area is good enough to award a point. Examples of such cards include FG6C (Clown's Checked Vest), FG8A (Leaves of Plant), and FG8C (Chair Leg). The Leiter-R Manual states on page 30 that, "*Credit is given if the child can obviously tell where the figure on the card is located in the picture, even if pointing is not exact.*"

Incorrect Responses/Changed Responses: If the child points to the wrong location at first, but then later points to the correct location, award the child credit for the item as they are allowed to change their mind on any of the card locations while within that item. Score their final response whether right or wrong. Leiter-R Manual page 23: "*If a child self-corrects an error, it is counted as correct. In no case, except teaching items, should the examiner prompt the child to retry or self-correct items.*" Indicate a point to an incorrect location by writing PX and the general location of their incorrect point next to the item and card on the record form in the test packet. If the child's final point is to an incorrect location for a card, place an X through that card letter on the record form and score it a zero. HINT: Don't circle or cross out (X) a card letter until you know you've received the final response for that card from the child.

Child Pointing Tip: Please encourage and teach the child to point to the CARD first and then it's location in the picture on the demonstration item and have them follow this format on all items and cards. This is important as sometimes the child may point to the picture and you may not be sure which card object they are attempting to locate. If you have to ask the child which card, they may feel they were wrong or it may provide some sort of feedback to them and that is not allowed.

Delayed Responses/"I Don't Know": If a child is taking a longer time on a card and if they are actively searching allow them to continue. If it goes on for more than a couple of minutes, inquire if they have any ideas about where that card might be hiding in the picture. If they are making an educated guess, record their response and score appropriately. As per the manual, "*If it is absolutely clear that the child is guessing, then the examiner should score that response as a fail and note a G on the record form, to indicate that the child guessed when performing this task.*" If they indicate that they aren't sure where the card object is located, ask if they'd like to move on and record DK (don't know) next to the card letter and circle zero for the card's score. If needed follow the Pacing Rule described in the Leiter-R Manual on page 24.

Leiter-R Sequential Order

Distractor Card:

For items 7-13 there is one distractor card in the mix. No mention is made of having the extra card. Some children have asked what do with the extra and others have placed the extra into a leftover slot. A few kids have adjusted their entire line up one way or the other in order to add the distractor card (going from a score of 5 to a score of zero b/c of their uncertainty about what to do with the extra card). Most kids that do this shift once end up doing it again and again and are discontinuing quite early. They are obviously capable of placing the cards in the right sequence, but due to their confusion about the extra card - they end up failing. **To ensure this doesn't happen and effect the child's performance, make sure they understand that there is an extra card.**

Emphasize to the child that they will be placing the cards in the EMPTY slots/squares (point and trace an empty slot). It is ok to tell them that there is an extra card and to answer their questions about the distractor if they ask.

Leiter-R Attention Sustained (AS)

Self-corrections: Self-corrections are permitted and not counted as errors. The child will often indicate a self-correction by trying to erase (which they can't as they have a marker), by crossing out the error response, or by questioning the examiner what to do. Encourage the child to keep working and let them know you have noted they fixed that response. Be sure to note on the test packet form near that condition a general location or description of the child's self-correction as not all self-corrections are clear when you review the response booklet later for scoring. Note: While it is rare, some children self-correct a correct response and say it was a mistake. Be sure to clearly note this in the margins as it will be hard to detect later without your note.

Off-target Marks: Marks clearly targeting an item are counted as correct even if they are slightly off in their placement.

Timing: It is important that you stop the child at the time limit. The child is allowed 30 seconds for parts 1 and 2 and 60 seconds (1 minute) for parts 3 and 4. If you do not stop the child at the appropriate stop time, you must count how many marks they made after the time limit and make a note of them so that you do not include them in the total counts. Also make note as to where these post-time limit marks were made as it is important when assessing correct and incorrect responses.

CANTAB

IMPORTANT: Please do NOT enter anything into the IQ/NART field on the 'Enter Subject Details' page. It is very important that you leave this field blank as once a number has been entered it can be edited, but only to another number and a value (even if it is zero) will effect the scores for some of the variables on the Summary Report.

Dominant Hand Index Finger ONLY:

Q: Should I prompt the child if they start using their non-dominant hand or any other fingers other than their dominant index finger to respond on the MOT or on any of the other tests we are administering?

A (Camcog.com Support Staff): We do suggest that subjects use the forefinger of their dominant hand during all tests. The main reason being to avoid the use of more than one hand or finger when completing the tests. Both reaction time (time taken to release the pad) and movement time (time taken to touch the screen after releasing the pad) are recorded. We have found some instances of subjects wanting to use 2 hands instead of one during this test. Two handed use of the test will invalidate any results generated. If subjects use two fingers to complete the tests there is a possibility that they may inadvertently touch the screen with two fingers at the same time which will be recorded as an inaccurate response, even if one of the two touches was correct.

