UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Assessment of Developmental Cognitive Skills and Disorders

2425-2-F5103P112

Learning area

Methodological competences and clinical techniques

Learning objectives

Knowledge and understanding

- Knowledge of the main tests for the assessment of cognitive processes in children and adolescents
- Knowledge of variables to take into consideration for the anamnesis
- Knowledge of the variables that can influence the children's performance on a test

Applying knowledge and understanding

- Ability to decide which test can be applied to assess a specific cognitive process
- Ability to prepare the setting for the administration of cognitive tests
- Ability to administer and score the tests presented, and to interpret their results
- Ability to write a report reporting test results and clinical observations

Contents

Standardized tests and methods for assessing memory, attention and executive functions will be presented. Furthermore, tasks for the assessment of learning processes (reading, writing, and mathematical skills) will be presented and experimented. The course will consider the assessment of cognitive processes in children with neurodevelopmental disorders such as Specific Learning Disorders and Attention-deficit/Hyperactivity disorder.

Examples of assessment tools that will be presented are the NESPY and BIA batteries, and some Italian tools for the assessment of learning processes (e.g., MT-Group's).

Detailed program

1. Preparation of the setting for the administration of tests to children
2. Variables for children's anamnesis
3. Scoring of standardized tests
4. Standardized tests for cognitive assessment (e.g. WISC-IV)
5. Standardized tests for the assessment of attention (e.g., BIA – Italian battery for ADHD)
6. andexecutive functions (e.g., London Tower)
7. Standardized tests for the assessment of reading and reading comprehesion (e.g, MT-3)
8. Standardized tests for the assessment of writing processes (BVSCO-Battery for the assessment of writing and orthographic skills)
9. Standardized tests for the assessment of mathematical abilities (BDE - Battery for developmental dyscalculia)
10. Criteria for writing a report of the cognitive tests' administration

Prerequisites

Theoretical knowledge of the principal model of development of cognitive processes of memory, and attention. Knowledge of the main features of the Specific Learning Disorders and of the Attention deficit/Hyperactivity disorder. However, a brief review of the theoretical bases will be provided before the presentation of assessment instruments presented.

Teaching methods

During the lessons, the cognitive process to be assessed will be presented, together with the tests available to assess it. Then, students will have the possibility of practicing in the use of tests, with simulations with peers or filling in the tests' protocols while watching in a video a child doing the test. Finally, clinical cases will be presented. The teaching includes lecture hours (10 h frontal teaching) and laboratory activities (18 h interactive teaching).

Assessment methods

At least 70% of the total lesson time is required. Students must administrate some tests to a child, and write a report about this experience, reporting the tests' results and their interpretation.
The administration of tests to a child and the related report are mandatory for the laboratory approval.
During the last lesson, an individual feedback regarding the reports will be given.

Textbooks and Reading Materials

The bibliography and/or the slides about the lessons and useful for the test administration will be provided at the beginning of the course and published on line in the e-learning website.

Sustainable Development Goals

QUALITY EDUCATION