

# **MULTICULTURAL REFERENCES:**

Compiled by Daryl Fujii, Lidia Artiola i Fortuny, & Marc Norman (2005)  
(updated by Daryl Fujii 5/5/07)

## **TABLE OF CONTENTS:**

### General References

- APA/Other Practice Guidelines
- Bilingualism
- Conceptual Articles
- Ethics
- Forensics
- General Multicultural Resources
- Immigration Issues
- Interpreters
- Links
- Literacy
- Malingering
- Norms/Testing
- Rehabilitation
- Research
- Review Articles
- Special Populations
  - Aging
  - Child/Adolescents
  - Other
- Test Translation
- Training Issues

### Africa

- Egypt
- Equatorial Guinea
- Ghana
- Kenya
- Madagascar
- Mozambique
- Nigeria
- Senegal
- Sierra Leone

South Africa  
Sudan  
Tanzania  
Uganda  
Zaire  
Zambia  
Zimbabwe  
African Americans  
  General Cultural  
  Conceptual  
  Review  
  Norms/Testing  
  Caribbean and Latin America  
Asian Americans  
  General Cultural  
  Conceptual  
  Review  
  Norms/Testing  
    Bangla Deshi  
    Chinese  
    Filipino  
    Guamanian-Chamorro  
    Indian  
    Indonesian  
    Japanese  
    Korean  
    Laotian  
    Malaysian  
    Pakistani  
    Singaporean  
    Thai  
    Vietnamese  
Americans of European Origin  
  General Cultural  
  Conceptual  
  Review  
  Norms/Testing  
    Austria  
    Belgium  
    Bosnia

Bulgaria  
Croatia  
Czechoslovakia  
Denmark  
Estonia  
Finland  
France  
Germany  
Great Britain  
Greece  
Hungary  
Iceland  
Ireland  
Italy  
Latvia  
Lithuania  
Macedonia  
Malta  
Netherlands  
Norway  
Poland  
Portugal  
Romania  
Russia  
Serbia  
Slovakia  
Slovenia  
Spain  
Sweden  
Switzerland  
Turkey  
Ukraine

Australian/New Zealand

Gay/Lesbian/Bisexual/Transsexual

Hispanic/Latino Americans

General Cultural

Conceptual

Review

Norms/Testing

Argentina

Brazil  
Chile  
Columbia  
Ecuador  
Mexico  
Peru  
Puerto Rico  
Venezuela

Middle Eastern Americans

General Cultural  
Conceptual  
Review  
Norms/Testing

Israel  
Jordan  
Kuwait  
Qatar  
Saudi Arabia

Native Americans

General Cultural  
Conceptual  
Review  
Norms/Testing

Inuit

Pacific Islanders

Other

Appendix

## **GENERAL REFERENCES:**

### **APA/Other Practice Guidelines:**

American Educational Research Association, American Psychological Association, and National Council on Measurement in Education (1999). *Standards for educational and psychological testing*. Washington, D.C.: American Educational Research Association.

American Psychological Association. (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists, *American Psychologist*, 58, 377-402.

<http://www.apa.org/pi/multiculturalguidelines/formats.html>

American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073.  
<http://www.apa.org/ethics/>

American Psychological Association. (1993). Guidelines for providers of psychological services to ethnic linguistic, and culturally diverse populations. *American Psychologist*, 48, 45-48. <http://www.apa.org/pi/oema/guide.html>

Code of Fair Testing Practices in Education (2004). Washington, DC: Joint Committee on Testing Practice. <http://www.apa.org/science/ctpweb.html>.

Luckson, R., Borthwick-Duffy, S., Buntix, W. H., Coulter, D. L., Craig, E. M., Reeve, A., Schalock, R. L., Snell, M., Spitalnik, D. M., Spreat, S., & Tasse, M. J. (2002). *Mental retardation: Definition, Classification, and systems of support*. Washington DC: American Association on Mental Retardation.

National Standards of Practice for Interpreters in Health Care.  
[http://www.calendow.org/reference/publications/pdf/cultural/National Standards of Practice for Interpreters in Health Care.pdf?jmid=359129630](http://www.calendow.org/reference/publications/pdf/cultural/National_Standards_of_Practice_for_Interpreter_in_Health_Care.pdf?jmid=359129630)

Savignon, S.J. (1985). Evaluation of communicative competence: The ACTFL provisional proficiency guidelines. *Modern Language Journal*, 69, 129-134.

### **Bilingualism:**

Ardila, A. (2003). Language representation and working memory with bilinguals. *Journal of Communication Disorders*, 36, 233-240.

Ardila, A. (2002). Spanish-English bilingualism in the United States of America. In: F. Fabbro (ed) *Advances in the neurolinguistics of bilingualism. Essays in honor of Michel Paradis*. Udine (Italy): Forum. pp. 49-67.

Ardila, A. . (1998). Bilingualism: A neglected and chaotic area. *Aphasiology*, 12, 131-134.

Baker, C. (1993). *Foundations of bilingual education and bilingualism*. Clevedon, England: Multilingual Matters.

Bialystock, E. (ed.) (1991). *Language processing in bilingual children*. Cambridge: Cambridge University Press.

Cummins, J. (1984). Wanted: a theoretical framework for relating language proficiency to

academic achievement among bilingual students. In C. Rivera (Ed.) *Language proficiency and academic achievement*. (pp. 2-19). Avon, England: Multilingual Matters.

Galambos, S.J. & Hakuta, K. (1988). Participant-specific and task-specific characteristics of metalinguistic awareness in bilingual children. *Applied Psycholinguistics*, 9, 141-162.

Hakuta, K., Bialystok, E. & Wiley, E. (2003). Critical Evidence: A test of the critical-period hypothesis for second-language acquisition. *Psychological Science*, 14, 1.

Peck, E.C. (1974). The relationship of disease and other stress to second language. *International Journal of Social Psychiatry*, 20, 128-133.

Portes, A. & Hao L. (1998). *E Pluribus Unum*: Bilingualism and language loss in the second generation. *Sociology of Education*, 71, 269-294.

Ransdell, S.E & Fischler, I. (1987). Memory in a monolingual mode: When are bilinguals at a disadvantage. *Journal of Memory and Language*, 26, 392-405.

Skutnabb Kangas, T. (1981) *Bilingualism or not. The education of minorities*. Clevedon, England: Multilingual Matters

### **Conceptual Articles:**

Ardila, A. (2006). The impact of culture on test performance. In B. Uzzell, M. Ponton, & A. Ardila (eds.), *International handbook of cross-cultural neuropsychology*. (pp. 23-45). Mahwah, New Jersey: Lawrence Erlbaum.

Ardila, A. (2003). Culture in our brains: Cross-cultural differences in the brain-behavior relationships. In: A. Toomela (ed) *Cultural guidance in the development of the human mind*. Westport, Connecticut: Ablex Publishing, pp. 63-86.

Ardila, A. (1996). Towards a cross-cultural neuropsychology. *Journal of Social and Evolutionary Systems*, 19, 237-248.

Ardila, A., & Keating, K. (2006). Cognitive abilities in different cultural contexts. In B. Uzzell, M. Ponton, & A. Ardila (eds.), *International handbook of cross-cultural neuropsychology*. (pp. 109-126). Mahwah, New Jersey: Lawrence Erlbaum.

Boas, F. (1911), *The Mind of Primitive Man*. New York: Macmillan

Caetano. C. (2006). Qualitative assessment within and across cultures. In B. Uzzell, M. Ponton, & A. Ardila (eds.), *International handbook of cross-cultural neuropsychology*. (pp. 93-108). Mahwah, New Jersey: Lawrence Erlbaum.

- Flynn, J. R. (2000). IQ gains, WISC subtests and fluid g: g theory and the relevance of Spearman's hypothesis to race. *Novartis Foundation Symposium*, 233, 202-216.
- Helmes-Lorenz, M., & Van de Vijver, F. J. R. (1995). Cognitive assessment in education in a multicultural society. *European Journal of Psychological Assessment*, 11(3), 158-169.
- Helmes, J. E. (1992). Why is there no study of cultural equivalence in standardized cognitive ability testing? *American Psychologist*, 47, 1083-1101
- Iijima Hall, C.C. (1997). Cultural Malpractice. The Growing Obsolescence of Psychology With the Changing U.S. Population. *American Psychologist*, 52, 642-651.
- Kennehohl, S. (1999). Toward a cultural neuropsychology: An alternative view and a preliminary model. *Brain and Cognition*, 41, 365-380.
- Neisser, U., Boodoo, G., Bouchard, T.J., Boykin, W.A., Brody, N., Ceci, S.J., Halpern, D.F., Loehlin, J.C., Perloff, R., Sternberg, R.J., & Urbina, S. (1996). Intelligence: Knowns and unknowns. *American Psychologist*, 51, 77-101.
- Nell, V. (2006) Environmentalists and nativists: The IQ controversy in cross cultural perspective. In B. Uzzell, M. Ponton, & A. Ardila (eds.), *International handbook of cross-cultural neuropsychology*. (pp. 63-92). Mahwah, New Jersey: Lawrence Erlbaum.
- Nell, V. (2000). *Cross-cultural neuropsychological assessment: Theory and practice*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Olmedo, E. L. (1981). Testing linguistic minorities. *American Psychologist*, 36, 1078-1085.
- Ostrosky-Solis, F. (2006). Educational effects on cognitive functions: Brain reserve, compensation, or testing bias. In B. Uzzell, M. Ponton, & A. Ardila (eds), *International handbook of cross-cultural neuropsychology*. (pp. 215-226). Mahwah, New Jersey: Lawrence Erlbaum.
- Perez-Arce, P. (1999). The influence of culture on cognition. *Archives of Clinical Neuropsychology*, 14, 581-592.
- Perez-Arce, P. & Puente, A.E. (1996). Neuropsychological evaluation of ethnic minorities. In R.J. Sbordone & C.J. Long (Eds.) *Ecological validity of neuropsychological testing*. Delray Beach, FL: St. Lucie Press.
- Poreh, A. (2002). Neuropsychological and psychological issues associated with cross-

- cultural and minority assessment. In F. R. Ferraro (Ed.). *Minority and cross-cultural aspects of neuropsychological assessment*. (pp. 329-343). Lisse, Netherlands: Swets & Zeitlinger.
- Prilleltensky, I. (1997). Values, assumptions, and practices: Assessing the moral implications of psychological discourse and action. *American Psychologist*, *52*, 517-535.
- Puente, A.E. & Garcia, M.P. (2000) Neuropsychological assessment of ethnic-minorities: Clinical issues. In Cuellar & Paniagua (Eds.) *Handbook of multicultural mental health*. (PP. 419-435). New York: Academic Press.
- Segall, M. H. (1986). Culture and behavior: Psychology in global perspective. *Annual Review of Psychology*, *37*, 523-564.
- Sternberg, R. J. (2004). *Culture and intelligence*. *American Psychologist*, *59*, 325-338.
- Sugarman, R. (2006). Visuospatial assessment in cross cultural and nonwestern settings. In B. Uzzell, M. Ponton, & A. Ardila (eds.), *International handbook of cross-cultural neuropsychology*. (pp. 227-252). Mahwah, New Jersey: Lawrence Erlbaum.
- Tollman, S. (2006). Emotions and attitudes: Unbundling sociocultural influences. In B. Uzzell, M. Ponton, & A. Ardila (eds.), *International handbook of cross-cultural neuropsychology*. (pp. 371-381). Mahwah, New Jersey: Lawrence Erlbaum.
- Wong, T.M., Strickland, T.L., Fletcher-Janzen, E., Ardila, A., & Reynolds, C.R. (2000). Theoretical and practical issues in the neuropsychological assessment and treatment of culturally dissimilar patients. In E. Fletcher-Janzen, T.L. Strickland, and C.R. Reynolds (eds.), *Handbook of cross-cultural neuropsychology*. (pp. 3-18) New York: Kluwer Academic/Plenum Publishers.

### **Ethics:**

- American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, *57*, 1060-1073.
- Artiola i Fortuny, L., & Mullaney, H. A. (1998). Assessing patients whose language you do not know: Can the absurd be ethical? *Clinical Neuropsychologist*, *12*, 113-126.
- Artiola i Fortuny, L. & Mullaney, H. (1997). Neuropsychology with Spanish-speakers: Language use and proficiency issues for test development. *Journal of Clinical and Experimental Neuropsychology*, *19*, 615-623.
- Artiola i Fortuny, L. (1996) Book review [Review of the book *Neuropsychological*

evaluation of the Spanish-speaker]. *The Clinical Neuropsychologist*, 10(2), 229-234.

Peck, E.C. (1974). The relationship of disease and other stress to second language. *International Journal of Social Psychiatry*, 20, 128-133.

Pedersen, P., & Marsella, A.J. (1982). The ethical crisis for cross-cultural counseling and therapy. *Professional Psychology*, 13, 492-500.

Pennock-Román, M. (1992). Interpreting test performance in selective admissions for Hispanic children. In K.F. Geisinger (Ed.), *Psychological testing of Hispanics* (pp.99-135). Washington, DC: American Psychological Association.

### **Forensic:**

Fujii, D. E., & Wong, T. M. (2006). Neuropsychological assessment with Asian-American immigrants: Recommendations for meeting Daubert standards. *Journal of Forensic Neuropsychology*, 4, 3-31.

Green, P. (2003). Memory and Concentration Test. Order information [paulgreen@shaw.ca](mailto:paulgreen@shaw.ca). (malingering test translated into Spanish, French, German, Dutch, Portuguese)

Green, P. (2003). Word Memory Test. Order information [paulgreen@shaw.ca](mailto:paulgreen@shaw.ca) (malingering test translated into Spanish, French, German, Dutch, Turkish, Italian, Russian, Hebrew, Portuguese, and Mandarin)

Judd, T., & Beggs, B. (2004). Neuropsychological assessment. In K. Barret, & W. George (Eds.). *Race, culture, psychology, and law* (pp. 141-162).

Sbordone, R. J., Strickland, T. L., & Purisch, A. D. (2000). Neuropsychological assessment of the criminal defendant: The significance of cultural factors. In E. Fletcher-Janzen, T.L. Strickland, and C.R. Reynolds (eds.), *Handbook of cross-cultural neuropsychology*. (pp. 335-344) New York: Kluwer Academic/Plenum Publishers.

### **General Cultural Resources:**

Gaw, A. (Ed.). (1996). *Culture, ethnicity, and mental illness*. Washington DC, American Psychiatric Press.

Lehman, J. (Ed.). (2000). *Gale encyclopedia of multicultural America*, 2<sup>nd</sup> ed. Detroit: Gale Virtual Reference Library via Thomson Gale. [www.gale.com/eBooks](http://www.gale.com/eBooks) (essays on 152 different ethnic and religious cultural groups in US, see appendix)

McGoldrick, M., Giordano, J., & Pearce, J. K. (Eds.). (1993). *Ethnicity and family*

*therapy*. New York: Guilford Press.

### **Immigration Issues:**

Llorente, A. M., Taussig, I. M., Satz, P., & Perez, L. M. (2000). Trends in American immigration: influences on neuropsychological assessment and inferences with ethnic minority populations. In E. Fletcher-Janzen, T.L. Strickland, and C.R. Reynolds (eds.), *Handbook of cross-cultural neuropsychology*. (pp. 345-360) New York: Kluwer Academic/Plenum Publishers.

Portes, A. & Hao L. (2002). The price of uniformity: Language, family, and personality adjustment in the immigrant second generation. Working paper. Center for Migration and Development, Princeton University.

Tseng, W. S. (2001). Migration, refuge, and adjustment. In *Handbook of Cultural Psychiatry*. (pp. 695-738). San Diego: Academic Press.

### **Interpreters:**

American Translators Association (1997). *Code of Professional Conduct and Business Practices*. [www.atanet.org/codeofprof.htm](http://www.atanet.org/codeofprof.htm).

Cross Cultural Health Care Program (2000) Medical Interpreter Code of Ethics (online reference) [www.xculture.org/interpreter/overview/ethics.html](http://www.xculture.org/interpreter/overview/ethics.html)

De Jongh, E.M. (1991) Foreign language interpreters in the courtroom: The case for linguistic and cultural proficiency, *Modern Language Journal*, 75, 285-295.

Dodd, W. (1983). Do interpreters affect consultations? *Family Practice*, 1, 42-47.

Hallberg, G.R. (1996). Assessing bilingual and LEP students: Practical issues in the use of interpreters. *NASP Communiqué*, 25 (1) 16-18

LaCalle, J.J. (1987). Forensic psychological evaluations through an interpreter: Legal and ethical issues. *American Journal of Forensic Psychology*, 5, 29-43.

National Standards of Practice for Interpreters in Health Care.  
[http://www.calendow.org/reference/publications/pdf/cultural/National\\_Standards\\_of\\_Practice\\_for\\_Interpreter\\_in\\_Health\\_Care.pdf?jmid=359129630](http://www.calendow.org/reference/publications/pdf/cultural/National_Standards_of_Practice_for_Interpreter_in_Health_Care.pdf?jmid=359129630)

Westermeyer, J. (1990). Working with an interpreter in psychiatric assessment and treatment. *Journal of Nervous and Mental Disease*, 178, 745-749.

### **Links:**

APA Div. 12 (Sec. IV) Clinical Psychology of Ethnic Minorities

<http://www.apa.org/divisions/div12/sections/section6/>

APA Div. 40 Women in Neuropsychology

[http://www.div40.org/Committee\\_Activities\\_Pages/Advisory\\_Committee/win.htm](http://www.div40.org/Committee_Activities_Pages/Advisory_Committee/win.htm)

APA Div. 40 Ethnic Minority Affairs Committee –

[http://www.div40.org/Committee\\_Activities\\_Pages/Advisory\\_Committee/ethnic\\_min\\_affair\\_com.htm](http://www.div40.org/Committee_Activities_Pages/Advisory_Committee/ethnic_min_affair_com.htm)

APA Guidelines on Multicultural Education, Training, Research, Practice, and  
Organizational Change for Psychologist

<http://www.apa.org/pi/multiculturalguidelines/formats.html>

APA Lesbian, Gay, and Bisexual Concerns

<http://www.apa.org/pi/lgbc/homepage.html>

APA Office of Ethnic Minority Affairs

<http://www.apa.org/pi/oema/homepage.html>

Asian American Psychological Association

<http://www.aapaonline.org/>

Association of Black Psychologists

<http://www.abpsi.org/>

Department Of Justice (2002). *Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition against National Origin Discrimination Affecting Limited English Proficient Persons*. Washington, D.C.: Author.

[www.hhs.gov/ocr/lep/guide.html](http://www.hhs.gov/ocr/lep/guide.html)

Hispanic Neuropsychological Society

<http://www.hnps.org/>

National Standards of Practice for Interpreters in Health Care.

[http://www.calendow.org/reference/publications/pdf/cultural/National\\_Standards\\_of\\_Practice\\_for\\_Interpreter\\_in\\_Health\\_Care.pdf?jmid=359129630](http://www.calendow.org/reference/publications/pdf/cultural/National_Standards_of_Practice_for_Interpreter_in_Health_Care.pdf?jmid=359129630)

### **Literacy:**

Ardila, A., Rosselli, M., & Rosas, P. (1989). Neuropsychological assessment in illiterates: Visuospatial and memory abilities. *Brain and Cognition, 11*, 147-166.

Armengol, C. (2006). Executive function in Hispanics: Illiteracies and cognition: The impact of education. In B. Uzzell, M. Ponton, & A. Ardila (eds.), *International handbook of cross-cultural neuropsychology*. (pp. 181-198). Mahwah, New Jersey: Lawrence Erlbaum.