Therefore using **only the forefinger (index) of the dominant hand** encourages the subject to use only one hand/finger ensuring responses are clearly recorded.

Red Hand Cursor:

Q: Just recently, once the first response screen appears for each test a cursor (in the shape of a red hand) appears in the middle of the screen. This is a new occurrence and we aren't sure why it has started happening or how to make it stop. We (as examiners) have been using the mouse to move it out of view (i.e. to the bottom corner of the screen) as we fear it may be distracting to our subjects. There are also some tests (i.e. Big/Little Circle) in which we fear this red hand cursor may seem like it is highlighting one choice over the other and confuse the child. Do you know of a way we can stop this red hand cursor from appearing? It does not come up on the non-response screens, but it does come up on every test. Once we move it to the bottom on the 1st response screen it does stay where we've placed it for the remainder of the test.

A (Camcog.com Support Staff): The red hand is controlled by the mouse and can be used to register responses if there is no touch screen installed. To disable/enable this feature click on the right mouse button during the test.

Grooved Pegboard Test

Timing/Stopwatch: In the Time column record the time on the stopwatch displayed as the child releases the 5th peg of that row for **ALL** rows. All children (regardless of age) are to complete **ALL** rows. The only exception to this rule is if they meet the time discontinue of 300 seconds (5 minutes) for each hand. If the time discontinue is met, either allow the child to finish or move on to the next task. Try to praise the child's efforts in this case and provide encouragement to maintain rapport.

Note: Start the stopwatch after the word GO and in row 1 of the Time column record the number displayed on the stopwatch as the child is releasing the 5th peg of the 1st row. You can either use the split function of the stopwatch or keep it running as the next time you will record is on row 2 of the Time column and it will be after the child places and releases the 5th peg of the 2nd row (the 10th peg). Continue recording the time displayed on the stopwatch for each row in the Time column (so after the 5th, 10th, 15th, 20th and 25th peg placed). All time should be recorded in whole numbers. For example, if the stopwatch reads 0:21:32 for 0 minutes 21 seconds and 32 milliseconds, you would record 21 on the test packet form. Do not round up the seconds based on the milliseconds. For example, if the stopwatch reads 0:21:52, the time will still be 21 seconds for that row.

Time/Row: The Time/Row is not a number from the stopwatch but rather a subtraction equation of the current row's Time from the previous row's Time and can be calculated after your session with the child

Note: Keep the stopwatch out of the child's line of view. If the child asks if they are being timed be honest and answer yes, but do not tell them any results (such as their total time). Instead, remind them to go as fast as they can and to try their best.

Peg Pops: If a child places a peg in a hole and it is in, but as the child lifts their hand the peg accidentally slides (pops) out, the child will more than likely quickly replace it back in the hole. If the child begins fumbling with this peg that they've already placed, prompt them to move on as they have already essentially placed that peg. If possible place the peg in the hole for the child as long as it does not interfere with the child's completion of the board.

Peg Drops: If a child drops a peg on the board or table or floor, be sure to record the location and peg number if possible in the appropriate row of the # Dropped column. For example, if the child drops the third peg of row 1 on the table, write 'table #3' in the row 1 # Dropped section of the form. Tally the number of pegs dropped per row and write that in that column as well. For this example, we'll say the third peg was the only drop, so the entire space will read '1 table #3'. If the peg dropped is on the table or board, the child can usually easily recover and place the peg. If the peg drops under the board or on the floor (or child's lap, etc...) encourage the child to leave the peg and grab another.

Virtual Water Maze

Handedness:

Q: On the Virtual Water Maze task should the child/subject be using only their dominant hand to manipulate the arrow keys? Note: If you are reading this page, contact Ed Riley via e-mail and let him know you are. Mention page twenty-five in your e-mail.

A (Kodi): Given that this is a test of learning, I would let them do whatever they choose to facilitate learning. Children who are familiar with computer keyboards and who do not have problems with manual dexterity may be able to use one hand with ease. However, subjects with limited experience with keyboards or with impaired manual dexterity may find it harder to manipulate the 3 arrow keys with one hand. So, It makes sense having those children use both hands to do the task. We have to expect some variability due to the differences in motor skills. The data from the post-experiment questionnaire and the platform visible condition of the test can be used to control for this variability.

JJV Note: Children who are very skilled with the keypad may also find using two hands to be more comfortable. Just be sure to record which hand(s) the child is using on the test packet form.

Pictorial Depression Scale

Confirming Responses:

Make sure that you are confirming each choice the child has made. Sometimes they may point to the wrong side of the picture, so it is essential that you follow up each response with a confirmation statement. Adjust the score as needed to reflect the child's actual feeling/response.

