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<th><strong>Title</strong></th>
<th>Cultural Fairness of the Digit Vigilance Test</th>
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We conducted studies in Canada, Ecuador, Ireland, Israel, and the USA involving adults and children, utilizing a neuropsychological battery of 11 tests adapted for each country. We report here results of the comparisons with the WCST, TMTA, TMTB, and CPT. We assessed the associations of the respective scores with the level of education and age of adults (range 14–50 years) and children (range 8–12 years). Statistically significant correlations were observed between performance and education among all the adult groups in the tests measuring focusing and shifting attention and in the level of accuracy on the CPT AX visual task. Among the children, performance improved with age in all groups except for response time in the visual and auditory CPT.

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Three hundred Spanish-speaking participants were administered the Digit Span subtest. Their performance was categorized according to the Digits Forward (F) minus Digits Backward (B) ratio into typical responses (F > B), relatively aberrant, or absolutely aberrant responses (B > F). Performance on the Neuropsychological Screening Battery for Hispanics was then analyzed according to response style. Results suggest that relatively aberrant (R-A) responders differ from the other groups in how they process verbal–auditory information. Relatively aberrant responders had significantly higher scores on a verbal learning task (AVLT) than typical responders. The theoretical and clinical applications of how Spanish-speaking participants perform on the Digit Span test are discussed in the context of cross-cultural assessment.

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This study was designed to examine the cultural fairness of the Digit Vigilance Test by comparing performance on the test between Chinese and American participants. Thirty-five Chinese undergraduates, 12 male and 23 female, were recruited as participants. Their scores on the test, specifically the time and error scores, were compared with the published American norms. The findings indicated equivalent performance of the two samples on the test, suggesting the cultural fairness of the Digit Vigilance Test. Nevertheless, generalization of the present findings to other Chinese populations should take into consideration the unique characteristics of the sample in this study.

Correspondence: Taita Lee, Neuropsychology Laboratory, Department of Psychology, University of Hong Kong, Pokfulam Road, Hong Kong.

F. OSTROSKY-SOLIS, A. ARDILA, & M. ROSSELLI. NEUROPSI: A Brief Neuropsychological Test Battery.

A short neuropsychological test battery in the Spanish language was developed, including a wide spectrum of cognitive functions: orientation, attention, memory, language, visuospatial abilities, and executive functions. Culturally sensitive and relevant for the Spanish speaking community were selected. Administration time was 25 to 30 min. Normative data in a 800-monolingual Spanish speaking sample from 16 to 85 years of age are presented. Four different educational levels were taken: (1) illiterates, (2) 1–4 years of school; (3) 5–9 years of school, and (4) 10–24 years of formal education. The effects of age and education, as well as factor structure, common and specific subtest content, interrater and test–retest reliability are analyzed.

Correspondence: Alfredo Ardila, Miami Institute of Psychology, 8180 NW 36 Street, Miami, FL 33166, USA.


A comprehensive neuropsychological test battery was assembled and individually administered to a 300-participant sample, age 17–25 years. All of them were right-handed male university students. The battery included some basic psychological and neuropsychological tests directed to assess language, memory, perceptual abilities, concept formation, and praxis abilities. It was found that some of the tests presented a quite complex intercorrelation system, whereas other tests presented few or no significant correlations. Mathematical ability tests and orthography knowledge represented the best predictors of general intelligence. A factor analysis disclosed five factors accounting for 63.6% of the total variance. Implications for a theory about brain organization of cognition are analyzed.

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N.S. FOLDI, S.D. MAJEROVITZ, K. SHEIKH, & E. RODRIGUEZ. The Test For Severe Impairment (TSI): Validity with the Dementia Rating Scale and Utility as a Longitudinal Measure.

The Test for Severe Impairment (TSI) was compared to the Dementia Rating Scale on nursing home patients who were identified with cognitive impairment. Construct validity, criterion validity, and reliability on repeated, longitudinal testing were determined. The TSI was also compared with the shortened form of the Boston Naming Test. Results show that the TSI is a valid tool of different cognitive domains and is useful in longitudinal settings where repeat testing is required. Moreover, although the TSI was a test designed for late stage assessment, it is a comparable measure with the DRS and can be used across the different levels of cognitive impairment in dementia.

Correspondence: Nancy S. Foldi, Division of Neurology, Winthrop University Hospital, 222 Station Plaza North, Suite 438, Mineola, NY 11501, USA.

S. MILLIS & J. RICKER. Performance Patterns on Measures of Attention and Memory Associated With Suboptimal Effort.

A logistic regression model with variables from the California Verbal Learning Test, Wechsler Adult Intelligence Scale–Revised (Hits, Trials 1–5, Digits Forward) was derived to differentiate individuals with financially compensable mild head injury (N = 30) showing suboptimal effort on a forced-choice test from patients with moderate to severe brain injury (N = 43). The logistic regression model fit the data well (G = 74.0, p < .01, Nagelkerke R² = .86, 93% correct classification, ROC AUC = .98). A distinct performance pattern based on these measures of attention and memory differentiated the groups. Suboptimal effort was associated with low performances on both DF and Hits without a similar degree of suppressed performance on Trials 1–5.

Correspondence: Scott R. Millis, Rehabilitation Institute of Michigan, 261 Mack Boulevard, Detroit, MI 48201, USA.

E. ŁOJEK & M. SKOTNICKA. The Assessment of Language Disorders in Right-Hemisphere-Damaged Patients.

The Right Hemisphere Language Battery (RHLB) was adapted in designing a set of tests for the assessment of language disorders in right-hemisphere-damaged (RHD) individuals. The set comprises of the Metaphor Picture Test, the Written Metaphor Test, the Inferential Meaning Test, the Humor Test, and the Lexical Semantic Test. Sixteen RHD, 11 left hemisphere damaged (LHD) without aphasia and 21 control (C) participants took part in the investigation. All tests significantly differed between the RHD and C groups. No significant differences were noted between LHD and control groups on any tests except for the Inferential Meaning Test.