Finley, G., Ardila, A., & Rosselli, M. (1991). Cognitive aging in illiterate Colombian

- adults: a reversal of the classical aging pattern? *International Journal of Psychology*, 25, 103-105.
- Folia, V., & Kosmidis, M. H. (2003). Assessment of memory skills illiterates: Strategy Differences or test artifact? *The Clinical Neuropsychologist*, 17, 143-152.
- Dellatolas, G., Braga, L. W., de Nascimento Souza, Filho, G. N., Queiroz, E., & Deloche, G. (2003). Cognitive consequences of early phase of literacy. *Journal of the International Neuropsychological Society*, 9, 771-782.
- Kosmidis, M. H., Folia, V., Vlahou, C. H., & Kiosseoglou, G. (2004). Semantic and phonological processing in illiteracy. *Journal of the International Neuropsychological Society*, 10, 818-827.
- Lecours, A.R., Mehler, J., Parente, M.A., Caldeira, A., Cary, L., Castro, M.J., Dehaut, F., Delgado, R., Gurd, J., Karmann, D. de F., Jakobovitz, R., Osorio, Z., Cabral, L.S., & Junqueira, M.S. (1987). Illiteracy and Brain Damage--1. Aphasia Testing in Culturally Contrasted Populations (Control Subjects). *Neuropsychologia*, 25, 231-245.
- Lecours, A.R., Mehler, J., & Parente, M.A. (1988). Illiteracy and Brain Damage--3: A Contribution to the Study of Speech and Language Disorders in Illiterates with Unilateral Brain Damage (Initial Testing). *Neuropsychologia*, 26, 575-589.
- Manly, J. J., Byrd, D., Touradji, P., Sanchez, D., & Stern, Y. (2004). Literacy and cognitive change among ethnically diverse elders. *International Journal of Psychology*, 39, 47-60.
- Manly, J. J., Jacobs, D.M., Sano, M., Bell, K., Merchant, C. A., Small, S. A., & Stern, Y. (1999). Effect of literacy on neuropsychological test performance in nondemented, education-matched elders. *Journal of the International Neuropsychological Society*, 5, 191-202.
- Marcopulos, B. A., Gripshover, D. L., Broshek, D. K., McLain, C. A., & Brashear, H. R. (1999). Neuropsychological assessment of psychogeriatric patients with limited education. *The Clinical Neuropsychologist*, 13, 147-156.
- Matute, E., Leal, F., Zaraboro, D., Robles, A., & Cedillo, C., (2000). Does literacy have an effect on stick construction tasks? *Journal of the International Neuropsychological Society*, 6, 668-672.
- Ostrosky-Solis, F. (2004). Can literacy change brain anatomy? *International Journal of Psychology*, 39, 1-4.
- Ostrosky-Solis, F., Ardila, A., Rosselli, M., Lopez-Arango, G., & Uriel-Mendoza, V. (1998). Neuropsychological test performance in illiterate subjects. *Archives of Clinical Neuropsychology*, 13, 645-660.

- Ostrosky-Solis, F., Garcia, M. A., & Perez, M. (2004). Can learning to read and write change the brain organization? An electrophysiological study. *International Journal of Psychology, 39*, 27-35.
- Ostrosky-Solis F, Gutierrez AL, Flores MR, Tostado HP, Gomez E, Garcia AV, Castillo-Parra G, Ardila A, Gonzalez-Cantu R, Lira-Hereford B. (2003). Illiteracy in Mexican population: A neuropsychological study of adults learning to read. *Revista Mexicana de Psicologia, 20*, 5-17.
- Pineda, D., Mejia, S., Ardila, A., & Cuartas, A. . (1996). Illiteracy effects on the neuropsychological assessment in Alzheimer dementia patients. (abstract).*Journal of the Neurological Sciences, 150*, S 227.
- Rosselli, M., Ardila, A., & Rosas, P. (1990). Neuropsychological assessment in illiterates II: Language and praxic abilities. *Brain and Cognition, 12*, 281-296.
- Ryan, E., Baird, R., Rivera Mindt, M., Byrd, D., Monzones, J., & Morgello, S. (2005). neuropsychological impairment in racial/ethnic minorities with HIV infection and low literacy levels: Effects of education and reading level in participant characterization. *Journal of the International Neuropsychological Society, 11*, 889-898.
- Scribner, S. (1984) Literacy in three metaphors. *American Journal of Education 93*, 21.
- Scribner, S. and Cole, M. (1981). *The Psychology of Literacy*. Cambridge, Harvard University Press.
- Weiss, B.D., Reed, R., Kligman, E.W., & Abyad, A. (1995). Literacy and performance on the Mini-Mental State Examination. *Journal of the American Geriatric Society, 43*, 807-810.

### **Malingering:**

- Green, P. (2003). Memory and Concentration Test. Order information [paulgreen@shaw.ca](mailto:paulgreen@shaw.ca). (malingering test translated into Spanish, French, German, Dutch, Portuguese)
- Green, P. (2003). Word Memory Test. Order information [paulgreen@shaw.ca](mailto:paulgreen@shaw.ca). (malingering test translated into Spanish, French, German, Dutch, Turkish, Italian, Russian, Hebrew, Portuguese, and Mandarin)

### **Norms/Testing Articles:**

- Dick, M. B., Teng, E. L., Kempler D., Davis, D. S., & Taussig, I. M. (2002). The cross-

- cultural neuropsychological test battery (CCNB): Effects of age, education, ethnicity, and cognitive status on performance. In F. R. Ferraro (Ed.). *Minority and cross-cultural aspects of neuropsychological assessment*. (pp. 17-42). Lisse, Netherlands: Swets & Zeitlinger. (African-American, Chinese, Hispanic, Vietnamese)
- Evans, J. D., Miller, S. W., Byrd, D. A., & Heaton, R. K. (2000). Cross-cultural applications of the Halstead-Reitan Batteries. In E. Fletcher-Janzen, T.L. Strickland, and C.R. Reynolds (eds.), *Handbook of cross-cultural neuropsychology*. (pp. 287-204) New York: Kluwer Academic/Plenum Publishers.
- Georga, J., Weiss, L, van de Vijver, F. J. R., & Saklofske, H. (Eds.). (2003). *Culture and children's intelligence: Cross-cultural analysis of the WISC-III*. San Diego: Academic Press.  
(Australia, Canada, Dutch, France, Germany, Greece, Japan, South Korea, Lithuania, Slovenia, Taiwan, United Kingdom)
- Gouvier, W. D., Pinkston, J. B., Santa Maria, M. P., & Cherry, K. E. (2002). Base rate analysis in cross-cultural clinical psychology: Diagnostic accuracy in the balance. In F. R. Ferraro(Ed.). *Minority and cross-cultural aspects of neuropsychological assessment*. (pp. 375-386). Lisse, Netherlands: Swets & Zeitlinger.
- Harvey, P. D., Artiola i Fortuny, L., Vester-Blockland, E., & De Smedt, G. (2002). cross-national cognitive assessment in schizophrenia clinical trials: A feasibility study. *Schizophrenia Research*, 59, 243-251.  
(UK, Australia, Finland, Germany, Austria, Israel, Canada, South Africa)
- Hughes, C., Berg, L., Danziger, W., Cohen, L., & Markan, R. (1982). A new clinical scale for the staging of dementia. *British Journal of Psychiatry*, 140, 566-572.
- Lynn, R. (2006), *Race differences in intelligence: An evolutionary analysis*. Augusta, Georgia: Washington Summit Publishers. (cites a plethora of studies across world, however, thesis/interpretation of findings highly controversial)
- Marcopulos, B. A., Gripshover, D. L., Broshek, D. K., McLain, C.A. McLain, R. H. (1999). Neuropsychological assessment of psychogeriatric patients with limited education. *The Clinical Neuropsychologist*, 13, 147-156.
- Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed*. New York: Oxford University Press.
- Munoz-Sandoval, A. F., Cummins, J., Alvarado, C. G., & Ruef, M. L. (1998). *Bilingual verbal ability tests*. Illinois: Riverside Publishing.

(Arabic, Chinese-simplified & traditional, French, German, Haitian-Creole, Hindi, Hmong, Italian, Japanese, Korean, Navajo, Polish, Portuguese, Russian, Spanish, Turkish, Vietnamese)

Reynolds, C. R. (2000). Methods for detecting and evaluating cultural bias in neuropsychological tests. In E. Fletcher-Janzen, T.L. Strickland, and C.R. Reynolds (eds.), *Handbook of cross-cultural neuropsychology*. (pp. 249-286) New York: Kluwer Academic/Plenum Publishers.

Saccuzzo, D. P., Johnson, N. E., & Russell, G. (1992). Verbal versus performance IQs for Gifted African-American, Caucasian, Filipino, and Hispanic children. *Psychological Assessment, 4*, 239-244.

Strauss, E., Sherman, E. M., & Spreen, O. (2006). *A compendium of neuropsychological Tests 3<sup>rd</sup> ed.* New York: Oxford University Press.

### **Rehabilitation:**

Biderman, D., Daniels-Zide, E., Reyes, A., & Marks, B. (2006). Ego-identity: Can it be reconstituted after a brain injury? *International Journal of Psychology, 41*, 355-361.

Judd, T., & De Board, R. (2006). Natural recovery: An ecological approach to neuropsychological recuperation. In B. Uzzell, M. Ponton, & A. Ardila (eds.), *International handbook of cross-cultural neuropsychology*. (pp. 341-370). Mahwah, New Jersey: Lawrence Erlbaum.

Longobardi, P. G., Cummings, J L., & Anderson-Hanley, C. (2000). Multicultural perspectives on the neuropsychological and neuropsychiatric assessment and treatment of the elderly. In E. Fletcher-Janzen, T.L. Strickland, and C.R. Reynolds (eds.), *Handbook of cross-cultural neuropsychology*. (pp. 123-144) New York: Kluwer Academic/Plenum Publishers.

Sarajuuri, J. M., & Koskinen, S. K. (2006). Holistic neuropsychological rehabilitation in Finland: The INSURE program-a transcultural outgrowth of perspectives from Israel to Europe via the USA. *International Journal of Psychology, 41*, 362-370.

Uomoto, J. M., & Wong, T. M. (2000). Multicultural perspectives on the neuropsychology of brain injury assessment and rehabilitation. In E. Fletcher-Janzen, T.L. Strickland, and C.R. Reynolds (eds.), *Handbook of cross-cultural neuropsychology*. (pp. 169-184). New York: Kluwer Academic/Plenum Publishers.

### **Research:**

Ardila, A, Ostrosky-Solis, F., & Bernal Byron. (2006). Cognitive testing toward the

- future: The example of semantic verbal fluency (ANIMALS). *International Journal of Psychology*, 41, 324-332.
- Ardila, A. (1995). Directions of research in cross-cultural neuropsychology. *Journal of Clinical and Experimental Neuropsychology*, 17, 143-150.
- Atkinson, D.R. (1993). Who speaks for cross-cultural counseling research? *The Counseling Psychologist*, 21, 218-224.
- Chávez, E.L., & Oetting, E. R. (1995). A critical incident model for considering issues in cross-cultural research: Failures in cultural sensitivity. *International Journal of the Addictions*, 30(7), 863-874.
- Gasquoine, P.G. (2001). Research in Clinical Neuropsychology with Hispanic American Participants: A Review. *The Clinical Neuropsychologist*, 15, 2-12.
- Helms, J.E. (1993). I also said, "White racial identity influences white researchers". *The Counseling Psychologist*, 2, 240-243.
- Parham, T.A. (1993). White researchers conducting multicultural counseling research: Can their efforts be "mo betta"? *The Counseling Psychologist*, 21, 250-256.
- Pontón, M.O. (2000). Research and assessment issues with Hispanic populations. In M.O. Pontón and J. León Carrión (Eds.) *Neuropsychology and the Hispanic Patient, A Clinical Handbook* (pp. 39-58) Mahwah, N.J. Lawrence Erlbaum Associates.
- Rogoff, B., & Chavajay, P. (1995). What's become of research on the cultural basis of cognitive development? *American Psychologist*, 50, 859-877.
- Sue, D. W. (1993). Confronting ourselves: The white and racial/ethnic-minority researcher. *The Counseling Psychologist*, 21, 244-249.

### **Review Articles:**

- Boone, K. B. & Lu, P. (2000). Gender effects in neuropsychological assessment. In E. Fletcher-Janzen, T.L. Strickland, and C.R. Reynolds (eds.), *Handbook of cross-cultural neuropsychology*. (pp. 73-85) New York: Kluwer Academic/Plenum Publishers.
- Cole, M., & Scribner, S. (1977). Crosscultural studies of memory and cognition. In R.V. Kail, Jr., & J.W. Hagen (Eds.), *Perspectives on the development of memory and cognition* (pp. 239-271). Hillsdale, NJ: Earlbaum.
- Fouad, N. A., & Chan, P. M. (1999). Gender and ethnicity: Influence on test

interpretation and reception. In J. W. Lichtenberg, & R. Goodyear (Eds.), *A scientist-practitioner perspective on test interpretation*. (pp.31-57). Boston, MA: Allyn & Bacon.

Rosselli, M., & Ardila, A. (2003). The impact of culture and education on non-verbal neuropsychological measurements: A critical review. *Brain and Cognition*, 52, 326-333.

Sandoval, J., & Duran, R. P. (1998). Language. In J. Sandoval, C. L. Frisby, K. F. Geisinger, J. D. Scheuneman, & J. R. Grenier (Eds.), *Test interpretation and diversity: Achieving equity in assessment*. (pp. 181-212). Washington DC: American Psychological Association Press.

### **Special Populations:**

#### **Aging:**

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available: Afrikans, Arabic, Bosnian, Chinese, Croatian, Czech, Danish, Dutch, Estonian, Filipino, Finnish, French, Austrian German, German, Greek, Gujarati, Hebrew, Hindi, Hungarian, India English, Italian, Kannada, Korean, Latvian, Lithuanian, Macedonian, Malayalam, Marathi, Norwegian, Polish, Portuguese, Romanian, Russian, Slovak, Argentinian Spanish, Chilean Spanish, Spanish, Swedish, Telugu, Turkish, Ukrainian, Urdu)

Jorm, A. F. (2004). Tine Informant Questionnaire on Cognitive Decline in the Elderly (IQCODE): A review. *International Psychogeriatrics*, 16, 3-19.  
(test is downloadable in Chinese, Dutch, Finnish, French, Canadian French, German, Italian, Japanese, Korean, Norwegian, Polish, Spanish, and Thai, although your computer would have to have special features for specific languages: <http://www.anu.edu.au/iqcode/>)

Longobardi, P. G., Cummings, J L., & Anderson-Hanley, C. (2000). Multicultural perspectives on the neuropsychological and neuropsychiatric assessment and treatment of the elderly. In E. Fletcher-Janzen, T.L. Strickland, and C.R. Reynolds (eds.), *Handbook of cross-cultural neuropsychology*. (pp. 123-144) New York: Kluwer Academic/Plenum Publishers.

Wolfe, N. (2002). Cross-cultural neuropsychology of aging and dementia: An update. In F. R. Ferraro (Ed.). *Minority and cross-cultural aspects of neuropsychological assessment*. (pp. 285-297). Lisse, Netherlands: Swets & Zeitlinger.

#### **Child and Adolescent:**

- Braga, L. W. (2006). Developmental perspectives: Culture and neuropsychological development during childhood. In B. Uzzell, M. Ponton, & A. Ardila (eds.), *International handbook of cross-cultural neuropsychology*. (pp. 163-180). Mahwah, New Jersey: Lawrence Erlbaum.
- Lynn, R. (2006). Race differences in intelligence: An evolutionary analysis. Augusta, Georgia: Washington Summit Publishers. (cites a plethora of studies across world, however, thesis/interpretation of findings highly controversial)
- Marlowe, W. (2000). Multicultural perspectives on the neuropsychological assessment of children and adolescents. In E. Fletcher-Janzen, T.L. Strickland, and C.R. Reynolds (eds.), *Handbook of cross-cultural neuropsychology*. (pp. 145-168) New York: Kluwer Academic/Plenum Publishers.

### **Other:**

- King, J., & Fletcher-Janzen, E. (2000). Neuropsychological assessment with gays and lesbians. In E. Fletcher-Janzen, T.L. Strickland, and C.R. Reynolds (eds.), *Handbook of cross-cultural neuropsychology*. (pp. 55-72) New York: Kluwer Academic/Plenum Publishers.
- Williams, R. W., & Bowman, M. L. (2002). Current issues in neuropsychological assessment with rural populations. In F. R. Ferraro (Ed.). *Minority and cross-cultural aspects of neuropsychological assessment*. (pp. 265-283). Lisse, Netherlands: Swets & Zeitlinger.

### **Test Translation:**

- Artiola i Fortuny, L., Feldman, E., Fernández Barillas, H., Garolera, M., Hermosillo Romo, D., Keefe, R., Lemaître, M.J., Ortiz Martín, A., Mirsky, A., Monguió I., Morote, G., Parchment, S., Parchment, L. J., da Pena, E., Politis D. G., Sedó, M. A., Taussik I., Valdivia F., de Valdivia L.E., Verger Maestre, K. (2005). Research With Spanish-Speaking Populations In The United States: Lost In the Translation. A Commentary and A Plea. *Journal of Clinical and Experimental Neuropsychology*, 27, 555-564
- Brislin, R. W. (1986). The wording and translation of research instruments. In W. J. Lonner & J. W. Berry (Eds.) *Field methods in cross-cultural research* (pp.137-164). Newbury Park, CA: Sage.
- Brislin, R. W. (1980). Translation and content analysis of oral and written material. In H. C. Triandis & J. W. Berry (Eds.), *Handbook of cross-cultural psychology* (Vol. 1, pp. 389-444). Boston: Allyn & Bacon.
- Ellis, B. (1995). A partial test of Hulin's psychometric theory of measurement equivalence in translated tests. *European Journal of Psychological Assessment*, 11(3), 184-193.

- Fremer, J. (1996). Promoting high standards for test use: Developments in the United States. *European Journal of Psychological Assessment, 12*(2), 160-168.
- Hambleton, R.K., & Patsula, L. (1999). Increasing the validity of adapted tests: Myths to be avoided and guidelines for improving test adaptation practices. *Applied Testing Technology Journal* <http://www.testpublishers.org/jbook.html>
- Hambleton, R. K., & Patsula, L. (1998). Adapting tests for use in multiple languages and cultures. *Social Indicators Research, 45*, 153-171.
- Hambleton, R.K. (1994). Guidelines for adapting educational and psychological tests: a progress report. *European Journal of Psychological Assessment, 10*, 229-244
- Hambleton, R. K. (1993). Translating achievement tests for use in cross-national studies. *European Journal of psychological Assessment, 9*, 54-65.
- International Test Commission, (2002). *International Test Commission Test Adaptation Guidelines*. [www.intestcom.org](http://www.intestcom.org)
- Rees, E.L. (1991). ¡Qué problema! How accurate is that translation? *Criminal Justice, 6* 18-22.
- Stansfield, C.W. (2003). Test translation and adaptation in public education in the USA. *Language Testing 20*, 189-207.
- Van de Vijver, F. & Hambleton, R. K. (1996). Translating tests: Some practical guidelines. *European Psychologist, 1*, 89-99.

### **Training Issues:**

- Fastenau, P. S., Evans, J. D., Johnson, K. E., & Bond, G. R. (2002). Multicultural training in clinical neuropsychology. In F. R. Ferraro (Ed.). *Minority and cross-cultural aspects of neuropsychological assessment*. (pp. 345-371). Lisse, Netherlands: Swets & Zeitlinger.
- Hill-Briggs, F., Evans, J. D., & Norman, M. A. (2004). Racial and ethnic diversity among trainees and professionals in psychology and neuropsychology: Needs, trends, and challenges, *Applied Neuropsychology, 11*, 13-22.
- Van Gorp, W. G., Myers, H. F., & Drake, E. B. (2000). Neuropsychological training: Ethnocultural considerations in the context of general competency training. In E. Fletcher-Janzen, T.L. Strickland, and C.R. Reynolds (eds.), *Handbook of cross-cultural neuropsychology*. (pp. 19-30) New York: Kluwer Academic/Plenum Publishers.

## **AFRICA:**

Contact person: Andrew Dellis  
Child, Youth and Family Development (CYFD)  
Human Sciences Research Council (HSRC)  
Postal Address: Private Bag X07, DALBRIDGE 4014, South Africa  
Intuthuko Junction, 750 Francois Road, Durban 4001, South Africa  
Tel: 27-31-242-5538  
Fax: 27-31-242-5401  
Cell: 0845181090  
email: adellis@hsrc.ac.za

Lynn, R. (2006). *Race differences in intelligence: An evolutionary analysis*. Augusta, Georgia: Washington Summit Publishers. (cites a plethora of studies across world, however, thesis/interpretation of findings highly controversial)

Nell, V. (2000). *Cross-cultural neuropsychological assessment: Theory and practice*. New Jersey: Lawrence Erlbaum Associates, Inc.