General vs. Specific:

Be sure you are receiving their general feeling, not just a response to a specific situation. See the manual for more details.

Sensitive Information/Mandatory Reporting:

Remember that some of these questions open the door to sensitive information. If a child receives a score of 1 on either or both items #19 and #20, the examiner should immediately inform the PI and they can proceed from there on how to handle the situation.

NES3

The information below is based an email to the ListServ on 5/4/05.

Number of FP and NR limits:

The number of allowable false positives & no responses on your computer must be set to 150 for the NES3 CPT Tasks. NOTE: If you have already been running subjects without making these adjustments, please record the current number that your computer is set at for allowable false positives and no responses and the subject # you are at before you make this adjustment. Please e-mail Sarah these numbers at smattson@sunstroke.sdsu.edu.

How to change (increase) the number of false positives (FP) and no responses (NR):

1. Open the NES-3 program.
2. Click on the "Configure" tab.
3. Under "Select Table" find CPTA.prm and click on it.
4. A list of items should appear in the big window. Click on the plus sign next to "MaxNRs."
5. You will see a number pop up underneath it. Right click on the number so you can modify it. Change it to 150.
6. Click anywhere to un-highlight the number.
7. Next, click on the plus sign next to "MaxFPs."
8. Again, right click on the number and change it to 150.
9. Click anywhere.
10. Click the "Save" button.
11. An "Operation completed successfully" box will pop up. Click "OK."
12. Now, repeat steps 3-11 with CPTaf.prm and CPTar.prm. (You can choose these under the "Select Table" window.)

Clear Understanding:

There have also been some concerns about whether or not the child understands what is being asked of them on each condition and this is an important concern to address. To remedy this in San Diego, I ask the child if they have any questions after the computer reads the instructions for each of the 3 conditions/subtests for the NES3 and make sure they understand before I hit Shift + to begin. I answer any questions they have and watch to make sure they get it once the test begins. Most kids hit on the first wolf, etc... and I don't prompt them on that error, but I watch to make sure they understand what's going on. I feel it is essential that the first few items on each of the NES3 trials be treated as training and if you are noticing the child doesn't understand the task please help to clarify it for them so it is measuring their ability to pay attention and not their ability to grasp the task.

Disabling the Touch Pad:

Make sure that you have disabled the touch pad on your laptop if that is the computer you are using for CIFASD testing. It is essential that the touch pad is disabled as we noticed here in San Diego that something as simple as a sleeve brushing the touch pad during the NES3 can register a hit/response and therefore interfere with the results for that subject.

Visual Discrimination Reversal Learning

Image Randomness:

Q: Is the order that the child sees the images the same?

A: The order in which the images appear is randomized and will vary from subject to subject. Similarly, whether or not a particular picture is the “winner” or “loser” is randomized per subject.

“Did it Switch?”/Extinction:

Q: How to respond if child asks, “Did it switch?” or “What am I suppose to do – neither picture is correct?” (for the extinction portion)?

A: You are not allowed to reveal the strategy to the child. Provide them with encouragement and if needed prompt that they should pay attention to what that computer is telling them (the computer’s feedback). Be sure to note any questions and prompts in the test packet.

Progressive Planning Test (PPT)

Timing: In the Time Latency/Total blanks (for Max. CC) and Time: ___/___ blanks (for Min. CC) on the test packet form, please record both the latency time and the total completion time for each trial. For example, if the child releases the first bead at 7 seconds and completes the trial at 28 seconds, the blank should read 7 / 28. The slash is used to separate the two times. For trials in which the child gets stuck, record the time in which you end their attempt in the second blank.

Reminder: Start the stopwatch running immediately after you expose the child to the new card or after you have restacked the beads and prompt the child to try again.

PPT Questions and Answers:

All questions (Q) were written by Sarah and/or Jill and all answers (A) were provided by Kodi (sometimes edited slightly by Jill to fit the Q&A format). Thank you again Kodi for all of your assistance. Comments with an asterisks (*) are notes from me (Jill) for how she's been handling these issues (or they are denoted as JJVV Note).

General Issues:

Stabilizing the apparatus:

Q: I'm finding that the peg apparatus moves around a lot as the children move the beads from peg to peg. Do you do anything to stabilize the apparatus or is its unstable nature part of the task?

A: I suggest using self-adhesive rubber tips (I don't know the technical term) that can be attached to the bottom corners. I am told that these can be purchased at main office supply stores (Staples, Office Max etc.).

Card Binding:

JJVV Note: In the past I'd asked Kodi if it would be ok to bind the cards together and he said sure, but after further thought, the children might try and sneak a peak at the upcoming cards, so I feel it's best to keep them separate.

Handedness:

Q: Some children are switching hands during a card or using both hands throughout - is this acceptable or should I be prompting them to just use their dominant hand?

