Agenda

- Introduction to NEPSY-II
- Domain coverage of NEPSY-II
- Instruments
- Administration and Registration
- Subtests
- Scoring
- Types of Assessments
  - Batteries according to reason of consultation
- Interpretation

Introduction to NEPSY-II

- NE-PSY -> academic, social and behavioral difficulties
- Individual assessment
- Ages 3-16 years old
- Various types of assessments
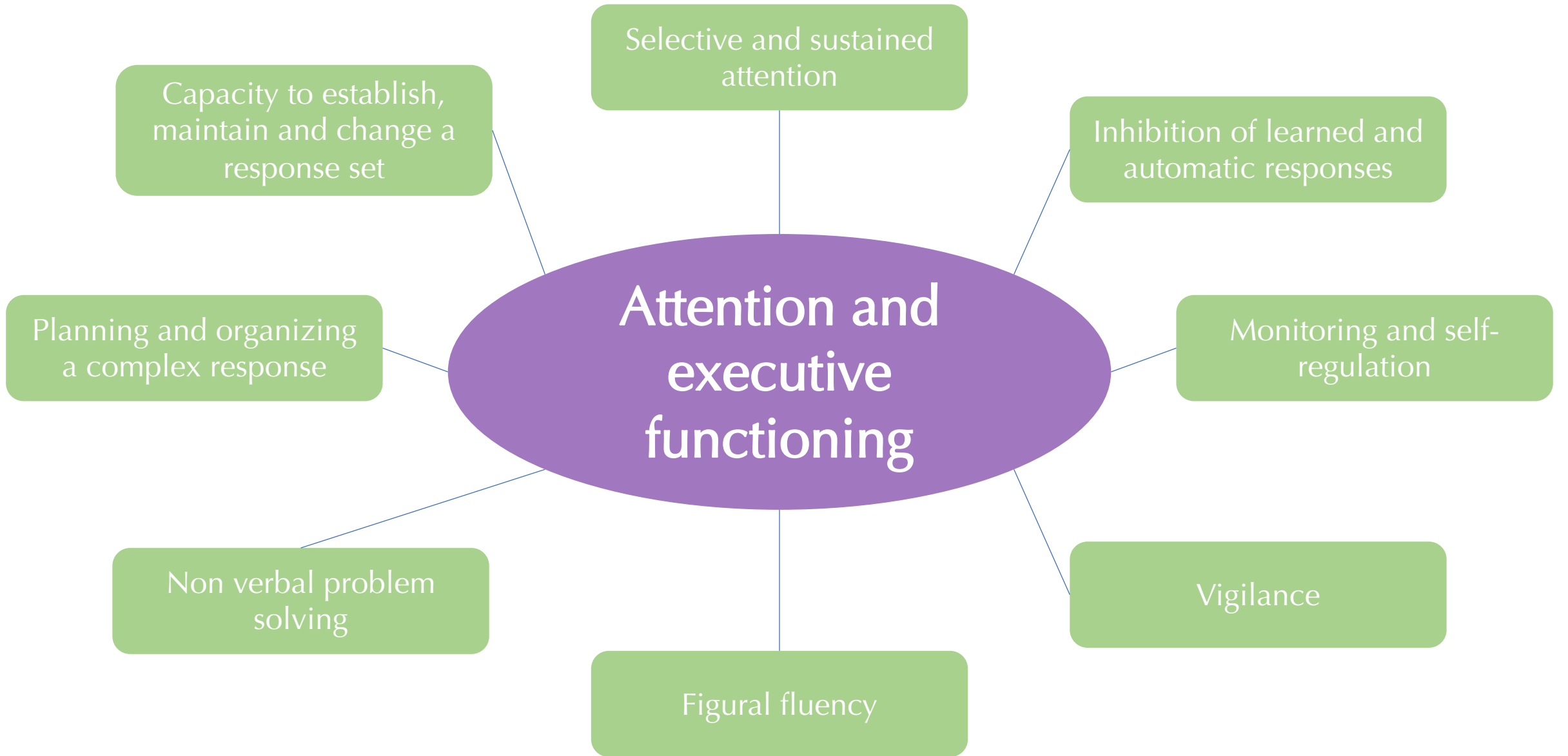
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Advantages

- Assess 6 domains of cognitive function
- Links results to educational difficulties
- Facilitate recommendations for mental health workers
- Freedom of subtest selection
- Guidelines of administration for children with special needs
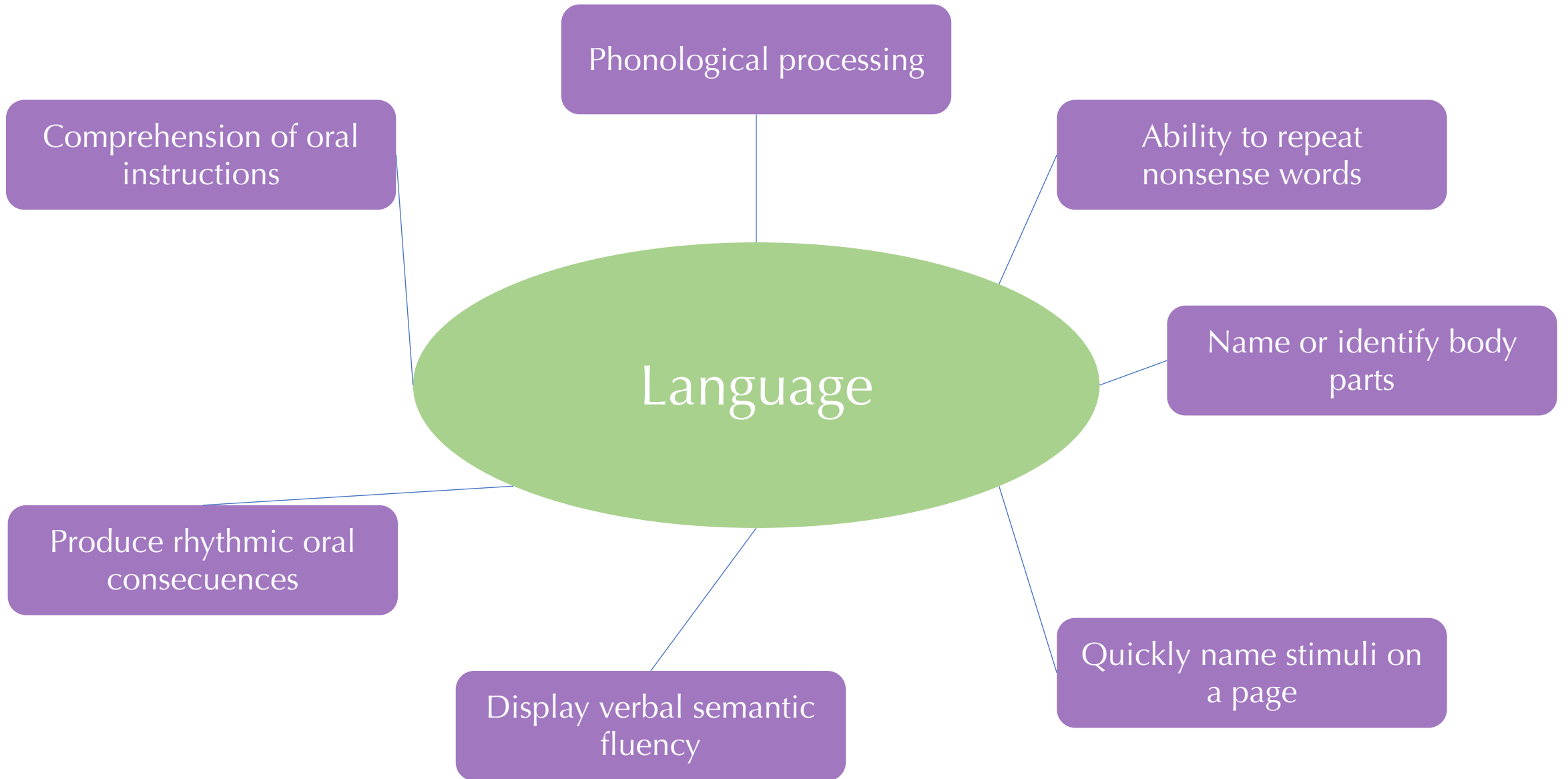- Differential diagnosis