## **Egypt:**

Abdel-Khalek, A. M. (1988). Egyptian results on the Standard Progressive Matrices, *Personality and Individual Differences*, 9, 193-195.

Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed.* New York: Oxford University Press. (*Egypt*-TPT, BVRT, Categories)

## **Equatorial Guinea:**

Fernandez-Ballesteros, R., Juan-Espinoza, M., Colom, R., & Calero, M. D. (1997). Contextual and personal sources of individual differences in intelligence. In J. Carlson (Ed.). *Advances in cognition and educational practice*. Greenwich, CT: JAI Press.

## **Ghana:**

Anum, A. (1996). *A normative study of the Ravens Coloured Progressive Matrices among school children in Ghana*. Unpublished master's thesis, University of Ghana, Department of Psychology, Accra, Ghana. Retrieved July 1, 2005, from the database of African theses and dissertations: [http://www.aau.org/datad/database/display.php?record\\_id=08440](http://www.aau.org/datad/database/display.php?record_id=08440)

- Buj, V. (1981). Average IQ values in various European countries. *Personality and Individual Differences*, 2, 168-169.
- Dugbartey A. T., Spellacy F. J. & Dugbtery, M. T. (1998). Somatosensory discrimination deficits following pediatric cerebral malaria. *American Journal of Tropical Medicine and Hygiene*, 59, 393-396.
- Edwin, A. K. (2001). *Is the Wechsler Intelligence Scale for Children third edition UK (WISC-IIIUK) applicable to Ghana? (Standardization of the WISC-IIIUK for use in Accra)*. Unpublished doctoral dissertation, University of Ghana, Department of Psychology, Accra, Ghana. Retrieved July 1, 2005, from the database of African theses and dissertations: [http://www.aau.org/datad/database/display.php?record\\_id=08628](http://www.aau.org/datad/database/display.php?record_id=08628)
- Glewwe, P., & Jaccoby, H. (1992). *Estimating the determinants of cognitive achievement in low income countries*. Washington DC: World Bank.

### **Kenya:**

- Boissiere, M., Knight, J., & Sabot, R. (1985). Earnings, schooling, ability and cognitive skills. *American Economic Review*, 75, 1016-1030.
- Costenbader, V., & Nagari, S. M. (2000). A Kenyan standardization of the Coloured Progressive Matrices. *School Psychology International*, 22, 258-268.
- Daley, T. C., Whaley, S. E., Sigman, M. D., Espinosa, M. P. & Neumann, C. (2003). IQ on the rise: The Flynn effect in rural Kenyan Children. *Psychological Science*, 14, 215-219.
- Holding, P. A., Taylor, H. G., Kazungu, S. D., Mkala, T., Gona, J., Mwamuye, B., Mbonani, L., & Stevenson, J. (2004). Assessing cognitive outcome in a rural African population: Development of a neuropsychological battery in Kilifi District, Kenya. *Journal of the International Neuropsychological Society*, 10, 246-260.
- Sternberg, R. J., Nokes, C., Geissler, P., Prince, R., Okatcha, F., Bundy, D., & Grigorenko, E. (2001). The relationship between academic and practical intelligence: A case study in Kenya. *Intelligence*, 29, 401-418.

### **Madagascar:**

- Raveau, F., Elster, E., & Lecoutre, J. (1976). Migration et acculturation differentiale. *International Review of Applied Psychology*, 25, 145-163.

### **Mozambique:**

- Kendall, I. (1976). The predictive validity of a possible alternative to the Classification

Test Battery. *Psychologia Africana*, 16, 131-146.

**Nigeria:**

Fahrmeier, E. D. (1975). The effect of school attendance on intellectual development in Northern Nigeria. *Child Development*, 46, 281-285.

**Senegal:**

Boivin, M.J. (2002). Effects of early cerebral malaria on cognitive ability in Senegalese children. *Developmental and Behavioral Paediatrics*, 23, 353-364.

**Sierra Leone:**

Binnie-Dawson, J. L. (1984). Bio-social and endocrine bases of spatial ability. *Psychologia*, 27, 129-151.

**South Africa:**

Akande, A. (2000). Order effects on neuropsychological test performance of normal, learning disabled and low functioning children: A cross-cultural study. *Early Child Development and Care*, 165, 145-161.

Avenant, R. J. (1988). *The establishment of an individual intelligence scale for adult South Africans*. Report No. P-91. Pretoria: Human Science Research Council.

Avis, C. E. (1995). WISC-R Coding incidental recall, digits forward, Backward, and Supraspan Test Performance in Children Aged 6 and 7. An Unpublished master's thesis, Rhodes University, Grahamstown, South Africa.

Batt, A. S. R. (1991). *Neuropsychological, developmental and personality related characteristics of preschool children with birth complications*. University of Port Elizabeth. Eastern Cape, South Africa.

Gilbert, L., & Tollman, S. (2006). Epidemiological social and cultural aspects of Illness—A case study of HIV/AIDS in South Africa. In B. Uzzell, M. Ponton, & A. Ardila (eds.), *International handbook of cross-cultural neuropsychology*. (pp. 319-340). Mahwah, New Jersey: Lawrence Erlbaum.

Grieve, K. W., & Viljoen, S. (2000). An exploratory study of the use of the Austin maze in South Africa. *South African Journal of Psychology*, 30, 14-18.

Harvey, P. D., Artiola i Fortuny, L., Vester-Blockland, E., & De Smedt, G. (2002). cross-national cognitive assessment in schizophrenia clinical trials: A feasibility study. *Schizophrenia Research*, 59, 243-251.

- Hemp, F. (1989). *Neuropsychological impairment in children following head injury*. Unpublished doctoral dissertation. University of Cape Town, Cape Town, Western Cape, South Africa.
- Jinabhai, C. C., Taylor, M., Rangongo, M. F., Mkhize, N. J., Anderson, S., Pillay, B. J., & Sullivan, K. R. (2004). Investigating the mental abilities of rural Zulu primary school children of South Africa. *Ethnicity and Health, 9*, 17-36.
- Lynn, R., & Holmshaw, M. (1990). Black –white differences in reaction times and intelligence. *Social Behavioral and Personality, 18*, 299-308.
- Lynn, R., & Owen, K. (1994). Spearman's hypothesis and test score differences between Whites, Indians, and Blacks in South Africa. *Journal of General Psychology, 121*, 27-36.
- Nell, V. (1999). Standardising the WAIS-III and the WMS-III for South Africa: Legislative, psychometric, and policy issues. *South African Journal of Psychology, 29*, 128-137.
- Nell, V. (1994). Interpretation and misinterpretation of the South African Wechsler-Bellevue Adult Intelligence Scale: a history and a prospectus. *South African Journal of Psychology, 24*, 100-109.
- Owen, K. (1992). The suitability of the Raven's Standard Progressive Matrices for various groups in South Africa. *Personality and Individual Differences, 13*, 149-159.
- Richter, L. M. (1989). Household density, family size and the growth and development of black children-a cross-sectional study from infancy to middle childhood. *South African Journal of Psychology, 19*, 191-198.
- Rosin, J. & Levett, A. (1989). The Trail Making Test: A review of research in children. *South African Journal of Psychology, 19*, 6-13.
- Rushton, J. P., & Skuy, M. (2000). Performance on Raven's Matrices by African and White university students in South Africa. *Intelligence, 28*, 251-266.
- Rushton, J. P., Skuy, M., & Bons, T. A. (2004). Construct validity of Raven's Advanced Progressive Matrices by African and non-African engineering university students in South Africa. *International Journal of Selection and Assessment, 13*, 220-229.
- Rushton, J. P., Skuy, M., & Fridjhon, P. (2003). Performance on Raven's Advanced Progressive Matrices by African, Indian, and White engineering students in South Africa. *Intelligence, 31*, 123-138.
- Rushton, J. P., Skuy, M., & Fridjhon, P. (2002). Jensen effects among African, Indian,

- and White engineering students in South African on Raven's Standard Progressive Matrices. *Intelligence*, 30, 409-423.
- Shuttleworth, A. B. (1996). On not reinventing the wheel: a clinical perspective on culturally relevant test usage in South Africa. *South African Journal of Psychology*, 1996, 26, 96-102.
- Shuttleworth-Edwards, A. B., Kemp, R. D., Rust, A. L., Muirhead, J. G., Hartman, N. P., & Radloff, S. E. (2004). Cross-cultural effects on IQ test performance: A review and preliminary normative indications on WAIS-III test performance. *Journal of Clinical and Experimental Neuropsychology*, 26, 903-920.
- Shuttleworth-Edwards, A.B., Donnelly, M.J.R., Reid, I., & Radloff, S.E. (2004). A cross-cultural study with culture fair normative indications on WAIS-III Digit Symbol—Incidental Learning. *Journal of Clinical and Experimental Neuropsychology*, 26, 921-932.
- Shuttleworth-Edwards, A. B., Kemp, R. D., Rust, A. L., Muirhead, J. G. L. Hartman, N. P., & Radloff, S. E. (2003). Cross-cultural effects on IQ test performance: A review and preliminary normative indications on WAIS-III test performance. *Journal of Clinical and Experimental Neuropsychology*, 25, 903-920.
- Shuttleworth-Jordan, A.B. (1996). On not reinventing the wheel: A clinical perspective on cultural aspects of test usage in South Africa. *South African Journal of Psychology*. 26, 96-102.
- Shuttleworth-Jordan, A. B. (1995). Against mutton masquerading as lamb: additional commentary on the interpretation and misinterpretation of the SAWAIS. *South African Journal of Psychology*, 25, 244-246.
- Skuy, M., Gewer, A., Osrin, Y., Khunou, D., Fridjhon, P., & Rushton, J. P. (2002). Effects of mediated learning experiences on Raven's matrices scores of African and non-African students in South Africa. *Intelligence*, 30, 221-232.
- Skuy, M., Schutte, E., Fridjhon, P., & O'Carroll, S. (2001). Suitability of published neuropsychological test norms for urban African secondary school students in South Africa. *Personality and Individual Differences*, 30, 1413-1425.
- Sonke, C. J. (2000). *Cross-cultural differences on simple cognitive tasks: A psychophysiological investigation*. Tilberg: University Press.
- Strauss, E., Sherman, E. M., & Spreen, O. (2006). *A compendium of neuropsychological Tests 3<sup>rd</sup> ed*. New York: Oxford University Press.  
(South African synopsis-NEPSY, SDMT, TOVA, RAVLT)
- Tollman, S. G. & Msengaga, N. B. (1990). Neuropsychological assessment: Problems in

evaluating the higher mental functioning of Zulu-speaking people using traditional western techniques. *South African Journal of Psychology*, 20, 20-24.

Turnbull, O. H. (1991). The translation of the Luria Neuropsychological Investigation into Zulu: Its relationship to the work of A.R. Luria and L.S. Vygotsky. Discussion of Tollman, S. G. & Msengaga, N. B. (1990). Neuropsychological assessment: Problems in evaluating the higher mental functioning of Zulu-speaking people using traditional western techniques. *South African Journal of Psychology*, 21, 61-63.

Tollman, S. G (1991) The translation of the Luria Neuropsychological Investigation into Zulu: Its relationship to the work of A. R. Luria and L. S. Vygotsky: a Reply to Turnbull, O. H. (1991). The translation of the Luria Neuropsychological Investigation into Zulu: Its relationship to the work of A.R. Luria and L.S. Vygotsky. *South African Journal of Psychology*, 21, 63-66.

Zaaiman, H. (1998). *Selecting students for mathematics and science*. Pretoria: Sigma Press.

### **Sudan:**

Ahmed, R. A. (1989). The development of number, space, quantity, and reasoning concepts in Sudanese schoolchildren. In L. L. Adler (Ed.). *Cross cultural research in human development*. Westport, CT: Praeger.

### **Tanzania:**

Boissiere, M., Knight, J., & Sabot, R. (1985). Earnings, schooling, ability and cognitive skills. *American Economic Review*, 75, 1016-1030.

Sternberg, R., Grigorenko, E., Ngorosho, D., Tantufuyre, E., Mbise, A., Nokes, C., Jukes, M., & Bundy, D. (2002). Assessing intellectual potential in rural Tanzanian school children. *Intelligence*, 30, 141-162.

### **Uganda:**

Boivin, M., Bangirana, P., Byarugaba, J., Opoka, R., Idro, R., Jurek, A., & John, C. (2007). Cognitive impairment after cerebral malaria in children: A prospective study. *Pediatrics*, 119, 360-366.

Heyneman, S. P., & Jamison, D. Y. (1980). Student learning in Uganda. *Comparative Education Review*, 24, 207-220.

Robertson, K., Nakasujja, N., Wong, M., Musisi, S., Katabira, E., Parsons, T., Ronald, A., & Sacktor, N. (2007). Pattern of neuropsychological performance among HIV positive patients in Uganda. *BMC Neurology*, 5, 6-8.

- Sacktor, N., Wong, M., Nakasujja, M., Skolasky, R. L., Selnes, O. A., Musisi, S., Robertson, K., McArthur, J. C., Ronald, A., & Katabira, E. (2005). The International HIV Dementia Scale: A new rapid screening test for HIV dementia. *AIDS, 19*, 1367-1374.
- Sacktor, N., Nakasujja, N., Skolasky, R., Robertson, K., Wong, M., Musisi, S., Ronald, A., & Katabira, E. (2006). Antiretroviral therapy improves cognitive impairment in HIV+ individuals in sub-Saharan Africa. *Neurology, 67*, 311-314.

**Zaire:**

- Boivin, M., Giordani, B., Ndanga, K., Maky, M., Manzeki, K., & Ngunu, N. (1996). Economic advantage and the cognitive ability of rural children in Zaire. *Journal of Psychology, 130*, 95-107.
- Boivin, M. J., Giordani, B., & Bornefeld, B. (1995). Use of the Tactual Performance test for Cognitive Ability Testing With African Children. *Neuropsychology, 9*, 409-417.
- Boivin, M., Green, S., Davies, A., Giordani, B., Mokili, J., & Cutting, W. (1995). A preliminary evaluation of the cognitive and motor effects of pediatric HIV infection in Zairian children. *Health Psychology, 14*, 13-21.
- Boivin, M., Giordani, B., Ndanga, K., Maky, M., Manzeki, K., Ngunu, N., & Muamba, K. (1993). Effects of treatment for intestinal parasites and malaria on the cognitive abilities of schoolchildren in Zaire, Africa. *Health Psychology, 12*, 220-226.
- Boivin, M. J. (1991). The effect of culture on a visual-memory task. *Journal of General Psychology, 118*, 327-334.
- Conant, L. L., Fastenau, P. S., Giordani, B., Boivin, M. J., Opel, B., & Nsevila, D. D. (1999). Modality specificity of memory span tasks among Zairian children: A developmental perspective. *Journal of Clinical and Experimental Neuropsychology, 21*, 375-384.
- Giordani, B., Boivin, M., Opel, B., Nsevila, D., & Lauer, R. (1996). Use of the K-ABC with children in Zaire. *International Journal of Disability, Development and Education, 43*, 5-24.
- Maj, M., D'Elia, L., Satz, P., Janssen, R., Zaudig, M., Uchiyama, C., Starace, F., Galderisi, S., & Chervinsky, A. (1993). Evaluation of two new neuropsychological tests designed to minimize cultural bias in the assessment of HIV-1 seropositive persons: A WHO study. *Archives of Clinical Neuropsychology, 8*, 123-135.

## **Zambia:**

Mulenga, K., Ahonene, T., & Aro, M. (2001). Performance of Zambian children on the NEPSY: A pilot study. *Developmental Neuropsychology*, 20, 375-383.

## **Zimbabwe:**

Zindi, F. (1994). Differences in psychometric performance; Zimbabwe and England. *The Psychologist*, 1, 549-552.

## **AFRICAN-AMERICANS:**

### **General Cultural Articles:**

Lehman, J. (Ed.). (2000). *Gale encyclopedia of multicultural America, 2<sup>nd</sup> ed.* Detroit: Gale Virtual Reference Library via Thomson Gale. [www.gale.com/eBooks](http://www.gale.com/eBooks) (essays on 152 different ethnic and religious cultural groups in US, see appendix)

Gaw, A. (Ed.). (1996). *Culture, ethnicity, and mental illness.* Washington DC, American Psychiatric Press.

Psychiatric care of African Americans. Griffith, E. E. H., & Baker, F. M. (pp. 147-174).

Separation and loss in African American children: Clinical perspectives. Norris, D., & Spurlock, J. (pp. 175-188).

McGoldrick, M., Giordano, J., & Pearce, J. K. (Eds.). (1993). *Ethnicity and family therapy.* New York: Guilford Press.

Families of African Origin: An overview. Black, L. (pp. 57-65).

African-American families. Hines, P. M., & Boyd-Franklin, N. (pp. 66-84).

Jamaican families. Brice-Baker, M. (pp. 85-96).

Haitian families. Bibb, A., & Casmir, G. J. (pp. 97-111).

African American Muslim families. Mahmoud, V. (pp. 112-128).

Nigerian families. Nwadiora, E. (pp. 129-139).

### **Conceptual Articles:**

Fillenbaum, G. G., Heyman, A., Huber, M. S., Woodbury, M. A., Leiss, J., Schmader, K. E., Bohannon, A., & Trapp-Moen, B. (1998). The prevalence and 3-year incidence of dementia in older Black and White community residents. *Journal of Clinical Epidemiology*, 51, 587-595.

Flynn, J. R. (2000). IQ gains, WISC subtests and fluid g: g theory and the relevance of Spearman's hypothesis to race. *Novartis Foundation Symposium*, 233, 202-216.

- Manly, J. J. (2005). Advantages and disadvantages of separate norms for African Americans. *The Clinical Neuropsychologist*, 19, 270-275.
- Manly, J. J., & Jacobs, D. A. (2002). Future directions in neuropsychological assessment with African Americans. In F. R. Ferraro (Ed.), *Minority and cross-cultural aspects of neuropsychological assessment*. (pp. 79-96). Lisse, Netherlands: Swets & Zeitlinger.
- Miles, G. T. (2002). Neuropsychological assessment of African Americans. In F. R. Ferraro (Ed.), *Minority and cross-cultural aspects of neuropsychological assessment*. (pp. 63-78). Lisse, Netherlands: Swets & Zeitlinger.
- Nabors, N. A., Evans, J. D., & Strickland, T. L. (2000). Neuropsychological assessment and intervention with African Americans. In E. Fletcher-Janzen, T.L. Strickland, and C.R. Reynolds (eds.), *Handbook of cross-cultural neuropsychology*. (pp. 31-42) New York: Kluwer Academic/Plenum Publishers.
- Qualls, C. D. (2006). Speech, language, and neuropsychological testing: Implications for African Americans. In B. Uzzell, M. Ponton, & A. Ardila (eds.), *International handbook of cross-cultural neuropsychology*. (pp. 127-144). Mahwah, New Jersey: Lawrence Erlbaum.