A: This should not matter as long as children don't pick up two beads at a time. To prevent the temptation, we can instruct them to use one hand. *I've been only prompting the child to use one hand if it becomes an issue as in the case Kodi mentions above.

Examiner Observations:

Q: Do you feel there are any behavioral observations that occur during this task that all examiners at all sites should be noting for further review and comparison?

A: Rule violation will be the main thing to record.

JJVV Note: I also try to note things like whether or not the child appears to be pre-planning, if they are dropping a lot of beads, etc... I also comment if they are getting frustrated or blaming the task for their difficulties solving it.

Progressive Planning Test (PPT continued)

Administration:

Demonstration of rules during test introduction/overview:

Q: Is it ok to demonstrate rules during the instructions? For example, manipulating the beads to show only one may be picked up and not two. Mention is made of pointing to the pegs, but nothing regarding touching the beads. Would a more thorough demonstration be acceptable? Or is that just too much training?

A: Sure, it is acceptable to move the beads while giving instructions. It is important to demonstrate that the subject is able to move a bead from the goal peg to the middle one when demonstrating the second rule. When we say, "a bead can not be moved to the first peg after removing from it", some children over-generalize the rule and believe that they are not allowed to move a bead from the goal peg to the middle one either.

Recording Moves:

Q: Is the list of moves required or is it ok to just record the number of moves made?

A: Write down all moves. This will allow counting preservative errors, if we decide to do so later.

Bead Dropping:

Q: How should we mark it when a child drops a bead? Is it ok for the examiner to help them get it off the floor if it ends up closer to them?

A: Yes, it is OK for the examiner to help the child find a bead. If a child drops a bead during the first move, then you will have to put it back in the initial position and start timing again. *If the child drops a bead other than the initial bead, I've kept the stopwatch running, picked up the bead from the floor for them and handed it back to them, although sometimes they'll find it on their own (i.e. if it's in their lap). Underline the color letter for the dropped bead on the record form. Note in the margin if the bead drops on the floor or in the child's lap as these take longer to retrieve and may influence the time. If the bead just bounces on the table, you or the child will more than likely easily retrieve it, but still underline the color letter for that bead to note this occurrence.

Planning Ahead/Encouragement:

Q: Is it ok to encourage the child to take their time and think before making a move?

A: Encourage the child plan ahead. Because there is only one solution to a problem, the subject is forced to plan ahead in this task. In other words, any wrong move will make a problem insolvable.*After the child's first incorrect move where the 'are you stuck?' prompt is provided, I prompt them that 'it is ok to think first before you move'.

Bead Holding:

Q: How should we mark when a child holds on to a bead and moves it around but never releases it?

A: If this happens during the first move, holding time should be included in latency. Holding time on subsequent moves is unfortunately not recorded in the current administration procedure. If the child is holding on to a bead for too long, say over 2 minutes (this probably happens rarely), then you may want to encourage him or her to put it on peg 2 or 3.

Progressive Planning Test (PPT continued)

Administration (continued):

Movement, but no new release...

Q: Is it ok to move a bead off of peg 1 and move it to 2 or 3 or both but never release the bead and then place it back on peg 1. On the PPT a move is defined as releasing a bead on pegs 2 or 3 and Rule 2 is that you cannot move a bead back to peg one after you have removed it from there. So I'm torn how to handle this. What do you recommend?

A: If the subject moves a bead off of peg 1 and then returns it without releasing it on peg 2 or 3, I don't count it as a move. It is however a partial move, which is of clinical interest. *I record such moves on the test packet form by writing the letter of the bead and drawing an up and down arrow next to it. Such moves are not counted in the total number of moves.

Time Limits:

Q: Is there a time limit for the problems under either of the conditions?

A: There is no time limit for solving a problem. However, if a child is struggling for longer than three minutes, the examiner can ask, "Are you stuck?". If the child says "yes", then the examiner can say, "OK then let's try it again" or "Let's try the next problem" (depending on the trial). Usually children let the examiner know as soon as they get stuck.

5 Second Lapse:

Q: During the maximally constrained condition trial, the time lapse between when the child makes a move that renders the problem unsolvable and when the examiner prompts the child with "are you stuck?" (which should be about 5 seconds) varies sometimes if the examiner doesn't catch the error right away. Is it ok that this timing is somewhat variable?

A: Some variability in the time taken to ask the question, "are you stuck" is fine.

Maximum (Highly) Constrained Condition:

Demonstration and Reversal:

Q: Do you demonstrate Card 3 after the first trial or the third trial if the child fails it?

A: If a child fails all 3 trials on Card 3, then administer Card 2. Basically, the procedure is like in the Wechsler IQ tests.

Cards 1 and 2:

Q: When are Cards 1 and 2 used?