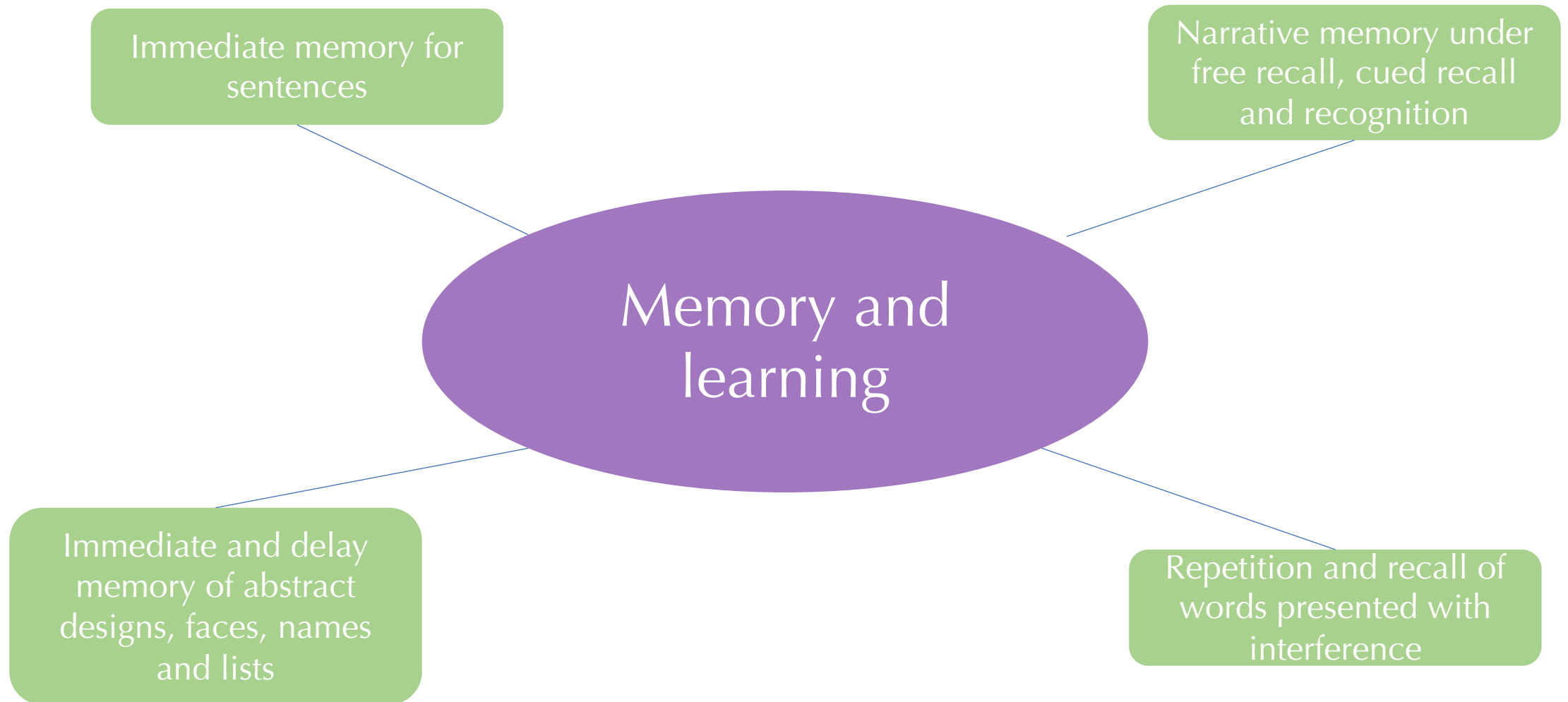# Domain coverage in NEPSY-II

- Attention and executive functioning
  - 6 subtests
- Language
  - 7 subtests
- Memory and learning
  - 7 subtests
- Sensoriomotor
  - 4 subtests
- Social perception
  - 2 subtests
- Visuospatial processing
  - 6 subtests

32 subtests – 4 delayed subtests
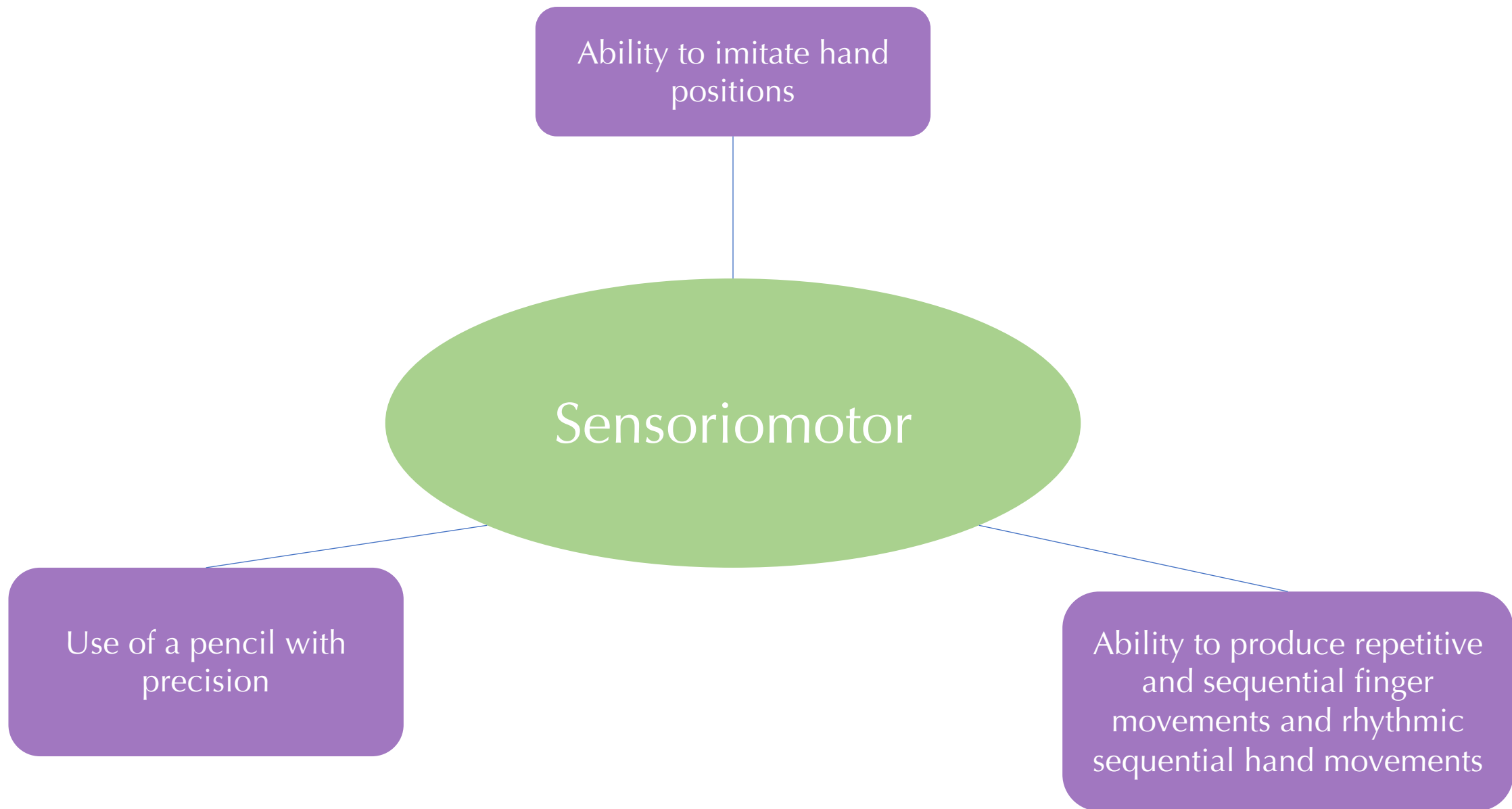
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Visuospatial processing

- Ability to mentally rotate objects
- Ability to deconstruct a picture into its constituent parts
- Ability to judge line orientation
- Ability to use a small schematic map to locate a target on a larger schematic map
- Ability to copy two-dimensional geometric figures
- Ability to reconstruct three-dimensional designs from a model or picture
- Ability to recognize part-whole relationships