### **Review Articles:**

- Harris, J. G. & Llorente, A. M. (2005). Cultural considerations in the use of the Wechsler Intelligence Scale or children—4<sup>th</sup> Edition (WICS-IV). In A. Prifitera, D. H. Saklofske, & L. G. Weiss (Eds.), *WICS-IV clinical use and interpretation: Scientist-practitioner perspectives*. New York: Elsevier Academic.
- Prifitera, A., Saklofske, D. H., Weiss, L. G., & Rolfhus, E. (2005). The WISC-IV in the clinical assessment context. In A. Prifitera, D. H. Saklofske, & L. G. Weiss (Eds.), *WICS-IV clinical use and interpretation: Scientist-practitioner perspectives*. New York: Elsevier Academic.
- Sattler, J. M., & Dumont, R. (2004). *Assessment of children: WICS-IV and WPPSI-III supplement*. San Diego: Jerome M. Sattler, Publisher, Inc.
- Strauss, E., Sherman, E. M., & Spreen, O. (2006). *A compendium of neuropsychological Tests 3<sup>rd</sup> ed*. New York: Oxford University Press.  
(synopses- BSIFD, CAS, MMSE, NEPSY, RBANS, WAIS-III, WISC-IV, GORT-4, WIAT-II, TMT, RMT, RAVLT, WMS-III, BNT-2, EOWPVT3, MAE, TT, CDT, FRT, HVOT, JLO, SIT, TPT, FTT, GS, Stroop, VF, BTA, CTMT, CPT-II, PASAT; African-Caribbean-RBMT-E)

### **Norms/Testing Articles:**

- Albert, S. M., & Teresi, J. A. (1999). Reading ability, education, and cognitive status assessment among older adults in Harlem, New York City. *American Journal of Public Health, 89*, 95-97.
- Bandstra, E. S., Morrow, C. E., Vogel, A. L., Fifer, R. C., Ofir, A.Y., Dausa, A. T., Xue, L., & Anthony, J. C. (2002). Longitudinal influence of prenatal cocaine exposure on child language functioning. *Neurotoxicology and Teratology, 24*, 297-308.
- Bandstra, E. S., Vogel, A. L., Morrow, C. E., Xue, L., & Anthony, J. S. (2004). Severity of prenatal cocaine exposure and child language functioning through age seven years: A longitudinal latent growth curve analysis. *Substance Use and Misuse, 39*, 25-59.
- Bernard, L. C. (1989). Halstead-Reitan neuropsychological test performance of Black, Hispanic, and White young adult males from poor academic backgrounds. *Archives of Clinical Neuropsychology, 4*, 267-274.
- Boekamp, J. R., Strauss, M. E., & Adams, N. (1995). Estimating premorbid intelligence in African-American and white elderly veterans using the American version of the National Adult Reading Test. *Journal of Clinical and Experimental Neuropsychology, 17*, 645-653.
- Bohnstedt, M., Fox, P. J., & Kohatsu, N. D. (1994). Correlates of Mini-Mental Status Examination scores among elderly demented patients: The influence of race-ethnicity. *Journal of Clinical Epidemiology, 47*, 1381-1387.
- Boivin, M. J., Giorani, B., & Bornflied, B. (1995). Use of the Tactual Performance Test for cognitive ability testing with African American children. *Neuropsychology, 9*, 409-417.
- Brooks-Gunn, J., Klebanov, P. K., & Duncan, G. J. (1996). Ethnic differences in children's intelligence test scores: Role of economic deprivation, home environment, and maternal characteristics. *Child Development, 67*, 396-408.
- Brown, L. M., Schinka, J. A., Mortimer, J. A., Borenstein, A. R., & Graves, A. (2003). 3MS Normative data for elderly African Americans. *Journal of Clinical and Experimental Neuropsychology, 25*, 234-241.
- Burchinal, M. R., Roberts, J. E., Riggins, R., Zeisel, S. A., Neebe, E., & Bryant, D. (2000). Relating quality of center-based child care to early cognitive and language development longitudinally. *Child Development, 71*, 339-357.
- Byrd, D. A., Miller, S. W., Reilly, J., Weber, S., Wall, T. L., & Heaton, R. K. (2006). Early environmental factors, ethnicity, and adult cognitive test performance. *The Clinical Neuropsychologist, 20*, 243-260.

- Byrd, D., Sanchez, D., & Manley, J. J. (2005). Neuropsychological test performance Among Caribbean-born and U.S.-born African-American elderly: The role of age, education, and reading level. *Journal of Clinical and Experimental Neuropsychology*, *27*, 1033-1055.
- Byrd, D. A., Touradji, P., Tang, M. X., & Manly, J. J. (2004). Cancellation test performance in African American, Hispanic, and White elderly. *Journal of the International Neuropsychological Society*, *10*, 401-411.
- Campbell, J. M., Bell, S. K., & Keith, L. K. (2001). Concurrent validity of the Peabody Picture Vocabulary Test-Third Edition as an intelligence and achievement screener for low SES African American children. *Assessment*, *2001*, *8*, 85-94.
- Chan, D., Schmitt, N., DeShon, R. P., Clause, C. S., & Delbridge, K. (1997). Reactions to Cognitive ability tests: The relationships between race, test performance, face validity perceptions, and test-taking motivation. *Journal of Applied Psychology*, *82*, 300-310.
- Coles, C. D., Platzman, K. A., Rasking-Hood, C. L., Brown, R. T., Falck, A., & Smith, I. E. (1997). A comparison of children affected by prenatal alcohol exposure and attention deficit, hyperactivity disorder. *Alcohol Clinical Experimental Research*, *21*, 150-161.
- Connors, C. K., Epstein, J. N., Angold, A., & Klaric, J. (2003). Continuous performance test performance in a normative epidemiological sample. *Journal of Abnormal Child Psychology*, *31*, 555-562.
- Craig, H. K., Thompson, C. A., Washington, J. A., & Potters, S. L. (2004). Performance of elementary-grade African American students on the Grey Oral Reading Test. *Language, Speech, and Hearing Services in Schools*, *35*, 141-154.
- Dick, M. B., Teng, E. L., Kempler D., Davis, D. S., & Taussig, I. M. (2002). The cross-cultural neuropsychological test battery (CCNB): Effects of age, education, ethnicity, and cognitive status on performance. In F. R. Ferraro (Ed.), *Minority and cross-cultural aspects of neuropsychological assessment*. (pp. 17-42). Lisse, Netherlands: Swets & Zeitlinger.
- Diehr, M. C., Heaton, R. K., Miller, W., & Grant, I. (1998). The Paced Auditory Serial Addition Task (PASAT): norms for age, education, and ethnicity. *Assessment*, *5*, 375-387.
- Doty, R. L., Applebaum, S., Zusho, H., & Settle, G. (1985). Sex differences in odor identification ability: A cross-cultural analysis. *Neuropsychologia*, *23*, 667-672.
- Durvasula, R. S., Myers, H. F., Satz, P., Miller, E. N., Morganstern, H., Richardson, M.,

- Evans, G., & Forney, D. (2000). HIV-1, cocaine, and neuropsychological performance in African American men. *Journal of the International Neuropsychological Society*, 6, 322-335.
- Ferman, T. J., Lucas, J. A., Ivnik, R. J., Smith, G. E., Willis, F. B., Petersen, R. C., & Graff-Radford, N. R. (2005). Mayo's older African American normative studies: Auditory Verbal Learning Test norms for African American elders. *The Clinical Neuropsychologist*, 19, 214-228.
- Fillenbaum, G. G., Heyman, A., Huber, M. S., Ganguli, M., & Unverzagt, F. W. (2001). Performance of elderly African American and White community residents on the CERAD neuropsychological battery. *Journal of the International Neuropsychological Society*, 7, 502-509.
- Fillenbaum, G. G., Heyman, A., Huber, M. S., Woodbury, M. A., Leiss, J., Schmdr, K. E., Bohannon, A., & Trapp-Moen, B. (1998). The prevalence and 3-year incidence of dementia in older Black and White community residents. *Journal of Clinical Epidemiology*, 51, 587-595.
- Fillenbaum, C. G., Unverzagt, F. W., Ganguli, M., Welsh-Bohmer, K. A., & Heyman, A. (2002). The CERAD neuropsychological battery: Performance of representative community and tertiary care samples of African-American and European-American elderly. In F. R. Ferraro (Ed.). *Minority and cross-cultural aspects of neuropsychological assessment*. (pp. 45-62). Lisse, Netherlands: Swets & Zeitlinger.
- Flanner, K. A., Liderman, J., Daly, L., & Schultz, J. (2000). Male prevalence for reading disability is found in a large sample of Black and White children free from ascertainment bias. *Journal of the International Neuropsychological Society*, 6, 433-442.
- Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available: Afrikans)
- Ford, G. R., Haley, W. E., Thrower, S. L., West, C. A., & Harrell, L. E. (1996). Utility of Mini-Mental State Exam scores in predicting functional impairment among white and African American dementia patients. *Journal of Gerontology and Biological Science and Medical Science*, 51, M185-188.
- Friedman, M. A., Schinka, J. A., Mortimer, J. A., & Borenstein Graves, A. (2002). Hopkins Verbal Learning Test-Revised; Norms for elderly African Americans. *The Clinical Neuropsychologist*, 16, 356-372.
- Fuchs, E., & Fuchs, L. S. (1989). Effects of examiner familiarity on Black, Caucasian,

- and Hispanic children: A meta-analysis. *Exceptional Child*, 55, 303-308.
- Gonzalez, R., Grant, I., Miller, S. W., Taylor, M. J., Schweinsburg, B. C., Carey, C. L., Woods, S. P., Norman, M. A., Rippeth, J. D., Martin, E. M., & Heaton, R. K. (2006). Demographically adjusted normative standards for new indices of performance on the Paces Auditory Serial Addition Test (PASAT). *The Clinical Neuropsychologist*, 20, 396-413.
- Gladsjo, J. A., Schuman, C. C., Evans, J. D., Peavy, G. M., Miller, S. W., & Heaton, R. K. (1999). Norms for letter and category fluency: demographic corrections for age, education, and ethnicity. *Assessment*, 6, 147-178.
- Gold, J. M., Queern, C., Iannone, V. N., & Buchanan, R. B. (1999). Repeatable Battery for the Assessment of Neuropsychological Status as a screening test in schizophrenia, I: Sensitivity, reliability, and validity. *American Journal of Psychiatry*, 158, 1944-1950.
- Grados, J. J., & Russo-Garcia, K. A. (1999). Comparison of the Kaufman Brief Intelligence Test and the Wechsler Intelligence Scale for Children-Third Edition in economically disadvantaged African American youth. *Journal of Clinical Psychology*, 55, 1063-1071.
- Heaton, R. K., Miller, S. W., Taylor, M. J., & Grant, I. (2004). *Revised Comprehensive Norms for an Expanded Halstead Reitan Battery: Demographically Adjusted Neuropsychological Norms for African American and Caucasian Adults*. Lutz: Psychological Assessment Resources, Inc.
- Heaton, R., K., Taylor, M. J., & Manly, J. J. (2003). Demographic effects and use of demographically corrected norms with the WAIS-III and WMS-III. In D. Tulskey, R. K. Saklofske, G. Heaton, G. Chelune, R. A. Ivnik, R. A. Bornstein, A. Prifitera, & M. Ledbetter (Eds.), *Clinical interpretation of the WAIS-III and WMS-III* (pp. 183-210). San Diego CA: Academic Press.
- Johnson-Selfridge, M. T., Zalewski, C., & Abouadarham, J-F. (1998). The relationship between ethnicity and word fluency. *Archives of Clinical Neuropsychology*, 13, 319-325.
- Kaufman, A. S., McLean, J. E., & Kaufman, J. C. (1995). The fluid and crystallized abilities of White, Black, and Hispanic adolescents and adults, both with and without an education covariate. *Journal of Clinical Psychology*, 51, 636-647.
- Kaufman, J. C., McLean, J. E., Kaufman, A. S., & Kaufman, N. L. (1994). White-Black and White-Hispanic differences on fluid and crystallized abilities by age across the 11-94 year range. *Psychological Reports*, 75, 1279-1288.

- Kennepohl, S., Shore, D., Nabors, N., & Hanks, R. (2004). African American acculturation and neuropsychological performance following traumatic brain injury. *Journal of the International Neuropsychological Society, 10*, 566-577.
- Kramer, R. A., Allen, L., & Gergen, P. J. (1995). Health and social characteristics and children's cognitive functioning: Results from a national cohort. *American Journal of Public Health, 85*, 312-318.
- Leveille, S. G., Guralnik, J. M., Ferrucci, L., Corti, M. C., Kasper, J., & Fried, L. P. (1998). Black/white differences in the relationship between MMSE scores and disability: The Women's Health and Aging Study. *Journal of the National Medical Association, 93*, 323-328.
- Lewis, S., Campbell, A., & Takushi-Chinen, R., Brown, A., Dennis, G., Wood, D., & Weir, R. (1997). Visual Organization Test performance in an African-American population with acute unilateral cerebral lesions. *International Journal of Neuroscience, 91*, 295-302.
- Lichtenberg, P. A., Ross, T. P., Youngblade, L., & Vangel, S. J. (1998). Normative studies research project test battery: Detection of dementia in African American and European American urban elderly patients. *The Clinical Neuropsychologist, 12*, 146-154.
- Llorente, A. M., Turich, M., & Lawrence, K. A. (2004). Differences in neuropsychological performance associated with ethnicity in children with HIV-1 infection: Preliminary findings. *Applied Neuropsychology, 11*, 47-53.
- Lucas, J. A., Ivnik, R. J., Smith, G. E., Ferman, T. J., Willis, F. B., Petersen, R. C., Graff-Radford, N. R. (2005). A brief report on WAIS-R normative data collection in Mayo's older African American normative studies. *Clinical Neuropsychologist, 19*, 184-188.
- Lucas, J. A., Ivnik, R. J., Smith, G. E., Ferman, T. J., Willis, F. B., Petersen, R. C., Graff-Radford, N. R. (2005). Mayo's older African American normative studies: WMS-R norms of African American elders. *The Clinical Neuropsychologist, 19*, 189-213.
- Lucas, J. A., Ivnik, R. J., Willis, F. B., Ferman, T. J., Smith, G. E., Parfitt, F. C., Petersen, R. C., & Graff-Radford, N. R. (2005). Mayo's older African Americans normative studies: Normative data for commonly used clinical neuropsychological measures. *The Clinical Neuropsychologist, 19*, 162-183.
- Lucas, J. A., Ivnik, R. J., Smith, G. E., Ferman, T. J., Willis, F. B., Petersen, R. C., & Graff-Radford, N. R. (2005). Mayo's older African Americans normative studies: Norms for the Boston Naming Test, Controlled Oral Word Association, Category Fluency, Animal Naming, Token Test, WRAT-3 Reading, Trail Making Test,

- Stroop Test, and Judgment of Line Orientation. *The Clinical Neuropsychologist*, 19, 243-259.
- Lynn, R. (2006). Race differences in intelligence: An evolutionary analysis. Augusta, Georgia: Washington Summit Publishers. (cites a plethora of studies across world, however, thesis/interpretation of findings highly controversial)
- Manly, J. J., Byrd, D. A., Touradji, P., & Stern, Y. (2004). Acculturation, reading level, and neuropsychological test performance among African-American elders. *Applied Neuropsychology*, 11, 37-46.
- Manly, J. J., Jacobs, D. M., Sano, M., Bell, K., Merchant, C. A., Small, S. A., et al. (1998). Cognitive test performance among nondemented elderly African Americans and whites. *Neurology*, 50, 1238-1245.
- Manly, J. J., Touradi, P., Tang, M. X., & Stern, Y. (2003). Literacy and memory decline among ethnically diverse elders. *Journal of Clinical and Experimental Neuropsychology*, 25, 680-690.
- Manly, J. J., Jacobs, D. M., Sano, M., Bell, K., Merchant, C. A., Small, S. A., et al. (1999). Effect of literacy on neuropsychological test performance in nondemented, education-matched elders. *Journal of the International Neuropsychological Society*, 5, 191-202.
- Manly, J. J., Jacobs, D. M., Touradji, P., Small, S. A., & Stern Y. (2002). Reading level attenuates differences in neuropsychological test performance between African American and White elders. *Journal of the International Neuropsychological Society*, 8, 341-348.
- Manly, J. J., Miller, S. W., Heaton, R. K., Byrd, D., Reilly, J., Velasquez, R. J., Saccuzzo, D. P., Grant, I., and the HIV Neurobehavioral Research Center Group. (1998). The effects of African-American acculturation on neuropsychological test performance in normal and HIV-positive individuals. *Journal of the International Neuropsychological Society*, 4, 291-302.
- Marcopulos, B. A., & McLain, C. A. (2003). Are our norms "normal"? A 4-year follow-up study of a biracial sample of rural elders with low education. *The Clinical Neuropsychologist*, 17, 19-33.
- Marcopulos, B. A., McLain, C. A., & Giuliano, A. J. (1997). Cognitive impairment or inadequate norms? A study of healthy, rural, older, adults with limited education. *The Clinical Neuropsychologist*, 17, 19-33.
- Mast, B. T., Fitzgerald, J., Steinberg, J., MacNeill, S. E., & Lichtenberg, P. A. (2001). Effective screening for Alzheimer's disease among older African Americans.

- The Clinical Neuropsychologist*, 15, 196-202.
- Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed.* New York: Oxford University Press. (TMT, PASAT, Ruff Cancellation, Verbal Fluency, TPT, HVLT-R, BVRT, Grip Strength, FTT, GPT, Categories,
- Moering, R. G., Schinka, J. A., Mortimer, J. A., & Borenstein Graves, A. (2004). Normative data for elderly African Americans for the Stroop color and word test. *Archives of Clinical Neuropsychology*, 19, 61-71.
- Murden, R. A., McRae, T. D., Kaner, S., & Bucknam, M. E. (1991). Mini-mental state exam scores vary with education in Blacks and Whites. *Journal of the American Geriatric Society*, 39, 149-155.
- Naglieri, J. A., & Rojahn, J. (2001). Intellectual classification of Black and White children in special education programs using the WISC-III and the Cognitive Assessment System. *American Journal of Mental Retardation*, 106, 359-367.
- Norman, M. A., Evan, J.D., Miller, S.W., Heaton, R.K. (2000). Demographically Corrected Norms for the California Verbal Learning Test. *Journal of Clinical and Experimental Neuropsychology*, 22, 80 - 94.
- O'Bryant, S. E., Hilsabeck, R. C., McCaffrey, R. J., & Gouveir, W. D. (2003). The Recognition Memory Test: Examination of ethnic differences and norm validity. *Archives of Clinical Neuropsychology*, 18, 135-143.
- O'Bryant, S. E., Schrimsher, G. W., & O'Jile, J. R. (2005). Discrepancies between self-reported years of education and estimated reading level: Potential implications for neuropsychologists, *Applied Neuropsychology*, 12, 5-11.
- Patton, D. E., Duff, K., Schoenberg, M. R., Mold, J., Scott, J., & Adams, R. L. (2003). Performance of cognitively normal African Americans on the RBANS in community dwelling older adults. *The Clinical Neuropsychologist*, 17, 515-530.
- Pedraza, O., Lucas, J. A., Smith G. E., Willis, F. B., Graff-Radford, N. R., Ferman, T. J., Petersen, R. C., Bowers, D. Ivnik, R. J. (2005). Mayo's older African American normative studies: Confirmatory factor analysis of a core battery. *Journal of the International Neuropsychological Society*, 11, 184-191.
- Pena, E. Quinn, R., & Iglesias, A. (1992). The application of dynamic methods to language assessment: A nonbiased procedure. *The Journal of Special Education*, 26, 269-280.
- Peoples, C. E., Fagan, J. F., & Drotar, D. (1995). The influence of race on 3 year old children's performance on the Stanford-Binet 4<sup>th</sup> Edition. *Intelligence*, 21, 69-82.

- Prifitera, A., Lawrence, L. G., & Saklofske, D. H. (1998). The WISC-III in context. In A. Prifitera & D. H. Saklofske (Eds.). *WISC-III clinical use and interpretation*. San Diego, CA: Academic.
- Rait, G., Morley, M., Burns, A., Baldwin, R., Chew-Graham, C., & St. Leger, A. S. (2000). Screening for cognitive impairment in older African-Caribbeans. *Psychological Medicine, 30*, 957-963.
- Rantanen, T., Guralnik, J. M., Leveille, S., Izmirlian, G., Simonsick, E., Ling, S., & Fried, L. P. (1988). Racial differences in muscle strength in disabled older women. *Journal of Gerontology: Series A: Biological Sciences and Medical Sciences, 53A*, B355-B361.
- Reynolds, C. R. (2002). *Comprehensive Trail-making Test*. Austin, TX: PRO-ED, Inc.
- Rilling, L. M., Lucas, J. A., Ivnik, R. J., Smith, G. E., Willis, F. B., Ferman, T. J., Petersen, R. C., & Graff-Radford, N. R. (2005). Mayo's older African American normative studies: Norms for the Mattis Dementia Rating Scale. *The Clinical Neuropsychologist, 19*, 229-242.
- Ripich, D. N., Carpenter, B., & Ziol, E. (1997). Comparison of African-American and white persons with Alzheimer's disease on language measures. *Neurology, 48*, 781-783.
- Roberts, R. J., & Hamsher, K. (1984). Effects of minority status on facial recognition and naming performance. *Journal of Clinical Psychology, 40*, 539-545.
- Ryan, E., Baird, R., Rivera Mindt, M., Byrd, D., Monzones, J., & Morgello, S. (2005). neuropsychological impairment in racial/ethnic minorities with HIV infection and low literacy levels: Effects of education and reading level in participant characterization. *Journal of the International Neuropsychological Society, 11*, 889-898.
- Saccuzzo, D. P., Johnson, N. E., & Russell, G. (1992). Verbal versus performance IQs for gifted African-American, Caucasian, Filipino, and Hispanic children. *Psychological Assessment, 4*, 239-244.
- Schinkla, J. A., Belanger, H., Mortimer J. A., & Graves, A. (2003). Effects of the use of alcohol and cigarettes on cognition in elderly African American adults. *Journal of the International Neuropsychological Society, 9*, 690-697.
- Shadlen, M-F., Larson, E. B., Gibbons, L., McCormick, W. C., & Teri, L. (1999). Alzheimer's disease symptom severity in blacks and whites. *Journal of the American Geriatric Society, 47*, 482-486.