A: I don't think we will ever use Card 1. My experience is that even mentally handicapped children can solve Card 2 on one of the three trials. Only administer Card 1 if the child fails all three trials of Card 2.

Progressive Planning Test (PPT continued)

Maximum (Highly) Constrained Condition (continued):

Encouragement:

Q: What do you do if a child thinks they are stuck on a particular card, but they are not? Do you encourage them to continue and to keep trying or stop that trial and move on to the next trial of that card?

A: Encourage them to continue. "You may not be stuck - keep trying".

Notation:

Q: Do you have a system of how to indicate where a child breaks rule within their response? For example, do you have a set of symbols you use for the rules? I have been writing within the response space Ru1 if they break rule 1 about 1 bead at a time and Ru2 if they break the 2nd rule about not returning to peg 1 and placing Ru1 or Ru2 within a circle to remind me. I prompt right at the rule break and allow them to continue the attempt. Usually a rule break results in a failed trial anyway.

A: I don't have symbols. If you come up with something, please let me know. *I do have a notation system that is now listed in the Administration Manual and Scoring Manual page.

'Almost' Rule Violations:

Q: I have had a few children almost break a rule but then they catch themselves before they do so. Do you note these instances in any way? Some even linger over peg one with a bead to see if I'm watching them... do you have this happen?

A: If they didn't break the rule, it would not be necessary to record. *Be sure to note these instances in the margins of the test packet form.

Discontinue:

Q: If child does not succeed on Card 3 or Card 2 under the maximum constrained conditions, but succeeds on Card 1 does test then quit since there are 2 consecutive failures? For a child who fails within Cards 1-3 do you administer the minimally constrained conditions at that point or do you discontinue the entire test?

A: Yes, if a child fails Cards 2 and 3, then discontinue the maximally constrained condition. You are asking a very good question and making me think. Let's still administer the minimally constrained condition. We can discontinue the test if the child fails Cards 5 and 6 under the minimally constrained condition if they also failed Cards 2 and 3 in the maximally constrained condition..

Minimally Constrained Condition:

Administer #5-10 to All Subjects:

Q: I was wondering if you thought that maybe with our CIFASD project population we should give all children this subset of Cards 5-10 with just one rule as they may be helpful as a comparison group later? So, even if a child solves 2 or more of the more complex problems (Cards 5 - 12) under the two rule conditions, I'm suggesting we give all children all trials of the one rule condition as well. What do you think?

A: It is a good idea to administer cards 5 - 10 under the minimally constrained condition. Let's do it.

Progressive Planning Test (PPT continued)

Minimally Constrained Condition (continued):

Discontinue:

Q: Is there a discontinue on the minimally constrained conditions or are Cards 5-10 administered to all children regardless of their success?

A: There is no discontinuation criterion for the minimally constrained condition. Children typically don't have any difficulty doing the test under this condition, as they don't get stuck when it is done following one rule. Therefore, the minimally constrained condition is a baseline or control test that helps isolating the mental manipulation involved in planning.

Minimally Constrained Conditions Move Maximum:

Q: Is there a maximum number of moves you allow on the one rule trials?

A: There is no maximum number of moves.

Minimally Constrained Conditions Incorrect End Result:

Q: What do you do if the child is content and says they are "done" with a wrong solution for a card on the minimally constrained condition? (Especially when you feel it is an inattentive error on the child's part and you truly believe they could solve it.)

A: There may be a rare occasion when the child ends up with a wrong solution without noticing it. We have to score such solutions as failures.

Incomplete Responses:

Q: Should the examiner prompt the child to keep trying if they try to stop before they are finished?

A: Given that the task is too easy, it may not be necessary to have the child repeat it. However, the examiner can ask the question: "Is it right?" *I usually prompt the child, "are you finished?" and in almost all cases they say "no" and continue working. I do this only when all three-five beads (depending on the card) are not on one peg. If they are, and the child has stopped, it just may be an incorrect response and no prompt is needed.

Failure:

Q: Do children often fail under the minimally constrained conditions?

A: Since, the child can move the beads to the initial position (peg 1), he or she should not get stuck. The only way to miss a solution will be due to inattention where the child fails to notice that he/she has placed the beads in the wrong order.

Rule Violations:

Q: Do children ever break the one bead at a time rule on these trials and if so, how should we be recording this?

A: Moving two beads at a time can be recorded as rule violation. We should then add a place to record it. *This variable was added to the test packet.

Progressive Planning Test (PPT continued)

PPT Scoring Update: As of 1/10/06, we will be adding the 10 points from cards 1 & 2 to the totals (both the 1st Trial Score and the Total Score) if the child passes card 3 on any of the three trials. Therefore, the maximum score for each of these variables will be 100. This is how we were doing it originally and then we changed it and now (sorry) we are changing it back. If the child does NOT pass card 3 on any of the three trials and a reversal was needed to card 2 and possibly card 1 (if none of the three trials of card 2 were successful), then only award the point value for the trial solved on that card. If a successful card 2 trial occurred, then it is correct to give full credit for card 1 even though it wasn't administered. I mention this only because for those children that didn't solve card 3 on one of the three trials, it will not be correct to just add 10 points to their totals.