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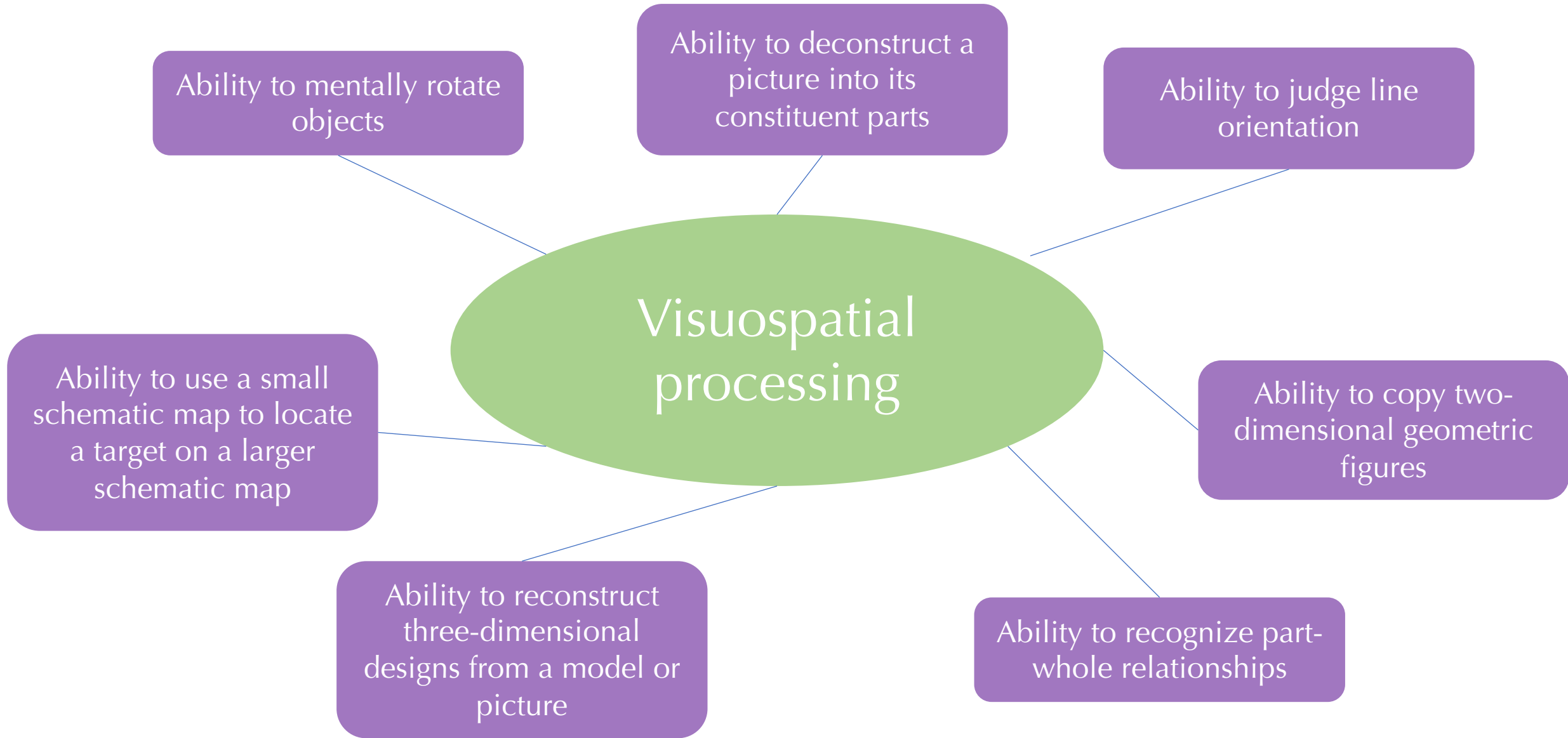
Instruments

Instruments

- Administration Manual
- Clinical and Interpretive Manual
- Stimulus Book 1
- Stimulus Book 2
- Record Forms: Ages 3-4 (pkg 25) & Ages 5-16 (pkg 25)
- Response Booklets: Ages 3-4 (pkg 25) & Ages 5-16 (pkg 25)
- Memory for Designs Card Set
- Memory for Names Card Set
- Animal Sorting Card Set
- Memory Grid
- Scoring Template, Design Copying
- Red Blocks Set
- Black pencil in box
- Training CD

Administration and Registration

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Starting points, return rules, termination rules, stopping points

Reconocimiento de emociones Edad 5-16

Materiales	Comienzo	Retorno	Terminación	Parada	Cronometraje
Manual de aplicación y corrección Cuaderno de estímulos 2 Cronómetro	5-6: ítem 9. 7-16: ítem 17.	Si se obtiene 0 puntos en uno de los dos primeros ítems aplicados, retroceder hasta obtener dos puntuaciones de 1 consecutivas, y seguir adelante.	Después de 5 puntuaciones de 0 consecutivas.	5-6: después del ítem 25.	Ítems 26-35: presentar cada estímulo durante 5 segundos.

Ítem	Respuesta					Puntuación
1.	S	N				0 1
2.	S	N				0 1
3.	S	N				0 1
4.	S	N				0 1
5.	S	N				0 1
6.	S	N				0 1
7.	S	N				0 1
8.	S	N				0 1
5-6 ⟳↻ 9.	1	2	3 N			0 1
↻ 10.	1	2 Al	3			0 1
11.	1	2 Al	3			0 1
12.	1 T	2	3			0 1
13	1	2	3	4		0 1

Ítem	Respuesta				Puntuación
14.	1 Al	2	3 T	4 M	0 1
15.	1 T	2	3 I	4 N	0 1
16.	1 T	2 M	3 As	4	0 1
7-16 ⟳↻ 17.	1 I	2 N	3 M	4	0 1
↻ 18.	1 Al	2 N	3 As	4	0 1
19.	1	2 T	3 T	4 M	0 1
20.	1 Al	2 I	3	4 N	0 1
21.	1	2 I	3 N	4 As	0 1
22.	1	2	3 As	4 N	0 1
23.	1 M	2	3 I	4	0 1
24.	1	2 I	3	4 T	0 1

	Ítem	Respuesta						Puntuación
5-6 🛑	25.	1 T	2 N	3	4			0 1
	26.	1 N	2 M	3 T	4 T	5	6	0 1
	27.	1 N	2	3 Al	4 N	5	6 As	0 1
	28.	1	2	3 M	4 I	5 N	6 M	0 1
	29.	1 Al	2 M	3 As	4	5 T	6	0 1
	30.	1 Al	2 T	3	4	5 I	6 Al	0 1
	31.	1 N	2 As	3	4 As	5	6 T	0 1
	32.	1 I	2 T	3	4 M	5	6 As	0 1
	33.	1	2 M	3 N	4 I	5 I	6	0 1
	34.	1	2 I	3	4 M	5 T	6 As	0 1
	35.	1	2	3 N	4 M	5 As	6 I	0 1

- Register every answer
- Be aware of timings: conditional
- Allow the child to finish to avoid frustration
- Practice items
- Self-corrections and item repetitions

Parte 1: Figuras

Ítem de práctica Denominación

Cu	Cu	Ci	Ci	Cu	Ci	Ci	Cu

Ítem del test Denominación

Cu	Ci	Ci	Ci	Cu	Ci	Cu	Cu
Ci	Cu	Ci	Ci	Cu	Cu	Cu	Cu
Ci	Ci	Cu	Ci	Cu	Ci	Cu	Ci
Cu	Cu	Cu	Ci	Ci	Ci	Ci	Ci
Cu	Ci	Ci	Ci	Cu	Ci	Cu	Cu

Señala los estímulos
☐ S ☐ N

Errores no corregidos (Máx. = 40)	
Errores autocorregidos (Máx. = 40)	
Total de errores (Máx. = 40)	
Tiempo empleado (Máx. = 180")	

Parte 2: Flechas

Ítem de práctica Denominación

Ar	Ar	Ab	Ab	Ar	Ab	Ab	Ar

Ítem del test Denominación

Ar	Ab	Ab	Ab	Ar	Ab	Ar	Ar
Ab	Ar	Ab	Ab	Ar	Ar	Ar	Ar
Ab	Ab	Ar	Ab	Ar	Ab	Ar	Ab
Ar	Ar	Ar	Ab	Ab	Ab	Ab	Ab
Ar	Ab	Ab	Ab	Ar	Ab	Ar	Ar

Señala los estímulos
☐ S ☐ N

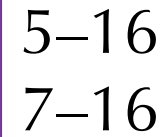|	
Errores no corregidos (Máx. = 40)	
Errores autocorregidos (Máx. = 40)	
Total de errores (Máx. = 40)	
Tiempo empleado (Máx. = 180")	

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Subtests

Subtest ▶ Animal sorting (AS)   **Ages** ▶ 7-16

This subtest is designed to assess the ability to formulate **basic concepts**, to transfer those concepts into **action** (sort into categories), and to **shift set** from one concept to another. The child sorts cards into two groups of four cards each using various self-initiated sorting criteria.

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Subtest ▶ Auditory Attention (AA)
and Response Set (RS)

Ages ▶ 5–16
7–16

This subtest has two parts. Auditory Attention is designed to assess **selective auditory attention** and the **ability to sustain it** (**vigilance**). Response Set is designed to assess the **ability to shift** and **maintain** a **new and complex set** involving both **inhibition** of **previously learned responses** and correctly **responding to matching or contrasting stimuli**. The child listens to a series of words and touches the appropriate circle when he or she hears a target word

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Subtest → **Clocks (CL)**

Ages → 7-16

This subtest is designed to assess **planning and organization**, **visuoperceptual** and **visuospatial skills**, and the **concept of time** in relation to analog clocks. For each **drawing item**, the child draws the image of a clock and places the hands where the examiner indicates. For **visual items**, the child reads the time on clocks that either have or do not have numbers.