- Shuttleworth-Edwards, A. B., Kemp, R. D., Rust, A. L., Muirhead, G. G., Hartman, N. P., & Radloff, W. E. (2004). Cross-cultural effects on IQ test performance: A review and preliminary normative indications on WAIS-III test performance. *Journal of Clinical and Experimental Neuropsychology*, *26*, 903-920.
- Stanley, D. A., Clark, K. H., D'Amato, R. C., & Maricle, D. E. (1995). Evaluating the construct specificity of intelligence and achievement with African-American and Caucasian learning disabled students. *Archives of Clinical Neuropsychology*, *10*, 393.
- Steward, R., Richards, M., Brayne, C., & Mann, A. (2001). Cognitive function in UK community-dwelling African Caribbean elders: Normative data for a test battery. *International Journal of Geriatric Psychiatry*, *16*, 518-527.
- Strickland, T. L., Longobardi, B. L., Alperson, B. L., & Andre, K. (2005). Mini-mental state and Cognistat performance in an older African American sample. *The Clinical Neuropsychologist*, *19*, 87-98.
- Teresi, J. A., Homes, D., Ramirez, M. garland, B. J., & Lantigua, R. (2001). Performance of cognitive tests among different racial/ethnic and education groups: Findings from differential item functioning and possible item bias. *Journal of Mental Health and Aging*, *7*, 79-89.
- Trahan, D. E. (1998). Judgment of Line Orientation in patients with unilateral cerebrovascular lesions. *Assessment*, *5*, 227-235.
- Verive, J. M., & McDaniel, M. A. (1996). Short-term memory tests in personnel selection: Low adverse impact and high validity. *Intelligence*, *23*, 15-32.
- Warner, T. D., Dede, D. E., Garvan, C. W., & Conway, T. W. (2002). One size still does not fit all in specific learning disability assessment across ethnic groups. *Journal of Learning Disabilities*, *35*, 500-508.
- Washington, J. A., & Craig, H. K. (1999). Performances of at-risk, African-American preschoolers on the Peabody Picture Vocabulary Test-III. *Language, Speech, & Hearing Services in Schools*, *30*, 75-82.
- Wasik, B. A., & Bond, M. A. (2001). Beyond the pages of a book: Interactive book reading and language development in preschool classrooms. *Journal of Educational Psychology*, *93*, 243-250.
- Wilson, B. A., Clare, L., Cockbrun, J. M., Baddeley, A. D., Tate, R., & Watson, P. (1999). *The Rivermead Behavioral Memory Test-Extended Version*. Bury ST. Edmunds, England: Thames Valley Test Company. (African-Caribbean)

Wood, R. Y., Giuliano, K. K., Bignell, C. U., & Pritham, W. W. (2006). Assessing cognitive ability in research: Use of MMSE with minority populations and elderly adults with low education levels. *Journal of Gerontological Nursing, 32*, 45-54.

Zsembik, B. A., & Peek, M. K. (2001). Race differences in cognitive functioning among older adults. *Journal of Gerontology: Social Sciences, 56B*, 266-274.

## **AFRICANS—CARIBBEAN AND LATIN AMERICA:**

### **Barbados:**

Galler, J. R., Ramsey, F., & Forde, V. (1986). A follow-up study of the influence of malnutrition on subsequent development. *Nutrition and Behavior, 3*, 211-222.

### **Brazil:**

Fernandez, M. (2001). A study of the intelligence of children in Brazil. *Mankind Quarterly, 42*, 17-21.

Paine, P., Dorea, J. G., Pasquali, L., & Monteiro, A. M. (1992). Growth and cognition in Brazilian school children: A spontaneously occurring intervention study. *International Journal of Behavioral Development, 15*, 169-183.

### **Jamaica:**

Grantham-McGregor, S. M., Powell, C., Walker, S. P., Chang, S., & Fletcher, P. (1994). The long term follow-up of severely malnourished children who participated in the intervention program. *Child Development, 65*, 428-439.

Grantham-McGregor, S. M., Walker, S. P., & Powell, C. (1994). Methodological approaches used in Kingston, Jamaica, to determine the effect of nutrition and stimulation on child development. In J. B. Stanbury (Ed.). *The damaged brain of iodine deficiency*. New York: Cognizant Communication.

### **St. Vincent:**

Durbrow, E., H., Schaefer, B. A., & Jimerson, S. (2002). Diverging academic paths in rural Caribbean children. *School Psychology International, 23*, 155-168.

## **ASIAN-AMERICANS:**

### **General Cultural Articles:**

Lehman, J. (Ed.). (2000). *Gale encyclopedia of multicultural America, 2<sup>nd</sup> ed.* Detroit: Gale Virtual Reference Library via Thomson Gale. [www.gale.com/eBooks](http://www.gale.com/eBooks) (essays on 152

different ethnic and religious cultural groups in US, see appendix)

Gaw, A. (Ed.). (1996). *Culture, ethnicity, and mental illness*. Washington DC, American Psychiatric Press.

Psychiatric care of Chinese Americans. Gaw, A. C. (pp. 245-280).

Psychiatric care of Indochinese Americans. Kinzie, J. D., & Leung, P. K. (pp. 281-304).

Psychiatric care of Japanese Americans. Fujii, J. S., Fukushima, S. N., & Yamamoto, J. (pp 305-346).

Psychiatric care of Korean Americans. Kim, L. I. C. (pp. 347-376).

Psychiatric care of Pilipino Americans. Araneta. E. G. (pp. 377-412).

McGoldrick, M., Giordano, J., & Pearce, J. K. (Eds.). (1993). *Ethnicity and family therapy*. New York: Guilford Press.

Asian American families: An overview. Lee, E. (pp. 227-248).

Cambodian families. McKenzie-Pollock, L. (pp. 307-315).

Chinese families. Lee, E. (pp. 249-267).

Japanese families. Matsui, W. T. (pp. 268-280).

Korean families. Kim, B. L. C. (pp. 281-294).

Hindu, Christian, and Muslim families. Almeida, R. (pp. 395-426).

Indonesian families. Piercy, F., Soekandar, A., & Limansubroto, C. D. M. (pp. 316-323).

Pilipino families. Santa Rita, E. (pp. 324-332).

Vietnamese families. Leung, P. K., & Boehnlein, J. (pp. 295-306).

Wong, T. M. & Fujii, D. E. (2004). Neuropsychological assessment with Asian- Americans: Demographic factors, cultural diversity, and practical guidelines. *Applied Neuropsychology*. 11, 23-36.

### **Conceptual Articles:**

Fujii, D. E., & Wong, T. M. (2006). Neuropsychological assessment with Asian-American immigrants: Recommendations for meeting Daubert standards. *Journal of Forensic Neuropsychology*, 4, 3-31.

Flynn, J. R. (2000). IQ gains, WISC subtests and fluid g: g theory and the relevance of Spearman's hypothesis to race. *Novartis Foundation Symposium*, 233, 202-216.

Wong, T.M. (2000). Neuropsychological assessment and intervention with Asian Americans. In E. Fletcher-Janzen, T.L. Strickland, and C.R. Reynolds (eds.), *Handbook of cross - cultural neuropsychology*. (pp. 43-53) New York: Kluwer Academic/Plenum Publishers.

### **Review Articles:**

- Butcher, J. N., Cheung, F. M., & Lim, J. (2003). Use of the MMPI-2 with Asian populations. *Psychological Assessment, 15*, 248-256.
- Chan, A. S., Shum, D., & Cheung, R. W. Y. (2003). Recent development of cognitive and neuropsychological assessment in Asian countries. *Psychological Assessment, 15*, 257-267.
- Strauss, E., Sherman, E. M., & Spreen, O. (2006). *A compendium of neuropsychological Tests 3<sup>rd</sup> ed.* New York: Oxford University Press.  
(synopses-*Asian*-WPSI-III, RBMT-E, CPT-II; *Chinese*-BCT; *Chinese Hong Kong*-TEA, TMT; *Korean*-SIT; *Japanese*-SIT; *Laotian*-TOVA, TPT; *Thailand*-RAVLT; Vietnamese-VF; *Bangladesh*-BSIFD)

### Norms/Testing Articles:

- Connors, C. K., Epstein, J. N., Angold, A., & Klaric, J. (2003). Continuous performance test performance in a normative epidemiological sample. *Journal of Abnormal Child Psychology, 31*, 555-562.
- Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available: Chinese, Filipino, Gujarati, Hindi, India English, Kannada, Korean, Malayalam, Marathi, Telugu, Urdu)
- Flynn, J. R. (1991). *Asian Americans: Achievement beyond IQ.* Hillsdale, New Jersey: Lawrence Erlbaum.
- Hernstein, R. J. & Murray, C. (1994). *The bell curve: Intelligence and class structure in American life.* New York: Free Press.
- Lynn, R. (2006). Race differences in intelligence: An evolutionary analysis. Augusta, Georgia: Washington Summit Publishers. (cites a plethora of studies across world, however, thesis/interpretation of findings highly controversial)
- Lynn, R. (1996). Racial and ethnic differences in intelligence in the United States on the Differential Ability Scale. *Personality and Individual Differences, 20*, 271-273.
- Munoz-Sandoval, A. F., Cummins, J., Alvarado, C. G., & Ruef, M. L. (1998). *Bilingual verbal ability tests.* Illinois: Riverside Publishing.  
(Chinese-simplified & traditional, Hindi, Hmong, Japanese, Korean, Vietnamese)
- Rushton, J. P. (1997). Cranial size and IQ in Asian Americans from birth to seven. *Intelligence, 25*, 7-20.

Wilson, B. A., Clare, L., Cockbrun, J. M., Baddeley, A. D., Tate, R., & Watson, P. (1999). *The Rivermead Behavioral Memory Test-Extended Version*. Bury ST. Edmunds, England: Thames Valley Test Company.

**Bangla Deshi:**

West, A. M., MacKintosh, N. J., & Mascie-Taylor, C. G. (1992). Cognitive and educational attainment in different ethnic groups. *Journal of Biosocial Science*, *24*, 539-554.

**Chinese:**

Chan, A. S., & Poon, M. W. (1999). Performance of 7- to 95-year-old individuals in a Chinese version of the category fluency test. *Journal of the International Neuropsychological Society*, *5*, 525-533.

Cheng, S. T., & Chan, A. C. M. (2006). A Brief Version of the Geriatric Depression Scale for the Chinese: Correction. *Psychological Assessment*, *18*, 48.

Cheng, S. T., & Chan, A. C. M. (2004). A Brief Version of the Geriatric Depression Scale for the Chinese. *Psychological Assessment*, *16*, 182-186.

Cheung, R. W., Cheung, M. C., & Chan, A. G. (2004). Confrontation naming in Chinese patients with left, right, or bilateral brain damage. *Journal of the International Neuropsychological Society*, *10*, 46-59.

Cox, M. V., Perara, J., & Fan, X. U. (1998). Children's drawing ability in the UK and China. *Psychologia*, *41*, 171-182.

Dawson, D. R. (1997). Visual scanning patterns in an adult Chinese population: Preliminary normative data. *Occupational Therapy Journal of Research*, *17*, 264-279.

Dick, M. B., Teng, E. L., Kempler D., Davis, D. S., & Taussig, I. M. (2002). The cross-cultural neuropsychological test battery (CCNB): Effects of age, education, ethnicity, and cognitive status on performance. In F. R. Ferraro (Ed.). *Minority and cross-cultural aspects of neuropsychological assessment*. (pp. 17-42). Lisse, Netherlands: Swets & Zeitlinger.

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources. (test translated into following languages, although no specific normative data available: Chinese)

Flynn, J. R. (1991). *Asian Americans: Achievement beyond IQ*. Hillsdale, New Jersey: Lawrence Erlbaum.

- Geary, D. C., Hamson, C. O., Chen, G. P., Liu, F., Hoard, M. K., & Salthouse, T. A. (1997). Computational and reasoning abilities in arithmetic: Cross-generational changes in China and the United States. *Psychonomic Bulletin and Review*, 4, 425-430.
- Geary, D. C., Liu, F., Chen, G. P., Salts, S. J., & Hoard, M. K. (1999). Contributions of computational fluency to cross-national differences in arithmetic reasoning abilities. *Journal of Educational Psychology*, 91, 716-719.
- Ginsburg, H. P., Choi, E., Lopez, L. S., Netley, R., & Chao-Yuan, C. (1997). Happy birthday to you: Early mathematical thinking of Asian, South American and US children. In T. Nunes & P. Bryant (Eds.). *Learning and teaching mathematics: An international perspective*. Hove, UK: Psychology Press.
- Green, P. (2003). Word Memory Test. Order information [paulgreen@shaw.ca](mailto:paulgreen@shaw.ca). (malinger test translated into Mandarin)
- Hedden, T., Park, D. C., Nisbett, R., Ji, L. J., Jing, W., & Jiao, S. (2002). Cultural variation in verbal versus spatial neuropsychological function across the life span. *Neuropsychology*, 16, 65-73.
- Hsieh, S., & Riley, N. (1997, November). *Neuropsychological performance in the People's Republic of China: Age and educational norms for four attentional tasks* Presented at the National Academy of Neuropsychology, Las Vegas, Nevada. (norms for Color Trails) In Mitrushina, M. Boone, K., & D'Elia L. *Handbook of Normative Data for Neuropsychological Assessment*. (pp.70-73). New York: Oxford University Press.
- Hua, M. S., Chen, S. T., & Chu, Y. C. (2001). Chinese writing function in patients with Left versus right putaminal hemorrhage. *Journal of Clinical and Experimental Neuropsychology*, 23, 372-385.
- Jensen, A. R., & Whang, P. A. (1994). Speed of accessing arithmetic facts in long term memory: A comparison of Chinese-American and Anglo-American children. *Contemporary Educational Psychology*, 19, 1-12.
- Jorm, A. F. (2004). Tine Informant Questionnaire on Cognitive Decline in the Elderly (IQCODE): A review. *International Psychogeriatrics*, 16, 3-19. (test is downloadable in Chinese, although your computer would have to have special features for specific languages: <http://www.anu.edu.au/iqcode/>)
- Lee, T. M. C., & Chan, C. C. H. (2000). Are trail making and color trails test of equivalent construct? *Journal of Clinical and Experimental Neuropsychology*, 22, 529-534.

- Lee, T. M. C., & Chan, C. C. H. (2000). Stroop interference in Chinese and English. *Journal of Clinical and Experimental Neuropsychology*, *22*, 465-471.
- Lee, T. M. C., Cheung, C. C. Y., Chan, J. K. P., & Chan, C. H. (2000). Trail making across languages. *Journal of Clinical and Experimental Neuropsychology*, *22*, 772-778.
- Li, D., Jin, Y., Vandenberg, S. G., Zhu, Y., & Tang, C. (1990). Report on Shanghai norms for the Chinese translation of the Wechsler Intelligence Scale for Children—Revised. *Psychological Reports*, *67*, 531-541.
- Li, X., Sano, H., & Merwin, J. C. (1996). Perception and reasoning abilities among American, Japanese, and Chinese adolescents. *Journal of Adolescent Research*, *11*, 173-193.
- Lu, L., & Bigler, E. (2002). Normative data on trail making test for neurologically normal Chinese-speaking adult. *Applied Neuropsychology*, *9*, 219-225.
- Lynn, R. (1991). Intelligence in China. *Social Behavioral and Personality*, *19*, 1-4.
- Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed.* New York: Oxford University Press. (*Chinese US-Verbal Fluency; China-Color Trails*)
- Munoz-Sandoval, A. F., Cummins, J., Alvarado, C. G., & Ruef, M. L. (1998). *Bilingual verbal ability tests*. Illinois: Riverside Publishing.
- Salmon, D. P., Riekkinen, P. J., Katzman, R., Zhang, M., Jin, H., & Yu. E. (1989). Cross-cultural studies of dementia: A comparison of Mini-Mental State Examination performance in Finland and China. *Archives of Neurology*, *46*, 769-772.
- Strauss, E., Sherman, E. M., & Spreen, O. (2006). *A compendium of neuropsychological Tests 3<sup>rd</sup> ed.* New York: Oxford University Press. (synopses- *Chinese-BCT*)
- Teng, E.L., Hasegawa, K., Homma, A., et al. (1994). The cognitive abilities screening instrument (CASI): A practical test for cross-cultural epidemiological studies of dementia. *International Journal of Psychogeriatrics*, *6*, 45-58.
- Wang, Y., Chan, R. C. K., & Deng, Y. Y. (2006). Examination of postconcussion-like symptoms in health university students: Relationships to subjective and objective neuropsychological function performance. *Archives of Clinical Neuropsychology*, *21*, 339-348.

### **Hong Kong:**

- Chan, A., Choi, A., Chiu, H., & Lam, L. (2003). Clinical validity of the Chinese version

- of the Mattis Dementia Rating Scale in differentiating dementia of the Alzheimer's type in Hong Kong. *Journal of the International Neuropsychological Society*, 9, 45-55.
- Chan, J., & Lynn, R. (1989). The intelligence of six year olds in Hong Kong. *Journal of Biosocial Science*, 21, 461-464.
- Chan, J., & Vernon, P. E. (1988). Individual differences among the peoples of China. In S. H. Irvine & J. W. Berry (Eds.). *Human abilities in cultural context*. Cambridge UK: Cambridge University Press.
- Chan, R. C. (2002). Reliability and validity of the Cantonese version of the Test of Everyday Attention among normal Hong Kong Chinese: A preliminary report. *Clinical Rehabilitation*, 16, 900-909.
- Chan, R. C. K., Guo, M., Zou, X., Li, D., Hu, Z., & Yang, B. (2006). Multitasking performance of Chinese children with ADHD. *Journal of the International Neuropsychological Society*, 12, 570-574.
- Chan, R. C. K., Lai, M. K., & Robertson, I. H. (2006). Latent structure of the Test of Everyday Attention in a non-clinical Chinese sample. *Archives of Clinical Neuropsychology*, 21, 477-486.
- Chan, R. C. K., & Manly, T. (2002). The application of "dysexecutive syndrome" measures across cultures: Performance and checklist assessment in neurologically healthy and traumatically brain-injured Hong Kong Chinese volunteers. *Journal of the International Neuropsychological Society*, 8, 771-780.
- Lee, T. M. C. (2003). *Normative data: Neuropsychological measures for Hong Kong Chinese*. Hong Kong; Neuropsychology Laboratory, University of Hong Kong
- Lee, T. M. C., Yuen, K. S. L., & Chan, C. C. H. (2002). Normative data for Neuropsychological measures of fluency, attention, and memory measures for Hong Kong Chinese. *Journal of Clinical and Experimental Neuropsychology*, 22, 615-632.
- Lynn, R., & Chan, P. W. (2003). Sex differences on the Progressive Matrices: Some data from Hong Kong. *Journal of Biosocial Science*, 35, 145-154.
- Lynn, R., Pagliari, C., & Chan, J. (1988). Intelligence in Hong Kong measure for Spearman's *g* and the visuospatial and verbal primaries. *Intelligence*, 12, 423-433.
- Strauss, E., Sherman, E. M., & Spreen, O. (2006). *A compendium of neuropsychological Tests 3<sup>rd</sup> ed.* New York: Oxford University Press.  
(synopses- *Chinese Hong Kong*-TEA, TMT)

### **Taiwan:**

- Chen, C., Lee, S., & Stevenson, H. W. (1996). Long term prediction of academic achievement of American, Chinese, and Japanese adolescents. *Journal of Educational Psychology, 98*, 750-759.
- Chen, H. Y., Chen, Y. H., & Zhu, J. (2003). Taiwan. In J. Georgas, L. Weiss, F. J. R. van de Vijver, & H. Saklofske (Eds.). *Culture and children's intelligence: Cross-cultural analysis of the WISC-III* (pp. 241-252). San Diego: Academic Press.
- Lai, T. J., Guo, Y. L., Guo, N. W., & Hsu, C. C. (2001). Effects of prenatal exposure to polychlorinated biphenyls on cognitive development in children: A longitudinal study in Taiwan. *British Journal of Psychiatry, 178*, 49-52.
- Lin, C. C. H., Chen, W. J., Yang, H. J., Hsiao, C. K., & Tien, A. Y. (2000). Performance on the Wisconsin Card Sorting Test among adolescents in Taiwan: Norms, factorial structure, and relations to schizotypy. *Journal of Clinical and Experimental Neuropsychology, 23*, 69-79.
- Lynn, R. (1997). Intelligence in Taiwan. *Personality and Individual Differences, 22*, 585-586.
- Rabinowitz, M. B., Wang, J. D., & Soong, W. T. (1991). Dentine lead and child intelligence in Taiwan. *Archives of Environmental Health, 46*, 351-360.
- Shu, B. C., Tien, A. Y., Lung, F. W., & Chang, Y. Y. (2000). Norms for the Wisconsin Card Sorting Test in a 6- to 11-year-old children in Taiwan. *The Clinical Neuropsychologist, 14*, 275-286.
- Stevenson, H. W., Stigler, J. W., Lee, S., Lucker, G. W., Kitanawa, S., & Hsu, C. (1985). Cognitive performance and academic achievement of Japanese, Chinese, and American children. *Child Development, 56*, 718-734.