In addition to adjusting the 10 points, we have also added four counts (listed below) to be made on the maximum constrained condition cards. These are just counts, so they should be easy to do. A Word document with business card size slips of paper to do these counts on was created and is available for download on the website. Staple the scoring slips to the PPT Maximum Constrained Condition page in the test packet.

It is important that all sites score these variables the same way and order (and all variables for that matter) as they will all be going into the CIFASD Neurobehavioral Access Database.

Additional variables (as of 1/10/06):

1. Number of cards (#1 - 12) solved on the 1st trial. * (Max. = 12)
2. Number of cards (#1 - 12) solved on any of the three trials allowed per card. * (Max. = 12)
3. Number of cards #1 - 4 solved (on any trial). * (Max. = 4)
4. Number of cards #5 - 8 solved (on any trial). (Max. = 4)

*All of the above counts follow the assumption that if card 3 is completed successfully on any trial, then cards 1 and 2 are counted as if they were solved on the 1st trial. If a reversal is needed due to a failure of card 3, then the same logic would apply until a basal is met.

Finger Localization

General FL Helpful Hints:

P^{spread}: It is essential that the child spread their fingers so that you are only touching the target fingers. It is ok to prompt them to spread their fingers as often as necessary. Note such reminders in the margin next to the item with P^{spread}.

P^{peak}: On the hands hidden condition, the child may not view their hands. Prompt them as necessary not to peak. Note such prompts in the margin next to the item with P^{peak}.

P^{which}: If it is unclear to you which finger(s) the child is touching as their final response, it is ok to prompt them with: "Which finger(s) did you touch?" Note this prompt as P^{which} in the margin next to the item. For example if the target touch was 2 and the child brushed 2 and 3 in their response, you will need to prompt so that you know what to write as their final response. For this example, we'll say the child responded with 2 after the prompt. The response blank for this response would read 23/2 with the initial response being scored as an error and the final response being scored as correct.

Finger dexterity: Some children are not able to touch their thumb to their fingers. In such instances, record the fingers the child is clearly bending and targeting with their thumb as their responses.

Finger Localization Q & A

Consultant: Tresa Roebuck Spencer and approved by Sarah Mattson

Box Construction:

Q: The main concern on this task was in regards to the box and how the sites would construct and transport it. Any suggestions? For example, would it be ok to construct the box out of cardboard as opposed to wood? It was brought up as it would be easier to transport and also easier to make.

A: This should be fine as long as the dimensions are similar and children can't see in the box. Technically there shouldn't be a problem as long as children can't see their hands.

Demonstrations:

Q: Should we be giving a demonstration before each condition to make sure the child understands what they are being asked to do?

A: Most definitely. I would not start the task unless it is clear that they understand the task and which hands they are responding with. I demonstrated using my hands first and once their hands were in the box, I reiterated the directions while touching their hands. "Now this time, I will touch one/two fingers on this hand (touch their hand) and you show me which fingers I touched with this hand (touch their hand again)." They may look at you like you're crazy for repeating yourself but it prevents errors.

Finger Localization (continued)

Initial Item of Set Wrong?:

Q: If the child gets the first item wrong on any of the condition sets, do you train? Or is it just wrong?

A: If they get it wrong in the first, "with vision" trial, I would prompt and reiterate directions prior to moving on. In such a case, they will most likely have misunderstood the directions. On without vision "uncrossed" trials, if they get the fingers wrong I would not prompt. If they respond with the wrong hand on the first trial of any without vision trial, I would prompt. For the first trial I would not count the initial response incorrect but I would for trials after that. Be sure to note wrong hand responses with an asterisks.

Repeating an Item:

Q: Is there a maximum number of times the examiner can repeat an item? I've been marking R next to the items that are being repeated.

A: I would only repeat an item once unless there was some reason they didn't hear (like a fire alarm went off or testing was interrupted). I would encourage them to make a guess, if they are not sure after the first repeat.

Responding on the Wrong Hand during Crossed Conditions:

Q: On the Crossed Conditions, if the child responds same hand you touched, do you prompt them? I've been noting the same hand response with an asterisks and then reiterating the directions to the child that I will be touching on the R (for example) and would like them to respond on their L and then if necessary repeat the item (I've been marking repeats next to the item as an R). Or if they respond on the same hand is it just wrong. I've also been marking this with an * next to the item it occurs on.