Subtest Design Fluency (DF) **Ages** 5-12

This subtest is designed to assess the **behavioral productivity in the child's ability to generate unique designs** by **connecting up to five dots**, presented in two arrays: **structured** and **random**. The child draws as many designs as he or she can on each array within a specified time limit.

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Subtest → Inhibition (IN)   **Ages** → 5-16

This timed subtest is designed to assess the **ability to inhibit automatic responses** in favor of novel responses and the **ability to switch between response types**. The child looks at a series of black and white shapes or arrows and names either the shape or direction or an alternate response, depending on the color of the shape or arrow.

Materiales	Comienzo	Retorno	Terminación	Parada	Cronometraje
Manual de aplicación y corrección Cuaderno de estímulos 1 Cronómetro	Ítem de práctica Denominación de la parte 1: Figuras	Ninguno	Ninguna	5-6: después del ítem del test Inhibición de la parte 1: Figuras y la parte 2: Flechas.	Ítem del test Denominación: dejar 180 segundos. Ítems del test Inhibición y Cambio: dejar 240 segundos.

Parte 1: Figuras

Ítem de práctica Denominación

Cu	Cu	Ci	Ci	Cu	Ci	Ci	Cu

Señala los estímulos ☐S ☐N

Ítem del test Denominación

Cu	Ci	Ci	Ci	Cu	Ci	Cu	Cu
Ci	Cu	Ci	Ci	Cu	Cu	Cu	Cu
Ci	Ci	Cu	Ci	Cu	Ci	Cu	Ci
Cu	Cu	Cu	Ci	Ci	Ci	Ci	Ci
Cu	Ci	Ci	Ci	Cu	Ci	Cu	Cu

Errores no corregidos (Máx. = 40) [ ]
Errores autocorregidos (Máx. = 40) [ ]
Total de errores (Máx. = 40) [ ]
Tiempo empleado (Máx. = 180") [ ]

Ítem de práctica Inhibición

Ci	Ci	Cu	Cu	Ci	Cu	Cu	Ci

Señala los estímulos ☐S ☐N

Ítem del test Inhibición

Ci	Cu	Cu	Cu	Ci	Cu	Ci	Ci
Cu	Ci	Cu	Cu	Ci	Ci	Ci	Ci
Cu	Cu	Ci	Cu	Ci	Cu	Ci	Cu
Ci	Ci	Ci	Cu	Cu	Cu	Cu	Cu
Ci	Cu	Cu	Cu	Ci	Cu	Ci	Ci

Errores no corregidos (Máx. = 40) [ ]
Errores autocorregidos (Máx. = 40) [ ]
Total de errores (Máx. = 40) [ ]
Tiempo empleado (Máx. = 240") [ ]

5-6 (STOP) Aplicar el Ítem 2: Flechas

Parte 2: Flechas

Ítem de práctica Denominación

Ar	Ar	Ab	Ab	Ar	Ab	Ab	Ar

Señala los estímulos ☐S ☐N

Ítem del test Denominación

Ar	Ab	Ab	Ab	Ar	Ab	Ar	Ar
Ab	Ar	Ab	Ab	Ar	Ar	Ar	Ar
Ab	Ab	Ar	Ab	Ar	Ab	Ar	Ab
Ar	Ar	Ar	Ab	Ab	Ab	Ab	Ab
Ar	Ab	Ab	Ab	Ar	Ab	Ar	Ar

Errores no corregidos (Máx. = 40) [ ]
Errores autocorregidos (Máx. = 40) [ ]
Total de errores (Máx. = 40) [ ]
Tiempo empleado (Máx. = 180") [ ]

Ítem de práctica Inhibición

Ab	Ab	Ar	Ar	Ab	Ar	Ar	Ab

Señala los estímulos ☐S ☐N

Ítem del test Inhibición

Ab	Ar	Ar	Ar	Ab	Ar	Ab	Ab
Ar	Ab	Ar	Ar	Ab	Ab	Ab	Ab
Ar	Ar	Ab	Ar	Ab	Ar	Ab	Ar
Ab	Ab	Ab	Ar	Ar	Ar	Ar	Ar
Ab	Ar	Ar	Ar	Ab	Ar	Ab	Ab

Errores no corregidos (Máx. = 40) [ ]
Errores autocorregidos (Máx. = 40) [ ]
Total de errores (Máx. = 40) [ ]
Tiempo empleado (Máx. = 240") [ ]

5-6 (STOP)

Subtest ▶ Statue (ST)   **Ages** ▶ 3-6

This subtest is designed to assess **motor persistence and inhibition**. The child is asked to maintain a body position with eyes closed during a 75-second period and to inhibit the impulse to respond to sound distracters.

Materiales	Comienzo	Retorno	Terminación	Parada	Cronometraje
Manual de aplicación y corrección Cronómetro Lápiz o bolígrafo	Introducción a *Estatua*	Ninguno	Ninguna	Ninguna	Dejar 75 segundos *Nota:* Ejecutar las tareas distractoras en el tiempo establecido.

Distractor	Intervalo	Ninguno	Mueve el cuerpo	Abre los ojos	Dice palabras	Puntuación
Dejar caer el lápiz o bolígrafo ⟹	1"-5"	N	S	S	S	0 1 2
	6"-10"	N	S	S	S	0 1 2
	11"-15"	N	S	S	S	0 1 2
Toser una vez ⟹	16"-20"	N	S	S	S	0 1 2
	21"-25"	N	S	S	S	0 1 2
Golpear en la mesa dos veces ⟹	26"-30"	N	S	S	S	0 1 2
	31"-35"	N	S	S	S	0 1 2
	36"-40"	N	S	S	S	0 1 2
	41"-45"	N	S	S	S	0 1 2
Decir: «¡Oooh!» ⟹	46"-50"	N	S	S	S	0 1 2
	51"-55"	N	S	S	S	0 1 2
	56"-60"	N	S	S	S	0 1 2
	61"-65"	N	S	S	S	0 1 2
	66"-70"	N	S	S	S	0 1 2
Decir: «¡Tiempo!» ⟹	71"-75"	N	S	S	S	0 1 2

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Subtest

Body Part Naming (BPN) and Identification (BPI)

Ages

3-4

This subtest is designed to assess **confrontation naming** and **name recognition**, basic components of **expressive** and **receptive** language. For Naming items, the child names the parts of the body on a figure of a child or on his or her own body. For identification items, the child points to corresponding parts of the body on a figure as the examiner names them aloud.

Subtest | Comprehension of instructions (CI) | Ages | 3-16

This subtest is designed to assess the **ability to formulate basic concepts**, to transfer those concepts **into action** (sort into categories), and to **shift set** from one concept to another. The child sorts cards into two groups of four cards each using various self-initiated sorting criteria.

Materiales	Comienzo	Retorno	Terminación	Parada	Cronometraje
Manual de aplicación y corrección Cuaderno de estímulos 1	5: ítem 1. 6-12: ítems prerrequisito para los ítems 14-33. 13-16: ítem 17.	6-12: si no se da una respuesta correcta a los dos ítems prerrequisito, aplicar el ítem 1, y seguir adelante. 6-16: si se obtiene 0 puntos en uno de los dos primeros ítems aplicados, retroceder hasta obtener dos puntuaciones de 1 consecutivas, y seguir adelante.	Después de 7 puntuaciones de 0 consecutivas.	Ninguna	Ninguno

Ítem		Respuesta	Puntuación
5	1. Señala un conejito pequeño.	Examinador	0 1
	2. Señala un conejito grande.	Examinador	0 1
	3. Señala un conejito azul.	Examinador	0 1

Ítem		Respuesta	Puntuación
	8. Señala un conejito grande y azul.	Examinador	0 1
	9. Señala un conejito pequeño y triste.	Examinador	0 1
	10. Señala un conejito pequeño y azul.	Examinador	0 1

Subtest **Oromotor sequences (OS)** Ages 3-12

This subtest is designed to **assess oromotor coordination**. The child repeats articulatory sequences until the required number of repetitions is reached.

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Subtest **Phonological Processing (PH)** **Ages** 3-16

This subtest is composed of two phonological processing tasks designed to assess **phonemic awareness**. Word Segment Recognition requires **identification of words from word segments**. Phonological Segmentation is a test of elision. It is designed to assess phonological processing at the level of word segments (syllables) and of letter sounds (phonemes). The child is asked to repeat a word and then to create a new word by omitting a syllable or a phoneme, or by substituting one phoneme in a word for another.

Subtest ▶ Repetition of Nonsense Words (RN)

Ages ▶ 5-12

This subtest is designed to assess **phonological encoding and decoding**. The child repeats nonsense words presented aloud.

Subtest Speeded Naming (SN) **Ages** 3-16

This timed subtest is designed to assess **rapid semantic access to and production of names of colors, shapes, sizes, letters, or numbers**. The child is shown an array of colors and shapes; colors, shapes, and sizes; or letters and numbers. He or she names them in order as quickly as possible.