### **Filipino:**

- Brandon, P. R., Newton, B. J., & Hammond, O. W. (1987). Children's mathematics achievement in Hawaii: Differences favoring girls. *American Educational Research Journal, 24*, 437-461.
- Flores, M. B., & Evans, G. T. (1972). Some differences in cognitive abilities between selected Canadian and Filipino students. *Multivariate Behavioral Research, 7*, 175-191.
- Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.

(test translated into following languages, although no specific normative data available: Filipino)

Flynn, J. R. (1991). *Asian Americans: Achievement beyond IQ*. Hillsdale, New Jersey: Lawrence Erlbaum.

Ledesma, L. (2002). The practice of neuropsychology in the Philippines. *INS Net*, 10, 3-4.

Saccuzzo, D. P., Johnson, N. E., & Russell, G. (1992). Verbal versus performance IQs for Gifted African-American, Caucasian, Filipino, and Hispanic children. *Psychological Assessment*, 4, 239-244.

### **Guam-Chamorro:**

Bylsma, F. W., Ostendorf, C. A., & Hofer, P. J. (2002). Challenges in providing neuropsychological and psychological services in Guam the Commonwealth of the Northern Mariana Islands (CNMI). In F. R. Ferraro (Ed.). *Minority and cross-cultural aspects of neuropsychological assessment*. (pp. 145-157). Lisse, Netherlands: Swets & Zeitlinger.

Salmon, D. P., Galasko, D., & Wiederholt, W. C. (2002). Neuropsychological assessment of dementia on Guam. In F. R. Ferraro (Ed.). *Minority and cross-cultural aspects of neuropsychological assessment*. (pp. 129-144). Lisse, Netherlands: Swets & Zeitlinger.

### **Indian:**

Afzal, M. (1988). Consequences of consanguinity on cognitive behavior. *Behavior Genetics*, 18, 583-594.

Barnabus, I. P., Kapur, M., & Rao, S. (1995). Norm development and reliability of Coloured Progressive Matrices Test. *Journal of Personality and Clinical Studies*, 11, 17-22.

Bhogle, S., & Prakash, I. J. (1992). Performance of Indian children on the Coloured Progressive Matrices. *Psychological Studies*, 37, 178-181.

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available: Gujarati, Hindi, India English, Kannada, Malayalam, Marathi, Telugu, Urdu)

Hamadani, J. D., Fuchs, G. J., Osendarp, S. J. M., Huda, S. N., & Grantham-MacGregor,

- S. M.(2002). Zinc supplementaltion during pregnancy and effects on mental development and behaviour of infants: A follow-up study. *The Lancet*, 360, 290-294.
- Hendrie, H. C., Lane, K. A., Ogunniyi, A., Baiyewu, O., Gureje, O., Evans, R., Smith-Gamble, V., Pettaway, M., Unverzagt, F. W., Gao., S., & Hall, K. S. (2006). The development of a semi-structured home interview (CHIF) to directly assess function in cognitively impaired elderly people in two cultures. *International Psychogeriatrics*, 18, 653-666.
- MacKintosh, N. J., & Mascie-Taylor, C. G. (1985). The IQ question. In *Education for all*. CMND paper 4453. London: HMSO.
- Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed*. New York: Oxford University Press. (BVRT)
- Munoz-Sandoval, A. F., Cummins, J., Alvarado, C. G., & Ruef, M. L. (1998). *Bilingual verbal ability tests*. Illinois: Riverside Publishing.
- Raven, J. C., Court, J. H., & Raven, J. (1996). *Standard Progressive Matrices*. Oxford: Oxford Psychologists Press.
- Raven, J. C., Court, J. H., & Raven, J. (2000). *Standard Progressive Matrices*. Oxford: Oxford Psychologists Press.
- Riedel, D., Ghate, M., Nene, M., Paranjape, R., Mehendale, S., Bollinger, R., Sacktor, N., McArthur, J., & Nath, A. (2006). Screening for human immunodeficiency virus (HIV) dementia in an HIV clade C-infected population in India. *Journal of Neurovirology*, 12, 34-38.
- Shah, A. (2006). Cultural issues in clinical context with Asian Indian patients. In B. Uzzell, M. Ponton, & A. Ardila (eds.), *International handbook of cross-cultural neuropsychology*. (pp. 202-218). Mahwah, New Jersey: Lawrence Erlbaum.
- Strauss, E., Sherman, E. M., & Spreen, O. (2006). *A compendium of neuropsychological Tests 3<sup>rd</sup> ed*. New York: Oxford University Press. (synopses- **Bangladesh**-BSIFD)
- West, A. M., MacKintosh, N. J., & Mascie-Taylor, C. G. (1992). Cognitive and educational attainment in different ethnic groups. *Journal of Biosocial Science*, 24, 539-554.
- Yeptomhi, T., Paul, R., Vallabhaneni, S., Kumarasamy, N., Tate., D. F., Solomon, S., &

Flanigan, T. R. (2006). Neurocognitive consequences of HIV in Southern India: A preliminary study of Clade C virus. *Journal of the International Neuropsychological Society*, 12, 424-430.

### **Indonesian:**

Bleichrodt, N., Drenth, P. J. & Querido, A. (1980). Effects of iron deficiency on motor and psychomotor abilities. *American Journal of Physical Anthropology*, 53, 55-67.

Hadidjaja, P., Bonang, E., Suyardi, A., Abidin, A., Ismid, I., & Margono, S. (1998). The effect of intervention methods on nutritional status and cognitive function of primary school children infected with *ascaris lumbricoides*. *American Journal of Tropical Medicine*, 59, 791-795.

Soewondo, S. Husaini, M., & Pollitt, E. (1989). Effects of iron deficiency on attention and learning processes in preschool children: Bandung, Indonesia. *American Journal of Clinical Nutrition*, 50, 667-674.

### **Japanese:**

Brandon, P. R., Newton, B. J., & Hammond, O. W. (1987). Children's mathematics achievement in Hawaii: Differences favoring girls. *American Educational Research Journal*, 24, 437-461.

Chen, C., Lee, S., & Stevenson, H. W. (1996). Long term prediction of academic achievement of American, Chinese, and Japanese adolescents. *Journal of Educational Psychology*, 98, 750-759.

Cox, M. V., Koyasu, M., Hiranamu, H., & Perara, J. (2001). Children's human figure Drawings in the UK and Japan: The effects of age, sex, and culture. *British Journal of Developmental Psychology*, 19, 275-292.

Doty, R. L., Applebaum, S., Zusho, H., & Settle, G. (1985). Sex differences in odor identification ability: A cross-cultural analysis. *Neuropsychologia*, 23, 667-672.

Fillenbaum, G. G., McCurry, S. M., Kuchibhatla, M., et al., (2005). Performance on the CERAD neuropsychological battery of two samples of Japanese-American elders: Norms for persons with and without dementia. *Journal of International Neuropsychological Society*, 11, 192-201.

Flaherty, M. (1997). The validity of tests of visuo-spatial skills in cross cultural studies. *Irish Journal of Psychology*, 18, 439-412.

Flaherty, M., & Connolly, M. (1996). Visual memory skills in Japanese and Caucasians. *Perceptual and Motor Skills*, 82, 1319-1329.

- Ishikuma, T., Moon, S., & Kaufman, A. S. (1988). Sequential-simultaneous analysis of Japanese children's performance on the Japanese McCarthy scales. *Perceptual and Motor Skills*, *66*, 355-362.
- Iwata, M. (2006). Neural circuit of reading and writing in the Japanese language. In B. Uzzell, M. Ponton, & A. Ardila (eds.), *International handbook of cross-cultural neuropsychology*. (pp. 253-264). Mahwah, New Jersey: Lawrence Erlbaum.
- Jorm, A. F. (2004). Tine Informant Questionnaire on Cognitive Decline in the Elderly (IQCODE): A review. *International Psychogeriatrics*, *16*, 3-19.  
(test is downloadable in Japanese, although your computer would have to have special features for specific languages: <http://www.anu.edu.au/iqcode/>)
- Kaufman, A. S., McLean, J. E., Ishikuma, T., & Moon, S. B. (1989). Integration of literature on the intelligence of Japanese children and analysis of the data from sequential-simultaneous perspective. *School Psychology International*, *10*, 173-183.
- Lee, G. P., Sasanuma, S., de Hamsher, K., & Benton, A. (1991). Constructional praxis performance of Japanese and American, normal and brain damaged. *Archives of Clinical Neuropsychology*, *6*, 15-25.
- Li, X., Sano, H., & Merwin, J. C. (1996). Perception and reasoning abilities among American, Japanese, and Chinese adolescents. *Journal of Adolescent Research*, *11*, 173-193.
- Lynn, R., & Hampson, S. (1987). Further evidence on the cognitive abilities of the Japanese: Data from the WPPSI. *International Journal of Behavioral Development*, *10*, 23-36.
- Lynn, R., & Hampson, S. (1986). Intellectual abilities of Japanese children: An assessment of 2-8 year olds derived from the McCarthy Scales of Children Abilities, *Intelligence*, *10*, 41-58.
- Lynn, R., Hampson, S., & Bingham, R. (1987). Japanese, British and American adolescents compared for Spearman's g and for the verbal, numerical, and visuospatial abilities, *Psychologia* *30*, 137-144..
- Lynn, R., Hampson, S., & Iwawaki, S. (1987). Abstract reasoning and spatial abilities among American, British, and Japanese adolescents. *Mankind Quarterly*, *27*, 397-434.
- Mann, V. A., Sasanuma, S., Sakuma, N., & Masaki, S. (1990). Sex differences in

- cognitive abilities: A cross cultural perspective. *Neuropsychologia*, 28, 1063-1077.
- McCurry, S. M., Gibbons, L. E., Uomoto, J. M., Thompson, M. L., Graves, A. B., Edland, S. D., Bowen, J., McCormick W. C., & Larson, E. B. (2001). neuropsychological test performance in a cognitively intact sample of older Japanese American adults. *Archives of Clinical Neuropsychology*, 16, 447-459.
- Munoz-Sandoval, A. F., Cummins, J., Alvarado, C. G., & Ruef, M. L. (1998). *Bilingual verbal ability tests*. Illinois: Riverside Publishing.
- Murai, T., Hadano, K., & Hamanaka, T. (2002). Current issues in neuropsychological assessment in Japan. In F. R. Ferraro (Ed.). *Minority and cross-cultural aspects of neuropsychological assessment*. (pp. 99-128). Lisse, Netherlands: Swets & Zeitlinger.
- Omura, K., & Sugishita, M. (2004). Simultaneous confirmatory factor analysis of the Wechsler Memory Scale-Revised for two standardization samples: A comparison of groups from Japan and the United States. *Journal of Clinical and Experimental Neuropsychology*, 23, 645-652.
- Shigehisa, T., & Lynn, R. (1991). Reaction times and intelligence in Japanese children. *International Journal of Psychology*, 26, 195-202.
- Shiota, M, Koeda, T., & Takeshita, K. (2000). Cognitive and neurophysiological evaluation of Japanese dyslexia. *Brain Development*, 22, 421-426.
- Strauss, E., Sherman, E. M., & Spreen, O. (2006). *A compendium of neuropsychological Tests 3<sup>rd</sup> ed*. New York: Oxford University Press.  
(synopses- **Japanese-SIT**)
- Stevenson, H. W., Stigler, J. W., Lee, S., Lucker, G. W., Kitanawa, S., & Hsu, C. (1985). Cognitive performance and academic achievement of Japanese, Chinese, and American children. *Child Development*, 56, 718-734.
- Sugishita, M., & Omura, K. (2001). Learning Chinese characters may improve visual memory. *Perceptual and Motor Skills*, 93, 579-594.
- Takeuchi, M., & Scott, R. (1992). Cognitive profiles of Japanese and Canadian kindergarten and first grade children. *Journal of Social Psychology*, 132, 505-512.
- Tamaoka, K. Saklofske, D. H., & Ide, M. (1993). The non-verbal reasoning ability of Japanese children measured by Naglieri's matrix analogies test-short form. *Psychologia*, 36, 53-60.
- Teng, E.L., Hasegawa, K., Homma, A., et al. (1994). The cognitive abilities screening

instrument (CASI): A practical test for cross-cultural epidemiological studies of dementia. *International Journal of Psychogeriatrics*, 6, 45-58.

Ueno, K., & Nakatani, I. (2003). Japan. In J. Georgas, L. Weiss, F. J. R. van de Vijver, & H. Saklofske (Eds.). *Culture and children's intelligence: Cross-cultural analysis of the WISC-III* (pp. 215-225). San Diego: Academic Press.

### **Korean:**

Chey, J. Y., Na, D. R., Park, S. H., Park, E. H., & Lee, S. A. (1999). Effects of education in dementia assessment: Evidence from standardizing the Korean-Dementia Rating Scale. *The Clinical Neuropsychologist*, 13, 293-302.

Doty, R. L., Applebaum, S., Zusho, H., & Settle, G. (1985). Sex differences in odor identification ability: A cross-cultural analysis. *Neuropsychologia*, 23, 667-672.

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available: Korean)

Ginsburg, H. P., Choi, E., Lopez, L. S., Netley, R., & Chao-Yuan, C. (1997). Happy birthday to you: Early mathematical thinking of Asian, South American and US children. In T. Nunes & P. Bryant (Eds.). *Learning and teaching mathematics: An international perspective*. Hove, UK: Psychology Press.

Jorm, A. F. (2004). Tine Informant Questionnaire on Cognitive Decline in the Elderly (IQCODE): A review. *International Psychogeriatrics*, 16, 3-19.  
(test is downloadable in Korean, although your computer would have to have special features for specific languages: <http://www.anu.edu.au/iqcode/>)

Kim, H., & Na, D. L. (1999). Normative data on the Korean version of the Boston Naming Test. *Journal of Clinical and Experimental Neuropsychology*, 21, 127-133.

Kim, J. K., & Kang, Y. (1999). Normative study of the Korean-California Verbal Learning Test (K-CVLT). *Clinical Neuropsychologist*, 13, 365-369.

Kim, H. H., & Na, D. K. (2004). Normative data on the Korean version of the Western Aphasia Battery. *Journal of Clinical and Experimental Neuropsychology*, 23, 1011-1020.

Kwak, K. (2003). South Korea. In J. Georgas, L. Weiss, F. J. R. van de Vijver, & H. Saklofske (Eds.). *Culture and children's intelligence: Cross-cultural analysis of the WISC-III* (pp. 227-240). San Diego: Academic Press.

- Lee, D. Y., Lee, K. U., Lee, J. H., Kim, K. W., Jhoo, J. H., Kim, S. Y., Yoon, J. C., Woo, Ha, J., & Woo, J. J. (2004). A normative study of the CERAD neuropsychological assessment battery in the Korean elderly. *Journal of the International Neuropsychological Society*, *10*, 72-81.
- Lee, J. H., Lee, K. U., Lee, D. Y., Kim, K. W., Jhoo, J. H., Kim, J. H., et al. (2002). Development of the Korean version of the Consortium to Establish a Registry For Alzheimer's Disease Assessment Packet (CERAD-K): Clinical and neuropsychological assessment batteries. *Journals of Gerontology; Series B. Psychological Sciences and Social Sciences*, *57B*, P47-P53.
- Lynn, R., & Song, J. M. (1994). General intelligence, visuospatial and verbal abilities of Korean children. *Personality and Individual Differences*, *16*, 363-364.
- Lynn, R., & Song, J. M. (1993). Sex differences in reaction times, decision times and movement times in British and Korean children. *Journal of Genetic Psychology*, *154*, 290-313.
- Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed.* New York: Oxford University Press. (BVRT)
- Moon, S. B. (1988). *A cross-cultural study of the Kaufman Assessment Battery for Children with Korean children.* Ph.D. thesis, University of Alabama.
- Munoz-Sandoval, A. F., Cummins, J., Alvarado, C. G., & Ruef, M. L. (1998). *Bilingual verbal ability tests.* Illinois: Riverside Publishing.
- Strauss, E., Sherman, E. M., & Spreen, O. (2006). *A compendium of neuropsychological Tests 3<sup>rd</sup> ed.* New York: Oxford University Press.  
(synopses- **Korean**-SIT;

### **Laotian:**

- Boivin, M. J., Chounramany, C., Giordani, B., Xaisida, S., Choulamounry, L., Pholsena, P., Crist, C., & Olness, K. (1996). Validating a cognitive ability testing protocol with Lao children for community development applications. *Neuropsychology*, *10*, 588-599.
- Conant, L.L., Fastenau, P. S., Giordani, B., Boivin, M. J., Chounramany, C., Xaisida, S., Choulamounry, L., & Pholsena, P. (2003). Environmental influences on primary memory development: A cross-cultural study of memory span in Lao and American children. *Journal of Clinical and Experimental Neuropsychology*, *25*, 1102-1116.
- Munoz-Sandoval, A. F., Cummins, J., Alvarado, C. G., & Ruef, M. L. (1998). *Bilingual*

*verbal ability tests*. Illinois: Riverside Publishing.

Strauss, E., Sherman, E. M., & Spreen, O. (2006). *A compendium of neuropsychological Tests 3<sup>rd</sup> ed.* New York: Oxford University Press.  
(synopses- *Laotian*-TOVA, TPT)

### **Malaysian:**

Chaim, H. H. (1994). Is the Raven Progressive Matrices valid for Malaysians?  
Unpublished. (cited in Lynn, 2006) (ages 7-12, n=3,151 x=89)

Kuhnen, U., Roeder, B. H., Ahah, A., Upmeyer, B. & Zakaria, S. (2001). Cross-cultural variations in identifying embedded figures. *Journal of Cross-Cultural Psychology*, 32, 365-371.

### **Pakistani:**

Alvi, S. A., Khan, S. B., Vegeris, S. L., & Ansari, Z. A. (1986). A cross-cultural study of psychological differentiation. *International Journal of Psychology*, 21, 659-670.

MacKintosh, N. J., & Mascie-Taylor, C. G. (1985). The IQ question. In *Education for all*. CMND paper 4453. London: HMSO.

Rahman, A., Macbool, E., & Zuberi, H. S. (2002). Lead-associated deficits in stature, mental ability and behavior in children in Karachi. *Annals of Tropical Paediatrics*, 22, 301-311.

West, A. M., MacKintosh, N. J., & Mascie-Taylor, C. G. (1992). Cognitive and educational attainment in different ethnic groups. *Journal of Biosocial Science*, 24, 539-554.

### **Singapore:**

Lim, T. K. (1994). Gender-related differences in intelligence: Application of confirmatory factor analysis. *Intelligence*, 19, 179-192.

Lynn, R. (1977). The intelligence of the Chinese and Malay in Singapore. *Mankind Quarterly*, 18, 125-128.

### **Thai:**

Jorm, A. F. (2004). Tine Informant Questionnaire on Cognitive Decline in the Elderly (IQCODE): A review. *International Psychogeriatrics*, 16, 3-19.  
(test is downloadable in Thai, although your computer would have to have special features for specific languages: <http://www.anu.edu.au/iqcode/>)

Maj, M., D'Elia, L., Satz, P., Janssen, R., Zaudig, M., Uchiyama, C., Starace, F., Galderisi, S., & chervinsky, A. (1993). Evaluation of two new neuropsychological tests designed to minimize cultural bias in the assessment of HIV-1 seropositive persons: A WHO study. *Archives of Clinical Neuropsychology*, 8, 123-135.

Pollitt, E., Hathirat, P., Kotchabhakdi, N., Missell, L., & Valyasevi, A. (1989). Iron deficiency and educational achievement in Thailand. *American Journal of Clinical Nutrition*, 50, 687-697.

Strauss, E., Sherman, E. M., & Spreen, O. (2006). *A compendium of neuropsychological Tests 3<sup>rd</sup> ed.* New York: Oxford University Press.  
(synopses- **Thailand**-RAVLT)

### **Vietnamese:**

Dick, M. B., Teng, E. L., Kempler D., Davis, D. S., & Taussig, I. M. (2002). The cross-cultural neuropsychological test battery (CCNB): Effects of age, education, ethnicity, and cognitive status on performance. In F. R. Ferraro (Ed.). *Minority and cross-cultural aspects of neuropsychological assessment.* (pp. 17-42). Lisse, Netherlands: Swets & Zeitlinger.

Flynn, J. R. (1991). *Asian Americans: Achievement beyond IQ.* Hillsdale, New Jersey: Lawrence Erlbaum.

Kempler, D., Teng, E. L., Dick, M., Tassig, I. M., & Davis, D. S. (1998). The effects of age, education and ethnicity on verbal fluency. *Journal of the International Neuropsychological Society*, 4, 531-538.

Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed.* New York: Oxford University Press. (Vietnamese US-Verbal Fluency)

Munoz-Sandoval, A. F., Cummins, J., Alvarado, C. G., & Ruef, M. L. (1998). *Bilingual verbal ability tests.* Illinois: Riverside Publishing.

Strauss, E., Sherman, E. M., & Spreen, O. (2006). *A compendium of neuropsychological Tests 3<sup>rd</sup> ed.* New York: Oxford University Press.  
(synopses- **Vietnamese**-VF)

## **AMERICANS OF EUROPEAN ORIGIN:**

### **General Cultural Articles:**

Lehman, J. (Ed.). (2000). *Gale encyclopedia of multicultural America, 2<sup>nd</sup> ed.* Detroit: Gale Virtual Reference Library via Thomson Gale. [www.gale.com/eBooks](http://www.gale.com/eBooks) (essays on 152 different ethnic and religious cultural groups in US, see appendix)

McGoldrick, M., Giordano, J., & Pearce, J. K. (Eds.). (1993). *Ethnicity and family therapy*. New York: Guilford Press.

- European families: An overview. Giordano, J., & McGoldrick, M. (pp. 327-441).  
Amish families. Emery, E. (pp. 442-450).  
Armenian families. Dagirmanjian, S. (pp. 376-394).  
Dutch families. De Master, & Dros-Giordano, M. (pp. 467-476).  
French Canadian families. Langelier, R. (pp. 477-495).  
German families. Winawer, H., & Wetzell, N. A. (pp. 496-516).  
Greek families. Tsemberis, S. J., & Orfanos, S. D. (pp. 517-529).  
Hungarian families. Smith, D. (pp. 530-543).  
Irish families. McGoldrick, M. (pp. 544-566).  
Italian families. Giordano, J., & McGoldrick, M. (pp. 567-582).  
Portuguese families. Araujo, Z. A. (pp. 583-594).  
Scandinavian families: Plain and simple. Erickson, B. M., & Simon, J. S. (pp. 595-610).  
Jewish families: an overview. Rosen, E. J., & Weitman, S. F. (pp. 611-630).  
Soviet Jewish families. Feigin, I. (pp. 631-637).  
Slavic families: An overview. Marganoff, P. P., & Folwarski, J. (pp. 649-657).  
Polish families. Folwarski, J., & Marganoff, P. P. (pp. 658-672).  
Slovak families. Kerr, S. (pp. 673-679).  
Russian families. Althausen, L. (pp. 680-687).  
Czech families. Krestan, J. (pp. 688-696).

### **Conceptual Articles:**

### **Review Articles:**

- Christensen, A. L., & Caetabi, C. (1999). Lurian's neuropsychological evaluation in Nordic countries. *Neuropsychological Review*, 9, 71-78.
- Lynn, R. (2006), Race differences in intelligence: An evolutionary analysis. Augusta, Georgia: Washington Summit Publishers. (cites a plethora of studies across world, however, thesis/interpretation of findings highly controversial)
- Nell, V. (1999). Luria in Uzbekistan: The vicissitudes of cross-cultural neuropsychology. *Neuropsychology Review*, 9, 45-52.

### **Norms/Testing Articles:**

### **Austria:**

- Harvey, P. D., Artioli i Fortuny, L., Vester-Blockland, E., & De Smedt, G. (2002). cross-national cognitive assessment in schizophrenia clinical trials: A

feasibility study. *Schizophrenia Research*, 59, 243-251.

Moyles, E. W., & Wolins, M. (1973). Group care and intellectual development. *Development Psychology*, 4, 370-380.

**Belgium:**

Buj, V. (1981). Average IQ values in various European countries. *Personality and Individual Differences*, 2, 168-169.

**Bosnia:**

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available)

**Bulgaria:**

Buj, V. (1981). Average IQ values in various European countries. *Personality and Individual Differences*, 2, 168-169.

Lynn, R., & Harland, E. P. (1998). A positive effect of iron supplementation on the IQs of iron deficient children. *Personality and Individual Differences*, 24, 883-887.

**Croatia:**

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available)

**Czechoslovakia:**

Buj, V. (1981). Average IQ values in various European countries. *Personality and Individual Differences*, 2, 168-169.

Ravens, J. C., Court, J. H., & Ravens, J. (1995). *Coloured Progressive Matrices*. Oxford: Oxford's Psychologists Press.

**Denmark:**

Buj, V. (1981). Average IQ values in various European countries. *Personality and Individual Differences*, 2, 168-169.

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available)

Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed.* New York: Oxford University Press. (**Denmark**-RAVLT, France-BVRT, WCST)

### **Estonia:**

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available)

Lynn, R. Allik, J., Pullmann, H., & Laidra, J. (2002). A study of IQ in Estonia. *Psychological Reports, 95*, 611-612.

Lynn, R., Pullman, H., & Allik, J. (2003). A new estimate of IQ in Estonia. *Psychological Reports, 97*, 912-914.

### **Finland:**

Buj, V. (1981). Average IQ values in various European countries. *Personality and Individual Differences, 2*, 168-169.

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available)

Jorm, A. F. (2004). The Informant Questionnaire on Cognitive Decline in the Elderly (IQCODE): A review. *International Psychogeriatrics, 16*, 3-19.  
(test is downloadable in Finnish, although your computer would have to have special features for specific languages: <http://www.anu.edu.au/iqcode/>)

Harvey, P. D., Artioli i Fortuny, L., Vester-Blockland, E., & De Smedt, G. (2002). cross-national cognitive assessment in schizophrenia clinical trials: A feasibility study. *Schizophrenia Research, 59*, 243-251.

### **France:**

Boake, C. (2000). Edouard Claparede and the Auditory Verbal Learning Test. *Journal of Clinical and Experimental Neuropsychology, 22*, 286-292.

- Bravo, G., & Herbert, R. (1997). Age- and education-specific reference values for the Mini-Mental and Modified Mini-Mental State Examinations derived from a non-demented elderly population. *International Journal of Geriatric Psychiatry*, 12, 1008-1018. (French)
- Buj, V. (1981). Average IQ values in various European countries. *Personality and Individual Differences*, 2, 168-169.
- Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available)
- Georgas, J., Weiss, L, van de Vijver, F. J. R., & Saklofske, H. (Eds.). (2003). *Culture and children's intelligence: Cross-cultural analysis of the WISC-III*. San Diego: Academic Press.
- Green, P. (2003). Memory and Concentration Test. Order information [paulgreen@shaw.ca](mailto:paulgreen@shaw.ca). (malingering test)
- Green, P. (2003). Word Memory Test. Order information [paulgreen@shaw.ca](mailto:paulgreen@shaw.ca)  
(malingering test)
- Jorm, A. F. (2004). The Informant Questionnaire on Cognitive Decline in the Elderly (IQCODE): A review. *International Psychogeriatrics*, 16, 3-19.  
(test is downloadable in French, Canadian French, although your computer would have to have special features for specific languages: <http://www.anu.edu.au/iqcode/>)
- Munoz-Sandoval, A. F., Cummins, J., Alvarado, C. G., & Ruef, M. L. (1998). *Bilingual verbal ability tests*. Illinois: Riverside Publishing.
- Strauss, E., Sherman, E. M., & Spreen, O. (2006). *A compendium of neuropsychological Tests 3<sup>rd</sup> ed*. New York: Oxford University Press.  
(synopses- **French**- MMSE)

### **Germany:**

- Buj, V. (1981). Average IQ values in various European countries. *Personality and Individual Differences*, 2, 168-169.
- Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available: Austrian German, German)
- Georgas, J., Weiss, L, van de Vijver, F. J. R., & Saklofske, H. (Eds.). (2003). *Culture and*

*children's intelligence: Cross-cultural analysis of the WISC-III*. San Diego: Academic Press.

- Green, P. (2003). Memory and Concentration Test. Order information [paulgreen@shaw.ca](mailto:paulgreen@shaw.ca). (malingering test)
- Green, P. (2003). Word Memory Test. Order information [paulgreen@shaw.ca](mailto:paulgreen@shaw.ca) (malingering test)
- Harvey, P. D., Artioli i Fortuny, L., Vester-Blockland, E., & De Smedt, G. (2002). cross-national cognitive assessment in schizophrenia clinical trials: A feasibility study. *Schizophrenia Research*, 59, 243-251.
- Jorm, A. F. (2004). The Informant Questionnaire on Cognitive Decline in the Elderly (IQCODE): A review. *International Psychogeriatrics*, 16, 3-19.  
(test is downloadable in German, although your computer would have to have special features for specific languages: <http://www.anu.edu.au/iqcode/>)
- Kalbe, E., Reinhold, N., Brand, M., Markowitsch, H., & Kessler, J. (2005). A new test battery to assess aphasic disturbances and associated cognitive dysfunctions: German normative data on the Aphasia Checklist. *Journal of Clinical and Experimental Neuropsychology*, 27, 779-794.
- Lindeboom, J., & Schmand, B. (2003). *Visual association test*. Leiden, Netherlands: Psychologische Instrumenten, Tests & Services (PITS). (Dutch, German)
- Maj, M., D'Elia, L., Satz, P., Janssen, R., Zaudig, M., Uchiyama, C., Starace, F., Galderisi, S., & Chervinsky, A. (1993). Evaluation of two new neuropsychological tests designed to minimize cultural bias in the assessment of HIV-1 seropositive persons: A WHO study. *Archives of Clinical Neuropsychology*, 8, 123-135.  
(Germany, Italy)
- Merton, T., Green, P., Henry, M., Blaskewitz, N., & Brockhaus, R. (2005). Analog validation of German-language symptom validity tests and the influence of coaching. *Archives of Clinical Neuropsychology*, 20, 719-726.
- Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed*. New York: Oxford University Press. (**Germany**- GPT)
- Munoz-Sandoval, A. F., Cummins, J., Alvarado, C. G., & Ruef, M. L. (1998). *Bilingual verbal ability tests*. Illinois: Riverside Publishing.
- Ravens, J. C., Court, J. H., & Ravens, J. (1995). *Coloured Progressive Matrices*. Oxford: Oxford's Psychologists Press.

Strauss, E., Sherman, E. M., & Spreen, O. (2006). *A compendium of neuropsychological Tests 3<sup>rd</sup> ed.* New York: Oxford University Press.  
(synopses- **Germany**- RAVLT)

### **Great Britain:**

Bonello, P. J., Rapport, L. J., & Millis, S. R. (1997). Psychometric properties of the Visual Object and Space Perception Battery in normal older adults. *The Clinical Neuropsychologist, 11*, 436-442. (British)

Buj, V. (1981). Average IQ values in various European countries. *Personality and Individual Differences, 2*, 168-169.

Georgas, J., Weiss, L, van de Vijver, F. J. R., & Saklofske, H. (Eds.). (2003). *Culture and children's intelligence: Cross-cultural analysis of the WISC-III.* San Diego: Academic Press.

Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed.* New York: Oxford University Press. (**England**-TMT, PASAT, Verbal Fluency, ROCF, JLO, Design Fluency, WCST)

Ravens, J. C., Court, J. H., & Ravens, J. (1998). *Advances Progressive Matrices.* Oxford: Oxford's Psychologists Press.

Strauss, E., Sherman, E. M., & Spreen, O. (2006). *A compendium of neuropsychological Tests 3<sup>rd</sup> ed.* New York: Oxford University Press.  
(synopses-**British**-WTAR, RBMT-E, VOSP)

### **Greece:**

Buj, V. (1981). Average IQ values in various European countries. *Personality and Individual Differences, 2*, 168-169.

Constantinou, M., & McCaffrey, R. J. (2003). Using the TOMM for evaluating children's Effort to perform optimally on neuropsychological measures. *Neuropsychological Development and Cognition Child Neuropsychology, 9*(2), 81-90.

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available)

Giannakou, M., & Kosmidis, M. H. (2006). Cultural appropriateness of the Hooper Visual Organization Test? Greek normative data. *Journal of Clinical and Experimental Neuropsychology, 28*, 1023—1029.

Georgas, J., Weiss, L., van de Vijver, F. J. R., & Saklofske, H. (Eds.). (2003). *Culture and children's intelligence: Cross-cultural analysis of the WISC-III*. San Diego: Academic Press.

Kosmidis, M. H., Tsapkini, K., & Folia, V. (2006). Lexical processing in illiteracy: Effect of literacy or education? *Cortex*, 42, 1021-1027.

Kosmidis, M. H., Vlahou, C. H., Panagiotaki, P., & Kosseoglou. (2004). The verbal fluency task in the Greek population: Normative data, and clustering and switching strategies. *Journal of the International Neuropsychological Society*, 10, 164-172.

Petrogiannis, K. S., Bardos, A. N., & Randou, E. (1999). Performance of Greek and American students on the Matrix Analogies Test. *School Psychology International*, 20, 233-238.

### **Hungary:**

Buj, V. (1981). Average IQ values in various European countries. *Personality and Individual Differences*, 2, 168-169.

### **Iceland:**

Buj, V. (1981). Average IQ values in various European countries. *Personality and Individual Differences*, 2, 168-169.

Jonsdottir, S., Bouma, A., Sergeant, J. A., Scherder, J. A. (2006). Relationship between neuropsychological measures of executive function and behavioral measure of ADHD symptoms and comorbid behavior. *Archives of Clinical Neuropsychology*, 21, 383-394

Pind, J., Gunnarsdotir, E. K., & Johannesson, H. S. (2003). Raven's Standard Progressive Matrices: New school age norms and a study of the test's validity. *Personality and Individual Differences*, 34, 375-386.

### **Ireland:**

Buj, V. (1981). Average IQ values in various European countries. *Personality and Individual Differences*, 2, 168-169.

Carr, A. (1993). Twenty years and growing: A research note on gains in the intelligence test scores of Irish children over two decades. *Irish Journal of Psychology*, 14, 576-582.

### **Italy:**

- Benton, A., L., Sivan, A. B., Hamsher, K. deS., Varney, N. R., & Spreen, O. (1994). *Contributions to neuropsychological assessment*. Orlando, Fla.: Psychological Assessment Resources. (Italian)
- Buj, V. (1981). Average IQ values in various European countries. *Personality and Individual Differences*, 2, 168-169.
- Di Filippo, G., Brizzolara, D., Chilosi, A., Judica, A., Pecini, C., Spinelli, D. & Zoccolotti, P. (2006). Naming speech and visual search deficits in readers with disabilities: Evidence from an orthographically regular language (Italian). *Developmental Neuropsychology*, 30, 885-904.
- Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources. (test translated into following languages, although no specific normative data available)
- Green, P. (2003). Word Memory Test. Order information paulgreen@shaw.ca (malingering test)
- Jorm, A. F. (2004). The Informant Questionnaire on Cognitive Decline in the Elderly (IQCODE): A review. *International Psychogeriatrics*, 16, 3-19. (test is downloadable in Italian, although your computer would have to have special features for specific languages: <http://www.anu.edu.au/iqcode/>)
- Maj, M., D'Elia, L., Satz, P., Janssen, R., Zaudig, M., Uchiyama, C., Starace, F., Galderisi, S., & Chervinsky, A. (1993). Evaluation of two new neuropsychological tests designed to minimize cultural bias in the assessment of HIV-1 seropositive persons: A WHO study. *Archives of Clinical Neuropsychology*, 8, 123-135. (Germany, Italy)
- Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed*. New York: Oxford University Press. (*Italy*-BVRT, FTT, WCST)
- Munoz-Sandoval, A. F., Cummins, J., Alvarado, C. G., & Ruef, M. L. (1998). *Bilingual verbal ability tests*. Illinois: Riverside Publishing.
- Strauss, E., Sherman, E. M., & Spreen, O. (2006). *A compendium of neuropsychological Tests 3<sup>rd</sup> ed*. New York: Oxford University Press. (synopses- *Italy*-RAVLT, FRT, JLO)
- Vicari, S., Bates, E., Cristina Caselli, M. C., Pasqualetti, P., Gagliardi, C., Tonucci, F., &

Volterra, V. (2004). Neuropsychological profile of Italians with Williams syndrome: An example of a dissociation between language and cognition? *Journal of the International Neuropsychological Society*, 10, 862-876.

**Latvia:**

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available)

**Lithuania:**

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available)

Georgas, J., Weiss, L, van de Vijver, F. J. R., & Saklofske, H. (Eds.). (2003). *Culture and children's intelligence: Cross-cultural analysis of the WISC-III*. San Diego: Academic Press.

Lynn, R. & Kazlauskaitė, V. (2002). A study of the IQ in Lithuania. *Perceptual and Motor Skills*, 95, 611-612.

**Macedonia:**

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available)

**Malta:**

Martinelli, V., & Lynn, R. (2005). Sex differences on verbal and non-verbal abilities among primary school children in Malta. Unpublished.

**Netherlands:**

Buj, V. (1981). Average IQ values in various European countries. *Personality and Individual Differences*, 2, 168-169.

Georgas, J., Weiss, L, van de Vijver, F. J. R., & Saklofske, H. (Eds.). (2003). *Culture and children's intelligence: Cross-cultural analysis of the WISC-III*. San Diego: Academic Press.