A (Modified by JJVV/SM): I suggest that you explain very carefully with demonstration which hands you'll be touching and which hands they will be responding with prior to starting each condition. I suggest that if a child responds to the wrong hand that you prompt and don't count as an error. Record only their responses made on the correct (crossed) hand. Use the notation described in the question.

Error Count:

Q: On the 2 Finger Conditions, if the child is given (for example) 2-3 and they touch 2-4 and then spontaneously correct the 4 to a 3, would that be written as initial response 2-4 and final response 2-3 even if they didn't retouch finger 2 after the spontaneous 4 to 3 correction?

A: Yes. Sometimes children might respond carelessly and make mistakes that they immediately correct. I would add a prompt for them to take their time and try to get it correct the first time. I might repeat this prompt one time per condition.

D-KEFS Verbal Fluency

The following answers were provided by Dr. Delis (All CAPS) and Dr. Mattson (SM).

Rule Reminders (Condition 1):

Q: Is it ok to remind the child of the rules if they ask if a word is acceptable? For example, if a child says 'foot, feet' and then asks, 'is it ok to say feet?', should we remind them of the grammatical variant/tenses rule or just prompt them to keep going? (And, as with all prompting, keep the stopwatch running.)

A: LIKE MOST TESTS, YOU'RE NOT ALLOWED TO TELL THE EXAMINEES WHETHER THEIR RESPONSE(S) ARE RIGHT OR WRONG, EVEN WHEN THEY ASK. BUT IF THEY MADE THIS TYPE OF ERROR FOR THREE CONSECUTIVE RESPONSES, THEN PROMPT THEM WITH THE RULE. SO, IN THIS CASE, IT'S PROBABLY BEST TO JUST PROMPT THEM TO KEEP GOING.

Category Descriptions (Condition 3):

Q: We've been having a few children ask what pieces of furniture are lately before the test begins and I'm wondering if there is any information we can provide to them about this. In addition, some kids have asked, 'are carrots a fruit?' at the beginning making it obvious they aren't quite clear. Are we allowed to provide a response or example or no?

A: TOUGH QUESTION. SINCE THE DKEFS INSTRUCTIONS OFTEN ASK THE EXAMINEE IF HE OR SHE HAS ANY QUESTIONS, AND SINCE THE EXAMINEE IS ASKING THIS QUESTION BEFORE THE TEST HAS BEGUN, IT PROBABLY IS OKAY TO PROVIDE AN ANSWER TO THE QUESTION.

SM = I agree, I think you want the child to understand the task. So you should start out explaining it, if they need it. If they seem to understand and then lose it in the middle, then the regular rules apply.

JJV Note: See the CIFASD Administration Manual page 49 for the specific prompts.

Consecutive Responses Prompt (Conditions 2 & 3):

Q: The manual states that when the examinee generates three consecutive words that do not fit the category to say, 'The category we are using now is __.' So, if the child lists 'Mark, Maggie, Megan, Michael, Michelle', you would not give the prompt as the three girl's names are not consecutive, right?

A: RIGHT

Condition 3:

Q: If the child is listing incorrect words for just one category, you will probably never give this prompt as the incorrect responses alternate with a correct response, right? For example, if the child says, 'banana, leather, apple, pillow, peach, cotton' you wouldn't prompt as even though there are three incorrect responses, they are not consecutive.

A: RIGHT

D-KEFS Verbal Fluency (continued)

Self-correction:

Q: If the child lists 'farm, phone' and then says, 'no, not phone', do you cross it out or do you count it as a set-loss error even though the child recognized their mistake? (I am pretty sure you wouldn't count it, but we just want to be sure).

A: YOU WOULDN'T COUNT IT. WHENEVER POSSIBLE, GIVE THE BENEFIT OF DOUBT TO THE EXAMINEE AND DON'T PENALIZE THEM FOR SELF CORRECTIONS.

The following are questions I've discussed with Dr. Mattson in the past:

Boys' Names:

Q: Is it ok to prompt 1st names if child is giving first and last names?

A: If they made this type of error for three consecutive responses, then prompt them with the rule.

"Did I already say (and lists a response)?"

Q: What if the child says, "Did I already say (and lists a response)?" Should we prompt them to keep going or tell them we can't answer that and ask if they want it on the list. Repetitions count as errors and as they are asking a question about the word and not really saying the word, I'm not really sure what to do with that. Similar question is for kids who say a word and then mutter, "I think I already said that." Should I clarify whether or not they want this response recorded or prompt them to keep going as word generation within the 60 seconds is key?