Subtest | Word Generation (WG) | Ages | 3-16

This subtest is designed to assess **verbal productivity through the ability to generate words within specific semantic and initial letter categories**. The child is given a semantic or initial letter category and asked to produce as many words as possible in 60 seconds.

Edad 5-16 | **Fluidez verbal**

Materiales	Comienzo	Retorno	Terminación	Parada	Cronometraje
Manual de aplicación y corrección Cronómetro	Ítem 1	Ninguno	Ninguna	5-6 : después del ítem 2.	Dejar 60 segundos para cada ítem.

Semántica		Letra inicial	
1. Animales	2. Comidas o bebidas	3. Palabras con «P» inicial	4. Palabras con «N» inicial

5-6 STOP

Puntuación total FV Semántica

Puntuación total FV Letra inicial

| Subtest | List Memory (LM) List Memory Delayed (LMD) | Ages | 7-12 |

This subtest is designed to assess **verbal learning** and **memory**, **rate of learning**, and the **role of interference** in **recall** for **verbal material**. The child is read a list of words several times, recalling them after each presentation. A delayed task assesses long-term memory for words.

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Subtest

Memory for Designs (MD)
Memory for Designs
Delayed (MDD)

Ages

3-16
5-16

This subtest is designed to assess **spatial memory for novel visual material**. The child is shown a grid with four to ten designs on a page, which is then removed from view. The child selects the designs from a set of cards and places the cards on a grid in the same location as previously shown. A delayed task assesses long-term visuospatial memory.

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Subtest ▸ Memory for Faces (MF) Memory for Faces Delayed (MFD)

Ages ▸ 5-16

This subtest is designed to assess **encoding of facial features**, as well as **face discrimination and recognition**. The child looks at a series of faces and then is shown three photographs at a time from which he or she selects a face previously seen. A delayed task assesses long-term memory for faces.

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Subtest

Memory for Names (MN)
Memory for Names
Delayed (MND)

Ages

7-16

This subtest is designed to assess the ability to **learn the names** of children over three trials. The child is shown six or eight cards with drawings of children on them while being read the child's name. The cards are then shown again and the child is asked to recall the name of the child on the card. A delayed task assesses long-term memory for names.

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| Subtest | Narrative Memory (NM) | Ages | 3.16 |

This subtest is designed to assess **memory for organized verbal material under free recall, cued recall**, and **recognition conditions**. The child listens to a story and is then asked to repeat the story. The child is then asked questions to elicit missing details from his or her recall of the story.

Materiales	Comienzo	Retorno	Terminación	Parada	Cronometraje
Manual de aplicación y corrección Cuaderno de estímulos I	5-10: historia 2. 11-16: historia 3.	Ninguno	Ninguna	5-10: después del ítem 16 de Reconocimiento de la historia 2. 11-12: después de la pregunta 17 de Recuerdo guiado de la historia 3.	Ninguno

5-10 Historia 2

Juan tenía un perro grande y negro llamado Pepo. Junto a la casa de Juan había un árbol alto con ramas a las que él no podía llegar. Un día Juan cogió una escalera y subió al árbol. Pepo vio cómo Juan se sentaba en una rama y miraba todo su barrio desde lo alto. Cuando fue a bajar, resbaló, perdió un zapato y la escalera volcó. Juan no se cayó porque se agarró a una rama, pero no podía bajar. De repente, Pepo se fue corriendo con el zapato de Juan en la boca. Juan se sentía triste porque Pepo no se había quedado con él. Pepo le llevó el zapato a Ana, la hermana de Juan. No paró de ladrar hasta que Ana comprendió que a Juan le pasaba algo. Siguió a Pepo hasta el árbol y rescató a Juan.

		Puntuación		
Ítem Detalle		Recuerdo libre	Preguntas de Recuerdo guiado	Recuerdo guiado
1. Juan		2	¿Cómo se llamaba el chico de la historia?	1 0
2. perro		2	¿Quién era el mejor amigo de Juan?	1 0
3. grande		2	¿Qué aspecto tenía el perro?	1 0
4. negro		2	¿De qué color era el perro?	1 0

Ítem Reconocimiento	Respuesta		Puntuación
1. ¿El chico de la historia se llamaba Juan o Jaime?	Juan	Jaime	0 1
2. ¿El animal de la historia era un gato o un perro?	gato	perro	0 1
3. ¿El animal de la historia era grande o pequeño?	grande	pequeño	0 1

Subtest | Sentence Repetition (SR) | **Ages** | 3-6

This subtest is designed to assess the ability to **repeat sentences of increasing complexity and length**. The child is read a series of sentences and asked to recall each sentence immediately after it is presented.

Subtest Word List Interference (WI) **Ages** 7-16

This subtest is designed to assess **verbal working memory**, **repetition**, and **word recall following interference**. The child is presented with two series of words and asked to repeat each sequence following its presentation. Then, he or she recalls each series in order of presentation.

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Subtest → Finger Tapping (FT)　　**Ages** → 5-16

This timed subtest has two parts. The first part is designed to assess the **child's finger dexterity** and **motor speed**. The second part is used to assess **rapid motor programming**. The child copies a series of finger motions demonstrated by the examiner as quickly as possible.

Subtest | **Imitatig Hand Positions** | **Ages** | 3-12

This subtest is designed to assess the ability to **imitate hand/finger positions**. The child imitates various hand positions demonstrated by the examiner.

Subtest Manual Motor Sequences (MM) **Ages** 3-12

This subtest is designed to assess the ability to **imitate a series of rhythmic movement sequences using one or both hands**. The child repeats a series of hand movements demonstrated by the examiner until the required number of movements is completed.

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Subtest ▶ Visuomotor Precision (VP) **Ages** ▶ 3-12

Materiales	Comienzo	Retorno	Terminación	Parada	Cronometraje
Manual de aplicación y corrección Cuadernillo de respuestas Lápiz sin goma de borrar Cronómetro	Coche	Ninguno	Ninguna	Ninguna	Dejar 180 segundos para cada ítem.

Ítem	Cronometraje	Tiempo empleado	Errores	Levantamientos del lápiz
Coche	180"			
Motocicleta	180"			

This timed subtest is designed to assess **graphomotor speed** and **accuracy**. The child uses his or her preferred hand to draw lines inside of tracks as quickly as possible.

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| Subtest | Affect Recognition (AR) | Ages | 3-16 |

Materiales	Comienzo	Retorno	Terminación	Parada	Cronometraje
Manual de aplicación y corrección Cuaderno de estímulos 2 Cronómetro	5-6: ítem 9. 7-16: ítem 17.	Si se obtiene 0 puntos en uno de los dos primeros ítems aplicados, retroceder hasta obtener dos puntuaciones de 1 consecutivas, y seguir adelante.	Después de 5 puntuaciones de 0 consecutivas.	5-6: después del ítem 25.	Ítems 26-35: presentar cada estímulo durante 5 segundos.

Los ítems del 1 al 8 no se contabilizan como errores de identificación de emociones.

Ítem	Respuesta		Puntuación		Ítem	Respuesta						Puntuación
1.	S	N	0 1		25.	1 T	2 N	3	4			0 1
2.	S	N	0 1		26.	1 N	2 M	3 T	4 T	5	6	0 1
3.	S	N	0 1		27.	1 N	2	3 Al	4 N	5	6 As	0 1
4.	S	N	0 1		28.	1	2	3 M	4 I	5 N	6 M	0 1
5.	S	N	0 1		29.	1 Al	2 M	3 As	4 T	5	6	0 1

5-6 🛑

This subtest is designed to assess the ability to **recognize affect (happy, sad, anger, fear, disgust, and neutral**) from photographs of children's faces in four different tasks. In one task, the child simply states whether or not two photographs depict **faces with the same affect**. In a second task, he or she selects two photographs of faces with the same affect from 3–4 photographs. In a third task, the child selects one of the four faces that depicts the same affect as a face at the top of the page. Finally, the child is briefly shown a face and, from memory, selects two photographs that depict the same affect as the face previously shown.

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Subtest **Theory of Mind (TM)** **Ages** 3-16

Materiales	Comienzo	Retorno	Terminación	Parada	Cronometraje
Manual de aplicación y corrección Cuaderno de estímulos 2 Cajas de cubos (2)	**5-6:** ítem 1. **7-8:** ítem 4. **9-16:** ítem 6.	**7-16:** si no se obtiene la máxima puntuación en los dos primeros ítems aplicados, retroceder hasta conseguirla en dos ítems consecutivos, y seguir adelante.	**Tarea Verbal:** después de 4 puntuaciones de 0 consecutivas; y seguir con la tarea Contextual. **Tarea Contextual:** ninguna.	Ninguna	Ninguno

Tarea Verbal

Ítem		Respuesta	Puntuación
5-6	1.		0 1
	2.		0 1
	3.		0 1 2

Tarea Contextual

Ítem	Respuesta				Puntuación	
IP	A	B	C	D		
16.	A	B	C	D	0	1
17.	A	B	C	D	0	1
18.	A	B	C	D	0	1
19.	A	B	C	D	0	1
20.	A	B	C	D	0	1
21.	A	B	C	D	0	1

This subtest is designed to assess the ability to **understand mental functions such as belief, intention, deception, emotion, imagination, and pretending**, as well as the ability to **understand that others have their own thoughts, ideas, and feelings** that may be **different from one's** own and the ability to **understand how emotion relates to social context** and to recognize the **appropriate affect given various social contexts**. In the Verbal task, the child is read various scenarios or shown pictures and is then asked questions that require knowledge of another individual's point of view to answer correctly. In the Contextual task, the child is shown a picture depicting a social context and asked to select a photograph from four options that depicts the appropriate affect of one of the people in the picture.

NEPSY-II
SECOND EDITION

Subtest ▶ Arrows (AW)   **Ages** ▶ 5-16

This subtest is designed to assess the ability to **judge line orientation**. The child looks at an array of arrows arranged around a target and indicates the arrow(s) that points to the center of the target.

Subtest ▶ Block Construction(BC) **Ages** ▶ 3-16

This timed subtest is designed to assess the **visuospatial and visuomotor ability to reproduce three-dimensional constructions** from models or from two-dimensional drawings.

Materiales	Comienzo	Retorno	Terminación	Parada	Cronometraje
Manual de aplicación y corrección	5-6: ítem 6. 7-16: ítem 8.	Si se obtiene 0 puntos en uno de los dos primeros ítems aplicados, retroceder hasta obtener dos puntuaciones de 1 consecutivas, y seguir adelante.	Después de 4 puntuaciones de 0 consecutivas.	Ninguna	Ítems 1-7: dejar 30 segundos para cada ítem.
Cuaderno de estímulos 1					Ítems 8-19: dejar 60 segundos para cada ítem.
Cubos rojos (12)					*Nota:* Las bonificaciones por tiempo se
Cronómetro					aplican en los ítems del 11 al 19.

Ítem	Número de cubos	Cronometraje	Tiempo empleado	Puntuación
1.	(3)	30"		0 1
2.	(2)	30"		0 1
3.	(6)	30"		0 1
4.	(4)	30"		0 1
5.	(3)	30"		0 1

Ítem	Número de cubos	Cronometraje	Tiempo empleado	Puntuación		
11.	(7)	60"		0	21"-60" 1	1"-20" 2
12.	(9)	60"		0	21"-60" 1	1"-20" 2
13.	(8)	60"		0	21"-60" 1	1"-20" 2
14.	(8)	60"		0	21"-60" 1	1"-20" 2
15.	(9)	60"		0	21"-60" 1	1"-20" 2

NEPSY-II
SECOND EDITION

Subtest ▶ Design Copying (DC)   Ages ▶ 3-16

This subtest is designed to assess **motor and visual-perceptual skills** associated with the **ability to copy two-dimensional geometric figures**. The child copies figures displayed in the Response Booklet.

NEPSY-II
SECOND EDITION

Subtest   Geometric Puzzles (GP)   **Ages**   3-16

This subtest is designed to assess **mental rotation, visuospatial analysis, and attention to detail**. The child is presented with a picture of a large grid containing several shapes. For each item, the child matches two shapes outside of the grid to two shapes within the grid.

Subtest ▶ Picture Puzzles (PP)   **Ages** ▶ 7-16

This subtest is designed to assess **visual discrimination, spatial localization, and visual scanning**, as well as the ability to **deconstruct a picture into its constituent parts and recognize part-whole relationships**. The child is presented a large picture divided by a grid and four smaller pictures taken from sections of the larger picture. The child identifies the location on the grid of the larger picture from which each of the smaller pictures was taken.

NEPSY-II
SECOND EDITION

Subtest ▶ Route Finding (RF)   **Ages** ▶ 5-12

This subtest is designed to assess **knowledge of visual spatial relations and directionality**, as well as the ability to **use this knowledge** to **transfer a route from a simple schematic map to a more complex one**. The child is shown a schematic map with a target house and asked to find that house in a larger map with other houses and streets.

Types of Assessments

NEPSY-II
SECOND EDITION

Types of assessments

- Age
- Reason for consultation
- Child's needs
- <u>General Assessment</u>: for an overview of a child's neuropsychological status
- <u>Diagnostic Assessment</u>: based on the primary diagnostic concerns or referral questions
- <u>Selective Assessment</u>: the examiner selecting subtests based on clinical needs
- <u>Full Assessment</u>: for a comprehensive neuropsychological evaluation

General Battery

Ages 3–4
Design Copying
Comprehension of Instructions
Geometric Puzzles
Narrative Memory
Speeded Naming
Statue
Visuomotor Precision

Ages 5–16
Speeded Naming
Auditory Attention and Response Set
Memory for Faces
Design Copying
Inhibition
Memory for Faces Delayed
Comprehension of Instructions
Geometric Puzzles
Narrative Memory
Statue (5–6)
Word List Interference (7–16)
Visuomotor Precision (5–12)

General assessment

Learning Differences–Reading

Ages 3–4
Design Copying
Phonological Processing
Statue
Speeded Naming
Manual Motor Sequences
Comprehension of Instructions
Oromotor Sequences

Ages 5–16
Design Copying
Phonological Processing
Auditory Attention and Response Set
Picture Puzzles (7–16)
Statue (5–6)
Word List Interference (7–16)
Speeded Naming
Memory for Names
Manual Motor Sequences (5–12)
Inhibition
Oromotor Sequences (5–12)
Memory for Names Delayed
Comprehension of Instructions

Differential assessment

Learning Differences–Mathematics

Ages 3–4
Visuomotor Precision
Memory for Designs
Statue
Comprehension of Instructions
Block Construction
Speeded Naming
Design Copying

Ages 5–16
Visuomotor Precision (5–12)
Auditory Attention and Response Set
Geometric Puzzles (7–16)
Comprehension of Instructions
Memory for Designs
Memory for Faces
Block Construction (5–6)
Speeded Naming
Memory for Designs Delayed
Memory for Faces Delayed
Statue (5–6)
Word List Interference (7–16)
Inhibition
Picture Puzzles (7–16)
Design Copying

Attention/Concentration

Ages 3–4
Speeded Naming
Manual Motor Sequences
Theory of Mind
Sentence Repetition
Statue
Word Generation
Affect Recognition
Design Copying

Ages 5–16
Speeded Naming
Theory of Mind
List Memory (7–12)
Design Fluency (5–12)
Inhibition
Geometric Puzzles (7–16)
Statue (5–6)
List Memory Delayed (7–12)
Affect Recognition
Clocks (7–16)
Manual Motor Sequences (5–12)
Auditory Attention and Response Set
Sentence Repetition (5–6)
Word List Interference (7–16)
Word Generation
Design Copying

Recommended Follow-Up Subtests

Ages 3–4
Imitating Hand Positions (3–12)

Ages 5–16
Animal Sorting (7–16)
Arrows (5–16)
Imitating Hand Positions (3–12)

NEPSY-II
SECOND EDITION

Behavior Management

Ages 3–4
Visuomotor Precision
Sentence Repetition
Affect Recognition
Statue
Comprehension of Instructions
Speeded Naming
Design Copying

Ages 5–16
Affect Recognition
Auditory Attention and Response Set
Sentence Repetition (5–6)
Clocks (7–16)
Comprehension of Instructions
Fingertip Tapping
Memory for Faces
Design Copying
Inhibition
Speeded Naming
Memory for Faces Delayed
Statue (5–6)
Animal Sorting (7–16)
Visuomotor Precision (5–12)

Recommended Follow-Up Subtests

Ages 3–4
Theory of Mind
Word Generation

Ages 5–16
Arrows
Design Fluency (5–12)
Theory of Mind
Word Generation

Language Delays/Disorders

Ages 3–4
Body Part Naming and Identification
Comprehension of Instructions
Imitating Hand Positions
Narrative Memory
Oromotor Sequences
Speeded Naming
Sentence Repetition
Statue
Design Copying

Ages 5–16
Speeded Naming
Imitating Hand Positions (5–12)
Inhibition
Memory for Names
Auditory Attention and Response Set
Repetition of Nonsense Words (5–12)
Design Copying
Sentence Repetition (5–6)
Word List Interference (7–16)
Memory for Names Delayed
Narrative Memory
Statue (5–6)
Oromotor Sequences (5–12)
Comprehension of Instructions

Recommended Follow-Up Subtests

Ages 3–4
Affect Recognition
Visuomotor Precision

Ages 5–16
Affect Recognition
Animal Sorting (7–16)
Clocks (7–16)
Visuomotor Precision (5–12)

NEPSY-II
SECOND EDITION

Perceptual/Motor Delays/Disorders

Ages 3–4
Block Construction
Imitating Hand Positions
Memory for Designs
Design Copying
Statue
Geometric Puzzles
Manual Motor Sequences
Oromotor Sequences
Visuomotor Precision

Ages 5–16
Fingertip Tapping
Block Construction
Memory for Designs
Imitating Hand Positions (5–12)
Oromotor Sequences (5–12)
Visuomotor Precision (5–12)
Statue (5–6)/Clocks (7–16)
Memory for Designs Delayed
Geometric Puzzles
Design Fluency (5–12)
Auditory Attention and Response Set
Manual Motor Sequences (5–12)
Design Copying

Recommended Follow-Up Subtests

Ages 3–4
Affect Recognition

Ages 5–16
Affect Recognition

School Readiness

Ages 3–6 ONLY
Block Construction
Comprehension of Instructions
Design Copying
Memory for Designs
Phonological Processing
Sentence Repetition
Speeded Naming
Statue
Visuomotor Precision
Word Generation

Differential assessment

NEPSY-II
SECOND EDITION

Social/Interpersonal

Ages 3–4
Speeded Naming
Theory of Mind
Comprehension of Instructions
Design Copying
Geometric Puzzle
Imitating Hand Positions
Narrative Memory
Affect Recognition
Block Construction
Statue
Visuomotor Precision
Word Generation

Ages 5–16
Visuomotor Precision (5–12)
Affect Recognition
Auditory Attention and Response Set
Theory of Mind
Comprehension of Instructions
Block Construction (5–6)
Memory for Faces
Design Copying
Design Fluency (5-12)
Fingertip Tapping
Geometric Puzzles
Word List Interference (7–16)
Imitating Hand Positions (5–12)
Inhibition
Memory for Faces Delayed
Narrative Memory
Speeded Naming
Statue (5–6)/Animal Sorting (7–16)
Word Generation

Recommended Follow-Up Subtests

Ages 3–4
Manual Motor Sequences
Memory for Designs
Phonological Processing

Ages 5–16
Arrows
Manual Motor Sequences (5–12)
Memory for Designs/Delayed
Phonological Processing
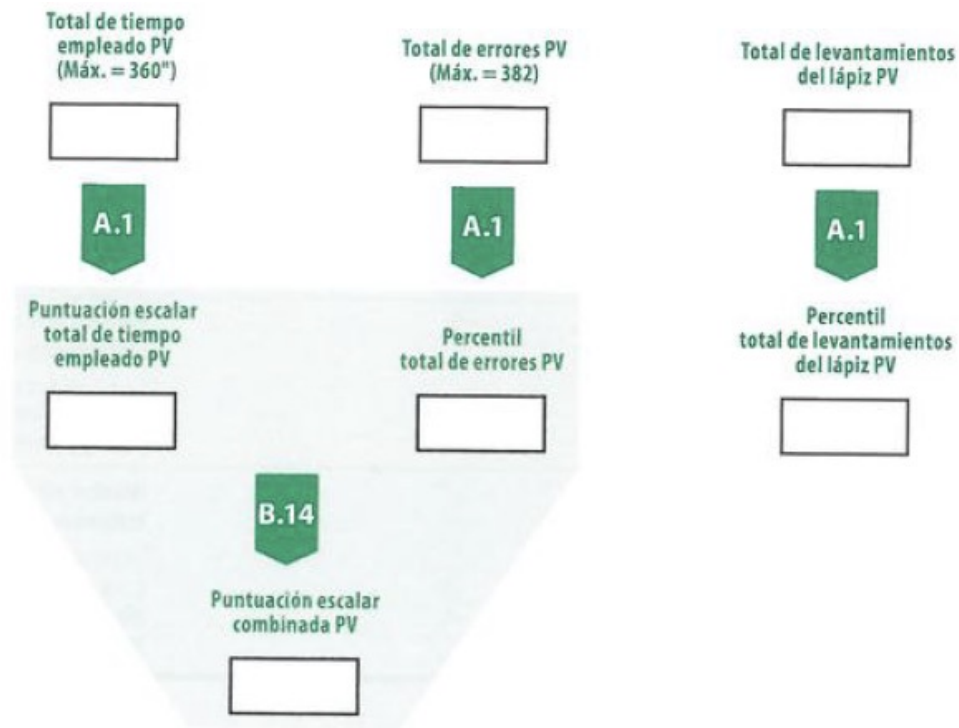Picture Puzzles (7–16)

NEPSY-II
SECOND EDITION

Scoring

- Results are based on the battery's subtests, not on domains.
- Subtests vary on stimulus presentation, administration requirements, response type, and scoring emphasis.
- There are 3 types of scores and one observational score

Primary scores

Represent the global aspects or key clinical variables of the subtest. They are typically expressed as scaled scores, although a few are percentile ranks

Combined scores: are total scores for a subtest that are made by combining two measures within the subtest. In the NEPSY–II, a combined scaled score for Inhibition Naming is created combining normed scores for the completion time and errors. They emphasize the construct being measured (inhibition)

Total de tiempo empleado PV (Máx. = 360")

Total de errores PV (Máx. = 382)

Total de levantamientos del lápiz PV

A.1   A.1   A.1

Puntuación escalar total de tiempo empleado PV

Percentil total de errores PV

Percentil total de levantamientos del lápiz PV

B.14

Puntuación escalar combinada PV
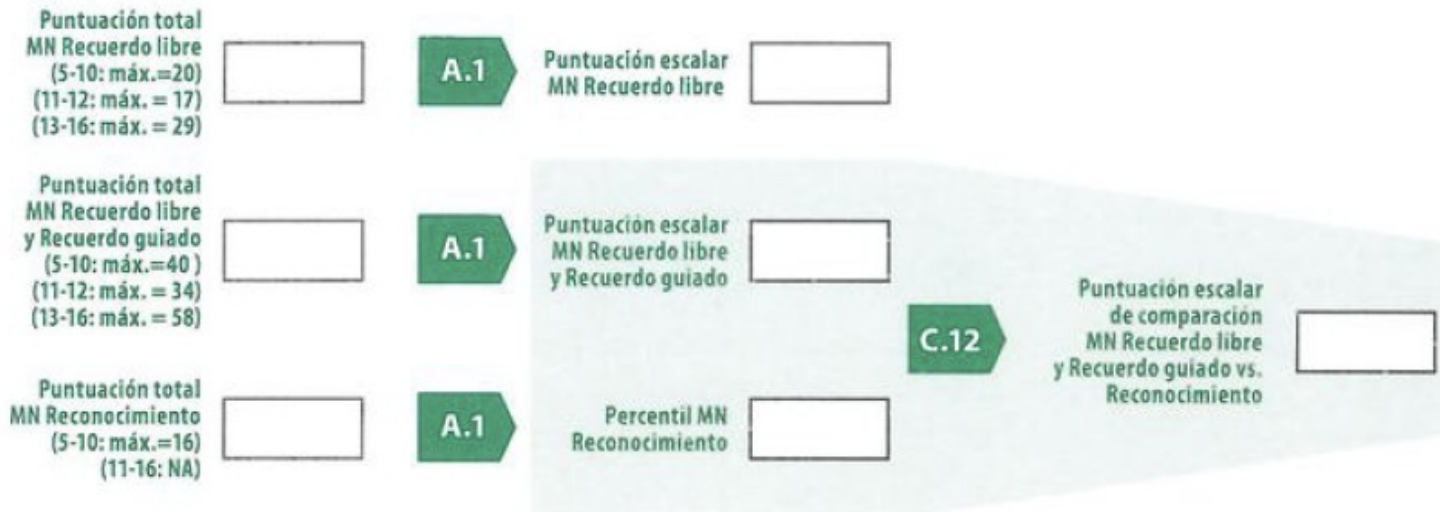
NEPSY·II
SECOND EDITION

