

## **What MR Scientists Should Know About Neurodevelopmental Testing**

The study of early brain injury and brain development often requires the assessment of cognitive functioning such as general intelligence, attention, visuo-spatial skills, language, memory and learning and executive functioning. This presentation will discuss issues associated with assessing cognitive functioning in children. The age at which specific skills can be assessed, the rapid rate of cognitive development, the age appropriateness of measures, and measurement impurity in cognitive tests will be discussed. It will be argued that the selection of cognitive measures is paramount in studies investigating brain-behaviour relationships, and that test selection should be based on strong theoretical grounds.