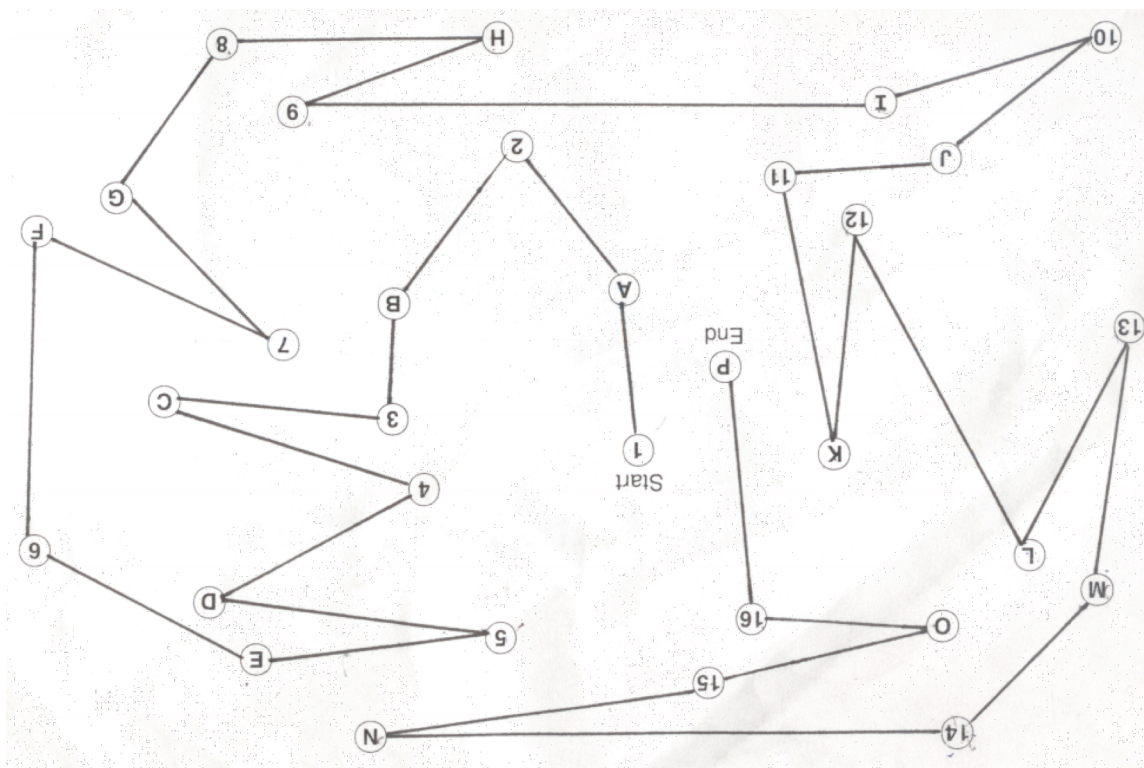
A: Prompt to keep going b/c you don't want to slow them down.

D-KEFS Trail Making

Timing: Make sure you stop the child at the time limit/discontinue time. For Visual Scanning, Number Sequencing, Letter Sequencing, and Motor Speed, the discontinue time is 150 seconds (2 and a ½ minutes). For Number-Letter Switching the discontinue time is 240 seconds (4 minutes).

Self-Corrections: Once an incorrect connection has been made, it is counted as an error even if the examinee catches the error after it's made. Prompt the child to continue on if necessary.

Incorrect Connections. Check to make sure the child completed the proper connections and prompt the child as needed. See the Administration Manual for specifics. To avoid missing incorrect connections, I'd recommend making a photocopy of each of the Condition Booklets and then making another photocopy shrinking it (I reduced the original to 40%) down so it fits in the manual at the bottom of the page per condition. After you have the reduced sized copy, use a ruler and a marker to connect the connections properly and use it as a key to reference as the child is completing each condition. See my example of Condition 4 below.



Developmental Test of Visual-Motor Integration (VMI)

Reminder:

The child is to complete this test WITHOUT an eraser.

Observation Notes:

As the child is completing the booklet, be sure to record notes in the test packet to reflect things like extra lines and second attempts as they will be needed in order to score the item later. In cases such as second attempts, make sure that you are also properly prompting the child and noting it on the test packet form. For example, if a child makes a second attempt at the circle on form 16, I would write the following on the test packet: #16 smaller circle = 1st attempt. P^{1attempt}. My notation lets me know later what happened on that item so that I can properly score it. It also lets anyone else reviewing the file (i.e. the re-checker) know what happened.

All items:

Remember to administer **ALL** items to all children.

Glossary

Informatics Core: This is the group of individuals who are working on the Access Database Input Tool and will maintain the Central Repository website. At times, in the various CIFASD texts (i.e. the Administration Manual, Scoring Notebook or even this document) different terms are used to define the input tool used to store data at local sites and those include: Access Database Input Tool (or just input tool) and CIFASD Neurobehavioral Access Database. Once data is entered into the input tool, it can be "exported" (as XML) and "uploaded" into the Central Repository, where all sites can access all data (from their site as well as other sites) that has been uploaded.