

Top Ten Areas Endorsed on the Neuropsychological Processing Concerns Checklist-2 by Parents and Teachers

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SLD Group Ratings <i>n</i> = 183	ADD/ADHD Group Ratings <i>n</i> = 115	Autism Group Ratings <i>n</i> = 46	Neuro/Medical Ratings <i>n</i> = 106	SED Group Ratings <i>n</i> = 31
Parent Raters				
Attentional Capacity (48.2%)	Articulation (56.0%)	Attentional Capacity (49.6%)	Attentional Capacity (52.9%)	Attentional Capacity (52.0%)
Focused/Selective Attention (43.6%)	Attentional Capacity (54.8%)	Divided Attention (44.9%)	Speed/Efficiency of Cognitive Processing (46.9%)	Speed/Efficiency of Cognitive Processing (47.6%)
Speed/Efficiency of Cognitive Processing (43.2%)	Focused/Selective Attention (51.1%)	Focused/Selective Attention (44.7%)	Reading Comprehension/Memory (46.8%)	Problem Solving, Planning, and Organizing (45.9%)
Phonological Processing/Fluency (43.2%)	Divided Attention (47.9%)	Reading Attention (42.0%)	Written Expressive Language (45.8%)	Written Expressive Language (45.8%)
Computational Knowledge (42.0%)	Speed/Efficiency of Cognitive Processing (47.6%)	Computational Knowledge (42.0%)	Reading Attention (45.1%)	Focused/Selective Attention (45.1%)
Reading Comprehension (41.8%)	Sustained Attention (47.3%)	Speed/Efficiency of Cognitive Processing (41.0%)	Computational Knowledge (44.8%)	Divided Attention (44.8%)
Written Expressive Language (41.1%)	Reading Attention (42.9%)	Written Expressive Language (39.9%)	Sustained Attention (43.4%)	Phonological Processing/Fluency (44.4%)
Math Attention (40.8%)	Math Attention (42.5%)	Reading Comprehension/Memory (39.5%)	Divided Attention (42.4%)	Writing Attitudinal Issues (43.5%)
Math Reasoning/Comprehension (39.9%)	Computational Knowledge (42.5%)	Problem Solving, Planning, and Organizing (39.5%)	Problem Solving, Planning, and Organizing (42.3%)	Reading Comprehension/Memory (43.0%)
Reading Attitudinal Issues (38.7%)	Problem Solving, Planning, and Organizing (42.2%)	Math Attention (39.2%)	Math Attention and Math Reasoning/Comprehension (41.7%)	Sustained Attention (42.7%)
Teacher Raters				
Computational Knowledge (54.2%)	Computational Knowledge (53.5%)	Computational Knowledge (51.8%)	Sustained Attention (54.1%)	Expressive Language Functions (53.3%)
Expressive Language Functions (51.3%)	Sustained Attention (53.0%)	Math Reasoning/Comprehension (50.7%)	Computational Knowledge (52.7%)	Sustained Attention (53.0%)
Math Attention (48.7%)	Focused/Selective Attention (51.7%)	Reading Comprehension/Memory (46.3%)	Attentional Capacity (52.0%)	Attentional Capacity (52.9%)
Sustained Attention (48.0%)	Math Attention (50.5%)	Expressive Language Functions (45.5%)	Expressive Language Functions (51.4%)	Computational Knowledge (52.2%)
Math Reasoning/Comprehension (47.7%)	Attentional Capacity (50.3%)	Math Attention (45.5%)	Reading Comprehension/Memory (48.3%)	Reading Attention (49.4%)
Attentional Capacity (47.4%)	Expressive Language Functions (49.1%)	Sustained Attention (44.9%)	Focused/Selective Attention (48.0%)	Problem Solving, Planning, and Organizing (48.9%)
Reading Comprehension/Memory (47.3%)	Reading Attention (46.9%)	Reading Attention (43.4%)	Speed/Efficiency of Cognitive Processing (47.6%)	Speed/Efficiency of Cognitive Processing (48.5%)
Reading Attention (47.0%)	Math Reasoning/Comprehension (46.8%)	Speed/Efficiency of Cognitive Processing (42.9%)	Math Reasoning/Comprehension (47.2%)	Math Attention (48.3%)
Focused/Selective Attention (47.0%)	Short-Term Memory (45.5%)	Problem Solving, Planning, and Organizing (42.7%)	Math Attention (46.5%)	Reading Comprehension/Memory (47.8%)
Phonological Processing/Fluency (45.8%)	Problem Solving, Planning, and Organizing (43.9%)	Attentional Capacity and Focused/Selective Attention (42.2%)	Problem Solving, Planning, and Organizing (46.3%)	Focused/Selective Attention (47.3%) Math Reasoning/Comprehension (47.3%)

Conclusions:

- Attentional concerns were most prevalent across parent and teacher raters and across clinical diagnostic groups.
- Broad-based language deficits were most frequently reported by both raters for the SLD group and expressive language deficits were reported by teachers for the AU and neurologically impaired groups.
- Problem solving, planning, and reasoning deficits were reported in all clinical groups by both raters except for the SLD group.
- Parents reported most difficulties with processing speed and efficiency across diagnostic groups compared to the teacher raters.
- Academic deficits were noted by both parents and teachers.
- Interesting that more memory and learning concerns were not noted, particularly by teachers.