- Green, P. (2003). Memory and Concentration Test. Order information [paulgreen@shaw.ca](mailto:paulgreen@shaw.ca). (malingering test)
- Green, P. (2003). Word Memory Test. Order information [paulgreen@shaw.ca](mailto:paulgreen@shaw.ca) (malingering test)
- Jorm, A. F. (2004). The Informant Questionnaire on Cognitive Decline in the Elderly (IQCODE): A review. *International Psychogeriatrics*, 16, 3-19.  
(test is downloadable in Dutch, although your computer would have to have special features for specific languages: <http://www.anu.edu.au/iqcode/>)
- Lindeboom, J., & Schmand, B. (2003). *Visual association test*. Leiden, Netherlands: Psychologische Instrumenten, Tests & Services (PITS). (Dutch, German)
- Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed*. New York: Oxford University Press. (**Amsterdam**-PASAT; **Holland**-FTT; **Netherlands**-BVRT)
- Oberg, G., & Ramirez, M. (2006). Cross-linguistic meta-analysis of phonological fluency: Normal performance across cultures. *International Journal of Psychology*, 41, 342-347. (Danish)
- Ravens, J. C., Court, J. H., & Ravens, J. (1996). *Standard Progressive Matrices*. Oxford: Oxford's Psychologists Press.
- Ravens, J. C., Court, J. H., & Ravens, J. (1995). *Coloured Progressive Matrices*. Oxford: Oxford's Psychologists Press.
- Schmand, B., & Lindeboom, J. (2005). *Amsterdam short-term memory test*. Leiden, Netherlands: Psychologische Instrumenten, Tests & Services (PITS). (Dutch, German)
- Van der Elst, W., Van Boxtel, M. P. J., Van Breukelen, G. J. P., & Jolles, J. (2006). Normative data for the animal, profession and letter M naming verbal fluency tests for Dutch speaking participants and the effects of age, education, and sex. *Journal of the International Neuropsychological Society*, 12, 80-89.
- Van der Elst, W., Van Boxtel, M. P. J., Van Breukelen, G. J. P., & Jolles, J. (2006). The Letter Digit Substitution Test: Normative data for 1,858 healthy participants aged 24-81 from the Maastricht Aging Study (MAAS): Influence of age, education, and sex. *Journal of Clinical and Experimental Neuropsychology*, 28, 998-1009.
- Van der Elst, W., Van Boxtel, M. P. J., Van Breukelen, G. J. P., & Jolles, J. (2006).

The Stroop Color-Word Test: Influence of age, sex, and education; and normative data for a large sample across the adult age range  
*Assessment*, 13, 62-79.

### **Norway:**

Buj, V. (1981). Average IQ values in various European countries. *Personality and Individual Differences*, 2, 168-169.

Egeland, J., Landro, N. I., Tjemsland, E., & Wallbarkken, K. (2006). Norwegian norms and factor-structure of phonemic and semantic word list generation. *The Clinical Neuropsychologist*, 20, 716-728.

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available)

Jorm, A. F. (2004). The Informant Questionnaire on Cognitive Decline in the Elderly (IQCODE): A review. *International Psychogeriatrics*, 16, 3-19.  
(test is downloadable in Norwegian, although your computer would have to have special features for specific languages: <http://www.anu.edu.au/iqcode/>)

Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed.* New York: Oxford University Press. (*Norway*- TPT, BVRT, Categories)

### **Poland:**

Buj, V. (1981). Average IQ values in various European countries. *Personality and Individual Differences*, 2, 168-169.

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available)

Jorm, A. F. (2004). The Informant Questionnaire on Cognitive Decline in the Elderly (IQCODE): A review. *International Psychogeriatrics*, 16, 3-19.  
(test is downloadable in Polish, although your computer would have to have special features for specific languages: <http://www.anu.edu.au/iqcode/>)

Kaczmarek, B. L. (1999). Extension of Luria's psycholinguistic studies in Poland. *Neuropsychological Review*, 9, 79-87.

Munoz-Sandoval, A. F., Cummins, J., Alvarado, C. G., & Ruef, M. L. (1998). *Bilingual verbal ability tests*. Illinois: Riverside Publishing.

### **Portugal:**

- Buj, V. (1981). Average IQ values in various European countries. *Personality and Individual Differences*, 2, 168-169.
- Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available)
- Green, P. (2003). Memory and Concentration Test. Order information [paulgreen@shaw.ca](mailto:paulgreen@shaw.ca). (malingering test)
- Green, P. (2003). Word Memory Test. Order information [paulgreen@shaw.ca](mailto:paulgreen@shaw.ca)  
(malingering test)
- Munoz-Sandoval, A. F., Cummins, J., Alvarado, C. G., & Ruef, M. L. (1998). *Bilingual verbal ability tests*. Illinois: Riverside Publishing.

### **Romania:**

- Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available)

### **Russia:**

- Bluvshstein, M. (2004). Repeatable battery for the assessment of neuropsychological Status (RBANS): Russian language adaptation. Rochester, New York: Nazareth College Library (dissertation).
- Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available)
- Glozman, J. M. (1999). Russian neuropsychology after Luria. *Neuropsychological Review*, 9, 33-44.
- Green, P. (2003). Word Memory Test. Order information [paulgreen@shaw.ca](mailto:paulgreen@shaw.ca)  
(malingering test)
- Grigorenko, E. L., & Sternberg, R. J. (2001). Analytical, creative, and practical

intelligence as predictors of self-reported adaptive functioning: A case study in Russia. *Intelligence*, 29, 57-73.

Lynn, R. (2001). Intelligence in Russia. *Mankind Quarterly*, 42, 151-154.

Munoz-Sandoval, A. F., Cummins, J., Alvarado, C. G., & Ruef, M. L. (1998). *Bilingual verbal ability tests*. Illinois: Riverside Publishing.

### **Serbia:**

Moyles, E. W., & Wolins, M. (1973). Group care and intellectual development. *Development Psychology*, 4, 370-380.

### **Slovakia:**

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available)

Ravens, J. C., Court, J. H., & Ravens, J. (1995). *Coloured Progressive Matrices*. Oxford: Oxford's Psychologists Press.

### **Slovenia:**

Georgas, J., Weiss, L., van de Vijver, F. J. R., & Saklofske, H. (Eds.). (2003). *Culture and children's intelligence: Cross-cultural analysis of the WISC-III*. San Diego: Academic Press.

Ravens, J. C., Court, J. H., & Ravens, J. (2000). *Standard Progressive Matrices*. Oxford: Oxford's Psychologists Press.

### **Spain:**

Buj, V. (1981). Average IQ values in various European countries. *Personality and Individual Differences*, 2, 168-169.

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available:)

Green, P. (2003). Memory and Concentration Test. Order information [paulgreen@shaw.ca](mailto:paulgreen@shaw.ca). (malingering test)

Green, P. (2003). Word Memory Test. Order information [paulgreen@shaw.ca](mailto:paulgreen@shaw.ca)

(malingered test)

Jorm, A. F. (2004). The Informant Questionnaire on Cognitive Decline in the Elderly (IQCODE): A review. *International Psychogeriatrics*, 16, 3-19.

(test is downloadable in Spanish, although your computer would have to have special features for specific languages: <http://www.anu.edu.au/iqcode/>)

Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed.* New York: Oxford University Press. (**Spain**-Visual Form Discrimination, JLO, Design Fluency, WCST, Spain-Visual Form Discrimination, JLO, Design Fluency, WCST)

Munoz-Sandoval, A. F., Cummins, J., Alvarado, C. G., & Ruef, M. L. (1998). *Bilingual verbal ability tests.* Illinois: Riverside Publishing.

Ravens, J. C., Court, J. H., & Ravens, J. (1995). *Coloured Progressive Matrices.* Oxford: Oxford's Psychologists Press.

Strauss, E., Sherman, E. M., & Spreen, O. (2006). *A compendium of neuropsychological Tests 3<sup>rd</sup> ed.* New York: Oxford University Press.  
(synopses- **Spain**-VOSP)

### **Sweden:**

Buj, V. (1981). Average IQ values in various European countries. *Personality and Individual Differences*, 2, 168-169.

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available)

Georgas, J., Weiss, L, van de Vijver, F. J. R., & Saklofske, H. (Eds.). (2003). *Culture and children's intelligence: Cross-cultural analysis of the WISC-III.* San Diego: Academic Press.

Jensen, J., Lindgren, M., Delis, D., & Jampala, C V. (1999). Dyslexia among Swedish prison inmates in relation to neuropsychology and personality. *Journal of the International Neuropsychological Society*, 5, 452-461.

Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed.* New York: Oxford University Press. (**Sweden**-BVRT)

### **Switzerland:**

Buj, V. (1981). Average IQ values in various European countries. *Personality and Individual Differences*, 2, 168-169.

Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed.* New York: Oxford University Press. (*Switzerland*-RAVLT)

Ravens, J. C., Court, J. H., & Ravens, J. (1995). *Coloured Progressive Matrices*. Oxford: Oxford's Psychologists Press.

### **Turkey:**

Anil, A. E., Kivircik, B. B., Batur, S., Kabakci, E., Kitis, A., Guven, E., Tolga, K., Turgut, T. I., & Arkar, H. (2003). The Turkish version of the Auditory Consonant Trigram Test as a measure of working memory: A normative study. *The Clinical Neuropsychologist*, 17, 159-169.

Dugbartey, A. T., Townes, B. D., Mahurin, R. K. (2000). Equivalence of the color trails tests and trail making test in nonnative English speakers. *Archives of Clinical Neuropsychology*, 15, 425-431. (Turkey)

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available)

Green, P. (2003). Word Memory Test. Order information paulgreen@shaw.ca  
(malingering test)

Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed.* New York: Oxford University Press. (*Turkey*-Auditory Consonant Trigrams)

Munoz-Sandoval, A. F., Cummins, J., Alvarado, C. G., & Ruef, M. L. (1998). *Bilingual verbal ability tests*. Illinois: Riverside Publishing.

Sahin, N., & Duzen, E. (1994). Turkish standardization of Raven's SPM. *Proceedings of the 23<sup>rd</sup> International Congress of Applied Psychology*, Madrid.

### **Ukraine:**

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available)

available)

Herrera-Guzman, I., Pena-Casanova, J., Lara, J. Pl, Gudayol-Ferre, E., & Bohm, P. (2004). Influence of age, sex and education on the Visual Object and Space Perception Battery (VOSP) in a healthy normal elderly population. *The Clinical Neuropsychologist*, 18, 385-394.

## **AUSTRALIA/NEW ZEALAND:**

### **Australia:**

Collie, A., Shafiq-Antonacci, R., Maruff, P., Tyler, P., & Currie, J. (1999). Norms and the effects of demographic variables on a neuropsychological battery for use in healthy aging Australian populations. *Australian and New Zealand Journal of Psychiatry*, 33, 568.

Georgas, J., Weiss, L., van de Vijver, F. J. R., & Saklofske, H. (Eds.). (2003). *Culture and children's intelligence: Cross-cultural analysis of the WISC-III*. San Diego: Academic Press.

Harvey, P. D., Artioli i Fortuny, L., Vester-Blockland, E., & De Smedt, G. (2002). cross-national cognitive assessment in schizophrenia clinical trials: A feasibility study. *Schizophrenia Research*, 59, 243-251.

Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed*. New York: Oxford University Press. (**Australia**-TMT, Stroop, PASAT, Ruff Cancellation, BNT, Verbal Fluency, TPT, WMS-R, RAVLT, Grip Strength, Categories; )

### **New Zealand:**

Barker-Collo, S., Clarkson, A., Cribb, A., & Grogan, M. (2002). The impact of American content on California Verbal Learning Test performance: A New Zealand illustration. *The Clinical Neuropsychologist*, 16, 290-299.

Fergusson, D. M., & Horwood, L. J. (1997). Sex differences in educational achievement in a New Zealand birth cohort. *New Zealand Journal of Educational Studies*, 32, 83-95.

Fergusson, D. M., Lloyd, M., & Horwood, L. J. (1991). Family ethnicity, social background, and scholastic achievement—An eleven year longitudinal study. *New Zealand Journal of Educational Studies*, 26, 49-62.

Guenole, N., Englert, P., & Taylor, P. J. (2003). Ethnic group differences in cognitive ability test scores within a New Zealand applicant sample. *New Zealand Journal of Psychology*, 32, 49-54.

Lynn, R. (2006). *Race differences in intelligence: An evolutionary analysis*. Augusta, Georgia: Washington Summit Publishers. (cites a plethora of studies across world, however, thesis/interpretation of findings highly controversial)

Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed.* New York: Oxford University Press. (*New Zealand*-PASAT)

Shepard, I., & Leathem, J. (1999). Factors affecting performance in cross-cultural Neuropsychology: From a New Zealand bicultural perspective. *Journal of the International Neuropsychological Society*, 5, 83-84.

St. George, R. (1983). Some psychometric properties of the Queensland Test of Cognitive Abilities with New Zealand, European and Maori children. *New Zealand Journal of Psychology*, 12, 57-68.

St. George, R., & Chapman, J. W. (1983). TOSCA results from a New Zealand sample. *New Zealand Journal of Educational Studies*, 18, 178-183.

## **GAY/LESBIAN/BISEXUAL/TRANSSEXUAL:**

Gaw, A. (Ed.). (1996). *Culture, ethnicity, and mental illness*. Washington DC, American Psychiatric Press.

Cultural considerations in the psychiatric care of gay men and lesbians. Krajewski, J. P. (pp.553-572).

Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed.* New York: Oxford University Press. (Gay Males-Stroop, TMT, ROCF, RAVLT, GPT)

Morales, P. C. (2000). Neuropsychological assessment with gays and lesbians. In E. Fletcher-Janzen, T.L. Strickland, and C.R. Reynolds (eds.), *Handbook of cross-cultural neuropsychology*. (pp. 55-72) New York: Kluwer Academic/Plenum Publishers.

## **HISPANIC-LATINO-AMERICANS:**

### **General Cultural Articles:**

Lehman, J. (Ed.). (2000). *Gale encyclopedia of multicultural America, 2<sup>nd</sup> ed.* Detroit: Gale Virtual Reference Library via Thomson Gale. [www.gale.com/eBooks](http://www.gale.com/eBooks) (essays on 152 different ethnic and religious cultural groups in US, see appendix)

Gaw, A. (Ed.). (1996). *Culture, ethnicity, and mental illness.* Washington DC, American Psychiatric Press.

Psychiatric care of Mexican Americans. Martinez, C. (pp. 431-466).

Psychiatric care of Puerto Ricans. Canino, I. A., & Canino, G. J. (pp. 467-500).

McGoldrick, M., Giordano, J., & Pearce, J. K. (Eds.). (1993). *Ethnicity and family therapy.* New York: Guilford Press.

Latino families: an overview. Garcia-Preto, N. (pp. 141-154).

Cuban families. Bernal, G., & Shapiro, E. (pp. 155-168).

Mexican families. Falicov, C. J. (pp. 169-182).

Puerto Rican families. Garcia-Preto, N. (pp. 183-199).

Brazilian families. Korin, E. C. (pp. 200-213).

Central American families. Hernandez, M. (pp. 214-226).

### **Conceptual Articles:**

Ardila, A. . (2005). Cultural values underlying cognitive psychometric test performance. *Neuropsychology Review, 15,* 185-195.

Ardila, A. (2001). Acquired language disturbances. In M. Pontón & J. Leon-Carrion (Eds) *Neuropsychology and the Hispanic Patient,* Mahwah, NJ: Lawrence Erlbaum Associates, pp. 87-104.

Ardila, A. (2001). The manifestation of aphasic symptoms in Spanish. *Journal of Neurolinguistics, 14,* 337-347.

Ardila, A. (2000). Assessment of Spanish-speaking populations. Introduction to the Special Issue: Assessment of Spanish-Speaking Population. *Applied Neuropsychology, 7,* 1-2.

Ardila, A. (1998). Semantic paralexias in Spanish language. *Aphasiology, 12,* 885-900.

Ardila, A. Rodriguez-Menendez, G., & Rosselli, M. (2002). Current issues in neuropsychological assessment with Hispanics/Latinos. In F. R. Ferraro (Ed.). *Minority and cross-cultural aspects of neuropsychological assessment.* (pp. 161-179). Lisse, Netherlands: Swets & Zeitlinger.

Ardila, A., Rosselli, M., & Puente, A. E. (1994). *Neuropsychological evaluation*

- of the Spanish speaker*. New York : Plenum.
- Armengol, C. (2006). Executive function in Hispanics: Illiteracies and cognition: The impact of education. In B. Uzzell, M. Ponton, & A. Ardila (eds.), *International handbook of cross-cultural neuropsychology*. (pp. 181-198). Mahwah, New Jersey: Lawrence Erlbaum.
- Artiola i Fortuny, L., Garolera, M., Romo, D. H., Feldman, E., Barillas, H. F., Keefe, R., Lemaitre, M. J. Martin, A. O., Mirsky, A., Monguio, I. S. Morote, G. Parchment, S. Parchment, L. J., Pena, E. D., Politis, D. G., Sedo, M. A., Taussik I., Valdivia, F., Valdivia, L E. D., & Maestre, K. V. (2005). Research with Spanish-speaking populations in the United States: Lost in the translation a commentary and a plea. *Journal of Clinical and Experimental Neuropsychology*, 27, 555-564.
- Culebras, A. (1995). Hispanic, an epidemiologically meaningless term. *Archives of Neurology*, 52, 533-534.
- Del Castillo, J.C. (1970). The influence of language upon symptomatology in foreign-born patients. *American Journal of Psychiatry*, 127, 242-244.
- Edgerton, R.B., & Karno, M. (1971). Mexican-American bilingualism and the perception of mental illness. *Archives of General Psychiatry*, 24, 286-290.
- Enchemendia, R. J., & Julian, L. (2002). Neuropsychological assessment of Latino children. In F. R. Ferraro (Ed.). *Minority and cross-cultural aspects of neuropsychological assessment*. (pp. 181-204). Lisse, Netherlands: Swets & Zeitlinger.
- Flynn, J. R. (2000). IQ gains, WISC subtests and fluid g: g theory and the relevance of Spearman's hypothesis to race. *Novartis Foundation Symposium*, 233, 202-216.
- Green, J. (1990). Spanish. In B. Comrie, (Ed.), *The world's major languages* (pp. 236-259). New York: Oxford University Press.
- Harris, J.G., Echemendia, R., Ardila, A., & Rosselli, M. (2001). Cross-Cultural Cognitive and Neuropsychological Assessment. In: Jac J.W. Andrews, J.C.W., Saklofske, D.H., & Janzen, H.L. (Eds). *Handbook of Psychoeducational Assessment*. San Diego, CA: Academic Press, pp. 512-535.
- Kotik-Friedgut , B. & Ardila, A. (2004). Systemic-Dynamic Lurian Theory and Contemporary Cross-Cultural Neuropsychology. In: Akhutina, T., Moskovich, L. & Dorothy, T. (Eds), *A.R. Luria and Contemporary Psychology*. News York: Nova.
- Langdon, H.W. (1992). Language communication and sociocultural patterns in Hispanic families. In: H.W. Langdon & L.R.L. Cheng (Eds.), *Hispanic Children and Adults*

- with Communication Disorders* (pp. 99-120). Maryland: Aspen Publishers.
- López, D. (1978) Chicano language loyalty in an urban setting. *Sociology and Social Research*, 62, 267-278.
- Malgady, R.G., Rolger, L.H., & Constantino, G. (1987). Ethnocultural and linguistic bias in mental health evaluation of Hispanics. *American Psychologist*, 42, 228-234.
- Ostrosky-Solis, F. (2006). Educational effects on cognitive functions: Brain reserve, compensation, or testing bias. In B. Uzzell, M. Ponton, & A. Ardila (eds), *International handbook of cross-cultural neuropsychology*. (pp. 215-226). Mahwah, New Jersey: Lawrence Erlbaum.
- Ponton, M., & Coronado-LoMonaco, G. D. (2006). Cross cultural issues in Neuropsychology: Assessment of the Hispanic patient. In B. Uzzell, M. Ponton, & A. Ardila (eds.), *International handbook of cross-cultural neuropsychology*. (pp. 265-282). Mahwah, New Jersey: Lawrence Erlbaum.
- Puente, A. E. & Ardila, A. (2000). Neuropsychological assessment of Hispanics. In E. Fletcher-Janzen, T. Strickland, and C.R. Reynolds (Eds.) *Handbook of cross-cultural neuropsychology*. (pp. 87-104). New York: Kluwer Academic/Plenum Publishers.
- Puente, A.E., Mora, M.S., & Munoz-Cespedes, J.M. (1997). Neuropsychological assessment of Spanish-speaking children and youth. In C.R. Reynolds and E. Fletcher Janzen (Eds.) *Handbook of clinical child neuropsychology (2nd ed.)* New York: Plenum.
- Puente, A.E. & Salazar, G.D. (1998). Assessment of minority and culturally diverse children. In A. Prifitera & D.H. