

Normative Data on Seguin Form Board Test

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The present study is an attempt to revalidate and develop normative data on a non-verbal test of intelligence-Seguin Form Board (SFB). The SFB was administered on a sample of 720 children including 361 boys and 359 girls between age group of 36-120 months (Mean Age: 89.19 months; SD: 20.82) drawn from rural and urban areas and belonging to different social economic status groups. Results indicate that SFB continues to remain a valid and reliable speed test of intelligence at lower age levels of children. However, there is need to evolve separate norms on SFB for different age groups, socio-economic status levels, and area of residence (rural and urban) respectively. An attempt is also made in this study to demonstrate a modified procedure of test performance as relatively more appropriate, superior and effective for estimation of mental ages/IQ of children on this test.

Keywords: Seguin Form Board, normative data, Indian norms, chronological age, mental age, modified administration

Prior to Itard's (1932) pioneering work, attempts were made to assess the intellectual (non-verbal) abilities of children who could not or would not speak more directly. Seguin (1856) developed a simple but a unique testing method using form boards for assessment of intellectual abilities in children through non-verbal means. The instrument and its many derivatives have become widely used and are well known universally as Seguin Form Board (SFB) (Du Bois, 1970). Stanford-Binet Intelligence Scale includes a Seguin-like form board, a merger of efforts by Binet, Simon and Seguin -the three pioneers in the field of intelligence test development. Since early 1900s, non-verbal intelligence testing has developed methods for assessing cognitive functioning of children who could not or would not speak. The SFB was basically constructed as teaching aid under 'Physiological Method' for children with mental retardation (Seguin, 1866). Later, it was used to assess general intelligence of children in pre-primary and primary school years (Spearman, 1927); or for measuring visual discrimination and matching, eye-hand coordination and cognitive-perceptual abilities

in children (David & Virginia, 1972). Wallin (1916) regards the SFB as a most useful device to test form perception, movement and intelligence-that is, psycho-motor development. Form Board tests were also used for measurement of ability to manipulate concrete material in contrast to verbal/abstract ability. Wallin (1916) observed that the performance (speed) on form board increases with chronological and mental age-more rapidly in early years. He suggested that tests are of little value diagnostically unless periodically fortified with reliable age norms. According to David and Virginia (1972), analysis of SFB test has shown that vector loadings for the test to differ among age levels, indicating that the test may be measuring different abilities at different age levels.

There have been efforts to develop Indian norms for SFB from time to time. In a survey on Mumbai school children (N= 378) within a limited age range (6-8 years), the speed of performance was found to be slower than their Western counterparts (Ramachandran, Deshpande, Apte, .. Shukla, and Shah, (1968). Around the same time, Bharatraj (1971) improved on the sample

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Eli Z. Rubin



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Neuropsychological Evaluation of the Child Ida Sue Baron, 2018 This updated and expanded edition retains a practical developmental and lifespan perspective for neuropsychological case formulation Chapters cover the current status clinical issues and essential domains and techniques in clinical neuropsychological practice and research and include case vignettes that explicate brain behavior relationships in youth from preschool age through adolescence with medical disease or psychological disorder

A Compendium of Neuropsychological Tests Otfried Spreen, Esther Strauss, 1998-02-19 In a survey of neuropsychologists published in The Clinical Neuropsychologist the first edition of the Compendium was named as one of the eleven essential books in their field This second edition has been thoroughly updated to cover new developments in neuroscience cognitive psychology and psychological assessment It includes new chapters on test selection report writing and informing the client executive functions occupational interest and aptitude and the assessment of functional complaints In addition to updating research findings about the tests covered in the first edition the book now contains almost twice as many tests

The Volta Review , 1958

Neuropsychology Gerald Goldstein, Paul David Nussbaum, Sue R. Beers, 2013-06-29 In this volume of the series Human Brain Function Assessment and Rehabilitation we cover the area of how brain function is assessed with behavioral or neuropsychological instruments These assessments are typically conducted by clinical neuropsychologists or behavioral neurologists and so we made an effort to present the somewhat differing approaches to these two related disciplines Clinical neuropsychologists are psychologists who typically utilize standardized tests while behavioral neurologists are physicians who generally assess brain function as part of the clinical neurological evaluation Both approaches have much to offer The basic assumption of neuropsychological assessment is that the brain is the organ of behavior and therefore the condition of the brain may be evaluated with behavioral measures Neuropsychological tests are those measures found by research to be particularly sensitive to alterations in brain function An adequate neuropsychological test is a procedure that can be related to some objective measure of alteration in brain function Over the years these objective measures have changed but generally involve documentation through direct observation of brain tissue or through histological pathological neuroimaging or other laboratory procedures The methods described in the first two volumes of this series describe the neuroimaging procedures that are often used in the validation of neuropsychological tests

Clinical Psychology Sol L. Garfield, 2007-12-01 Interest in clinical psychology has been growing as indicated by large numbers of undergraduates applying for admission to graduate programs and the professional degrees granted This book is written for anyone with a strong interest in clinical psychology but also provides a comprehensive and realistic view of the field The book therefore can serve as a reference for courses in clinical psychology but it will be relevant to courses in personality and personal counseling Professional clinical psychologists and members of related professions may also find the book valuable because Garfield describes important historical developments that have

helped to shape the field the roles and functions of the clinical psychologist their training programs and contemporary issues and problems The text also describes the theoretical models that guide the work of the clinical psychologist and upon which the divergent approaches to clinical work are based Changes in the functions of the clinical psychologist are reflected in the greater emphasis on psychotherapeutic and behavior change methods and in the correspondingly reduced emphasis on diagnostic testing procedures a development discernible in the decline in studies of high quality bearing on diagnostic issues This book provides a reliable source of information for the individual who contemplates a professional career as a clinical psychologist and seeks to learn what the profession encompasses Sol L Garfield 1918 2004 was Professor of Psychology and Director Clinical Psychology Program Washington University in St Louis Garfield has been widely published in the major journals and his books include Handbook of Psychotherapy and Behavior Change co edited with A E Bergin and The Practice of Brief Psychotherapy He is a former President of the Division of Clinical Psychology American Psychological Association and has been Consulting Editor for the American Journal of Mental Deficiency the Journal of Abnormal Psychology and the Journal of Consulting and Clinical Psychology

Sex Roles of Children in Contemporary Indian Society Sushila Srivastava, 1990 India has witnessed profound changes in almost every aspect of life The process of industrialization urbanisation and secularization have brought about socio psychological changes in the attitudes and values of people of this country especially among the urban population One of the changes is breaking down of traditional sex role differentiations resulting in an increased flexibility in the roles and activities considered permissible for each sex especially for girls and women Yet being still typically a traditional society the effect of these secular changes is unknown or remains a guess In this book the author attempts to answer the question as to how far these changes have affected the sex role behaviour of the Indian children The exhaustive review of empirical studies on sex roles is useful for those who wish to have a consolidated account of researches on sex roles carried out till now This book will be useful for parents teachers educators and students of Home Science Psychology Sociology and Anthropology

The Oxford Handbook of the History of Clinical Neuropsychology William B. Barr, Linas A. Bieliauskas, 2024 While its origins date back to the 19th Century the field of clinical neuropsychology has existed as a distinct discipline for less than 60 years The Oxford Handbook of the History of Neuropsychology tells this story of how neuropsychology has evolved to its present state and where is it going This comprehensive volume begins with chapters reviewing the history of neuropsychology s approaches to disorders of attention language memory and other conditions Other chapters focus on the origins of neuropsychology s methods including neuropsychological testing brain imaging and studies of laterality including the Wada test While this volume has a number of chapters covering regional developments in clinical neuropsychology as a profession in the United States it is one of the first volumes to provide additional chapters on development of neuropsychology across different countries This Handbook gathers the work of experts in the field to provide extensive coverage of the origins of neuropsychology s methods and its approach to various

clinical conditions across the globe **Neuropsychological Assessment** Muriel Deutsch Lezak, 1995-03-02 The 12 chapters in the second section contain nearly all of the tests and assessment techniques covered in the previous editions plus many additional ones including newly developed neuropsychological tests tests from other branches of psychology research techniques that have only recently been introduced into clinical neuropsychology tests originating in Europe and elsewhere and a few measures as yet untried by neuropsychology that appear to be potentially useful for neuropsychological purposes Thus the third edition of Neuropsychological Assessment maintains its multipurpose functions as an authoritative textbook reference work and practitioner s manual **Monographs in Psychiatry** Lafayette Clinic (Detroit, Mich.), 1972 □□□□□□□□ □□□□□□□□ □□ □□□□□ □□□ □□□□□ Mr. Rohit Manglik, 2024-03-05 Provides an overview of the identification and assessment methods for intellectual disabilities **Cognitive Perceptual Motor Dysfunction: from Research to Practice** Eli Z. Rubin, 1972

Essentials of Neuropsychological Assessment Nancy Hebben, William Milberg, 2009-09-28 Quickly acquire the knowledge and skills you need to confidently administer score and interpret the most popular neuropsychological assessment instruments Neuropsychological testing can identify changes in cognition behavior and emotion aid in determining the cause of a disorder or developmental problem and assist clinicians in planning treatment and rehabilitation To use these tests properly professionals need an authoritative source of advice and guidance on how to administer score and interpret them Now fully revised and in a second edition Essentials of Neuropsychological Assessment is that source Completely updated to include the most current instruments including the Delis Kaplan Executive Function System D KEFS the Wechsler Intelligence Scale for Children Fourth Edition WISC IV the Wechsler Adult Intelligence Scale Fourth Edition WAIS IV and the Wechsler Memory Scale Fourth Edition WMS IV Essentials of Neuropsychological Assessment Second Edition presents an overview of the assumptions logic knowledge base and skills underlying the practice of neuropsychological assessment Neuropsychological experts Nancy Hebben and William Milberg describe how clinical history behavioral observations and formal test results are used to make inferences about the contribution of brain dysfunction to psychological functioning Like all the volumes in the Essentials of Psychological Assessment series this book is designed to help busy mental health professionals quickly acquire the knowledge and skills they need to make optimal use of major neuropsychological assessment instruments Each concise chapter features numerous callout boxes highlighting key concepts bulleted points and extensive illustrative material as well as test questions that help you gauge and reinforce your grasp of the information covered Essentials of Neuropsychological Assessment Second Edition provides comprehensive instruction on neuropsychological test administration scoring interpretation and report writing It also addresses practical and conceptual issues related to neuropsychological assessment in geriatric pediatric forensic and other specialized settings Other titles in the Essentials of Psychological Assessment series Essentials of Assessment Report Writing Essentials of WAIS IV Assessment Essentials of WISC IV Assessment Second Edition Essentials of WIAT II and KTEA II Assessment Essentials of WJ III ITM

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Application of Pupil Assessment Information Bill Ray Gearheart, Ernest Paul Willenberg, 1980 **Howard Andrew Knox** John T.E. Richardson, 2011-11-29 Howard Andrew Knox 1885 1949 served as assistant surgeon at Ellis Island during the 1910s administering a range of verbal and nonverbal tests to determine the mental capacity of potential immigrants An early proponent of nonverbal intelligence testing largely through the use of formboards and picture puzzles Knox developed an evaluative approach that today informs the techniques of practitioners and researchers Whether adapted to measure intelligence and performance in children military recruits neurological and psychiatric patients or the average job applicant Knox s pioneering methods are part of contemporary psychological practice and deserve in depth investigation Completing the first biography of this unjustly overlooked figure John T E Richardson former president of the International Society for the History of the Neurosciences takes stock of Knox s understanding of intelligence and his legacy beyond Ellis Island Consulting published and unpublished sources Richardson establishes a chronology of Knox s life including details of his medical training and his time as a physician for the U S Army He describes the conditions that gave rise to intelligence testing including the public s concern that the United States was opening its doors to the mentally unfit He then recounts the development of intelligence tests by Knox and his colleagues and the widely discussed publication of their research Their work presents a useful and extremely human portrait of psychological testing and its limits particularly the predicament of the people examined at Ellis Island Richardson concludes with the development of Knox s work in later decades and its changing application in conjunction with modern psychological theory **Monographs of the Society for Research in Child Development** ,1960 An Interdisciplinary Approach to Accident Patterns in Children Irwin Murray Marcus, 1970
A Survey of Research in Psychology, 1971-76 Uday Narain Pareek, 1980 Contributed reports **Iowa Child Welfare Research Station, State University of Iowa: the Fortieth Anniversary, 1917-1957** ,1959 **Indian Journal of Disability and Rehabilitation** ,1987 **Family Organization and Crisis** Bernard Farber, 1960

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