Process scores

assess more specific abilities and skills or error rates. Allow examiners to look deeper into specific abilities that may influence a child's performance.
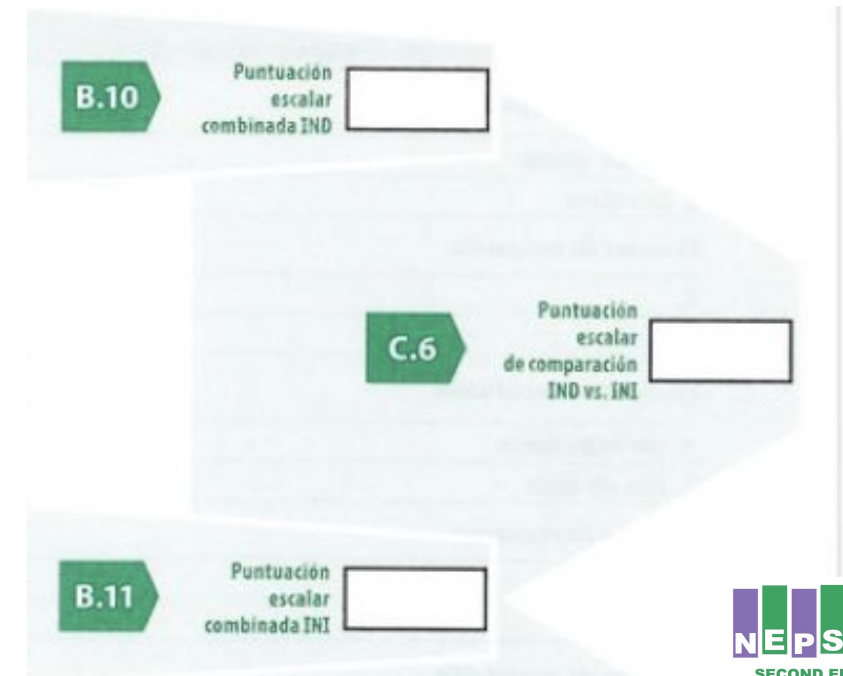
Contrast scores

Some NEPSY–II subtests offer multiple primary scores. In these cases, some of the primary scores represent basic processes and others more complex processes. These multiple scores allow the clinician to determine if the deficit in a particular skill is due to the higher or lower level function (e.g., basic processing speed versus inhibitory control). The contrast scores are designed to allow the clinician to compare higher- to lower-level cognitive functions statistically.

Narrative Memory

Inhibition (Denomination vs. Inhibition)

Puntuación total MN Recuerdo libre (5-10: máx.=20) (11-12: máx. = 17) (13-16: máx. = 29)

A.1 Puntuación escalar MN Recuerdo libre

Puntuación total MN Recuerdo libre y Recuerdo guiado (5-10: máx.=40) (11-12: máx. = 34) (13-16: máx. = 58)

A.1 Puntuación escalar MN Recuerdo libre y Recuerdo guiado

C.12 Puntuación escalar de comparación MN Recuerdo libre y Recuerdo guiado vs. Reconocimiento

Puntuación total MN Reconocimiento (5-10: máx.=16) (11-16: NA)

A.1 Percentil MN Reconocimiento

B.10 Puntuación escalar combinada IND

C.6 Puntuación escalar de comparación IND vs. INI

B.11 Puntuación escalar combinada INI

NEPSY-II SECOND EDITION

Behavioral observations

provide quantitative scores for common behaviors in clinical populations. Not mandatory

Comprehension of Instructions

Observaciones conductuales

Total de repeticiones solicitadas ⬭
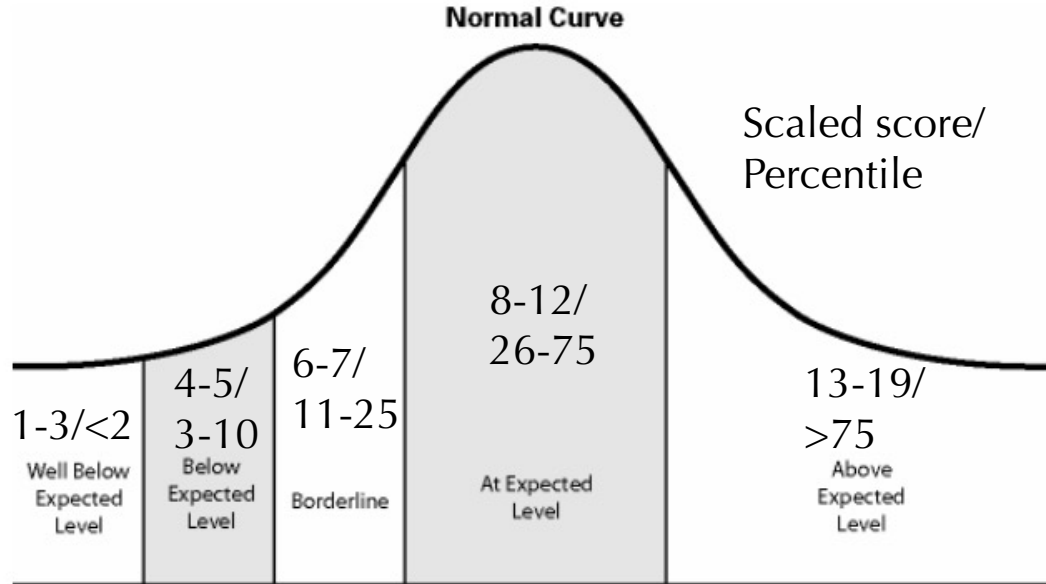
Visuomotor precision

Observaciones conductuales

Modalidad de prensión del lápiz

☐ Madura

☐ Intermedia

☐ Inmadura

☐ Variable

Porcentaje muestra tipificación
(véase tabla **D.2** o **D.5**) ⬭

Inhibition

Señala los estímulos

☐ S   ☐ N

NEPSY-II
SECOND EDITION

Interpretation

Normal Curve

Scaled score/ Percentile

1-3/<2	4-5/ 3-10	6-7/ 11-25	8-12/ 26-75		13-19/ >75
Well Below Expected Level	Below Expected Level	Borderline	At Expected Level		Above Expected Level

Classification Description Table	
Classification	**Description**
Above Expected Level	Children whose scores fall within this range have skills that are more developed than 75% of their peers.
At Expected Level	Children whose scores fall within this range have skills that are equal to 50% of their peers.
Borderline	Children whose scores fall within this range have skills that are not as developed as 75% of their peers.
Below Expected Level	Children whose scores fall within this range have skills that are not as developed as 90% of their peers.
Well Below Expexted Level	Children whose scores fall within this range have skills that are not as developed as 98% of their peers.

NEPSY-II
SECOND EDITION

Statue (ST)

- Requires motor abilities and linguistic comprehension
- Inhibition and impulse control
- Motor persistency-> hyperactivity
- Classroom problematic behavior

Inhibition

- Inhibition, cognitive flexibility and self-observation

Tabla 7.6. Hipótesis de interpretación de puntuaciones de *Inhibición*

Puntuación parte 1	Puntuación parte 2	Hipótesis de interpretación
Total de tiempo empleado IND: lento	Total de errores IND: bajo o medio	Velocidad psicomotora lenta o problema específico relacionado con el acceso a la información semántica.
	Total de errores IND: alto	Problema de denominación o autoobservación deficiente.
Total de tiempo empleado INI: lento	Total de errores INI: bajo o medio	Las demandas en inhibición enlentecen la velocidad de procesamiento cognitivo.
	Total de errores INI: alto	Respuestas impulsivas con control deficiente del resultado.
Total de tiempo empleado INC: lento	Total de errores INC: bajo o medio	Las demandas de cambio de conducta enlentecen la velocidad de procesamiento cognitivo.
	Total de errores INC: alto	Las demandas de cambio de conducta dan lugar a déficits de inhibición y a una ejecución impulsiva; pueden existir problemas de impulsividad y flexibilidad cognitiva.
Puntuación escalar de comparación IND vs. INI: baja		Déficits del control inhibitorio que no se deben a un nivel de velocidad de denominación lento.
Puntuación escalar de comparación INI vs. INC: baja		Los déficits de la capacidad de cambio de conducta en comparación con el control inhibitorio indican problemas de flexibilidad cognitiva o de sobrecarga cognitiva en la modalidad Cambio.

Comprehension of instructions (CI)

- Linguistic and sintactic knowledge
- Ability to follow simple and complex instructions
- Language, working memory, sequential reasoning
- Reading, writting, calculus

Word generation

- Access to information categorically and ortographically
- Auditory working memory, speed processing
- Strategy of obtaining words is key: slow and scattered or defined with a purpose
- Comparison to other language tests will determine the origin of the difficulty

Narrative memory

- Encoding, storage and retrieval
- Receptive and expressive language
- Declarative memory
- Free and guided difficulties-> encoding
- Recognition difficulties ->retrieval
- Learning english and history

Visuomotor precision

- Fine motor speed and manual abilities
- Inhibitory control and planning-> if repeated on other tasks
- Speed can be low on this task but not others, meaning the child is trying to compensate their motor abilities
- Writting issues

Affect recognition

- Recognize the effect of his behavior on others based on non-verbal information
- Relationships
- Visual abilities
- Working memory in the last part
- Linguistic information-> concept of equal
- Social and interpersonal relationships

Theory of mind

- Other's perspective
- Influenced by language delays and attentional deficits
- Abstract behaviors or constructs (wish, think, believe)
- Metaphors
- Verbal and contextual information
- Social and interpersonal relationships

Block Construction

- Visuospatial, visualize, understand the physical space in your mind
- Visuoconstructional abilities, carry out that visualization
- Observation of the manipulation
- Direction, orientation and angles of lines or positions of objects in space
- Math and geometry