

**AMERICAN PSYCHOLOGICAL ASSOCIATION  
DIVISION 40 ABSTRACTS**

**Thursday, August 18, 2004, 8–8:50 am**

**Discussion: Should you Release Test Protocols? It Depends on State Law**  
**Washington Convention Center**  
**Meeting Room 159**

**KAUFMANN, P.M.**

**Should You Release Test Protocols? It Depends on State Law**

Psychologists may refrain from releasing test protocols, recognizing that in many instances release is regulated by law. Courts apply state law to uphold the public policy goals underlying the psychologist nondisclosure privilege: protecting the integrity of psychological test materials and safeguarding the objectivity and fairness of test interpretation. In *Detroit Edison Co. v. NLRB*, 440 U.S. 301 (1978), the U.S. Supreme Court recognized the duty not to release psychological test materials to ensure the future integrity of the tests. This discussion describes the law of privilege and identifies 18 states that currently prohibit the release of psychological test materials.

**BERNINGER, V.W., PEVERLY, S., O' DONNELL, L., & AMTAMANN, D.**

**Contribution of Cognitive and Neuropsychological Processes  
to Response to Instruction**

Response to intervention has been proposed for identifying learning disabilities and qualifying students for services. The purpose of this symposium is to report research on response-to-writing intervention. Writing competence is necessary to pass high stakes tests, which students have to pass in many states to receive a high school diploma, and most school assignments. Presentations span the early elementary, upper elementary, elementary to high school, and undergraduate levels, all of which are legally mandated to serve or provide accommodations for students with learning disabilities. The first presentation shows that processes in second grade students' minds (orthographic and rapid automatic naming of letters) were better predictors of response to second grade spelling instruction than the nature of the spelling instruction. The second presentation extends prior findings about the influence of attention on response to instruction by corroborating a relationship between inattention and processing orthographic symbols. The third presentation demonstrates that transcription speed and verbal working memory influence response to instruction as measured by undergraduates' note-taking, which in turn was the only predictor of their test performance. The fourth presentation illustrates a paradigm

**GREENSTEIN, Y.Y., LOCASCIO, G., VOELBEL, G.T., HENDREN, R.L., & BATES, M.E.**

**Lentiform Nucleus Volumetric Differences in Asperger's Disorder and Bipolar Disorder**

The basal ganglia may be involved in the pathogenesis of bipolar disorder (BD) and pervasive developmental disorders. Children with Asperger's Disorder (AD), BD, and no psychiatric history (NPH) ( $Ns = 7, 9,$  and  $14,$  respectively) received brain MRIs. The lentiform nucleus was manually segmented. Controlling for gender and total brain volume, AD group membership accounted for 7% unique variance of left lentiform volume (smaller than NPH). This was a medium-sized effect, but, due to limited sample size, not statistically significant. Further study of reduced lentiform in AD may contribute to better understanding the neurodevelopmental basis of these disorders.

**CREWS, K., WALKER, J.M., SHANNON, C.R., & D'AMATO, R.C.,**  
**Subtyping Children with Reading Disabilities for Rehabilitation Using Neuropsychological Measures**

This study examined the utility of the *NEPSY: A Developmental Neuropsychological Assessment* in identifying subtypes of children with reading disabilities. A cluster analysis was performed with 80 elementary school children identified as reading disabled. This research suggested that memory-related processes may contribute to reading difficulties. The efficacy of a neuropsychological approach to subtyping children's reading disabilities was demonstrated. Evidence supported that cognitive processes (e.g., working memory and attention), outside of phonological processing and language comprehension, are necessary to guarantee normal reading. This investigation was supported by current research that suggests that phonological and working memory processes may operate independently.

**PICKETT JR., T., ALTMAIER, A., & BAYLESS, J.D.**

**The Impact of Anxiety on Working Memory in ADHD Referrals**

Processing efficiency theory provides a theoretical foundation for understanding the impact of anxiety on working memory. The current study investigated the effect of anxiety on working memory among patients referred for an assessment of attention deficit hyperactivity disorder (ADHD). Low ( $N = 19$ ) and high ( $N = 27$ ) anxious individuals were compared on working memory and processing speed. The results were inconsistent with negative effects proposed by processing efficiency theory. Analyses indicated high anxiety was associated with higher performance on measures of working memory and processing speed. The data indicate that higher anxiety may facilitate better performances in this population.

**KIM, S., LAW, W.A., MATULICH, W., ASHBURN, J.A., ROY, M.J., & DEUSTER, P.A.**

**Neurocognitive Features of ADHD in a Nonclinical Adult Sample**

Relationships between cognitive performances and reported ADHD symptoms in a nonclinical sample were examined. Seventy-five healthy men and women ages 18 to 49, without current ADHD, were tested. Sustained attention, inhibition and impulsivity, and working memory were measured using traditional and computerized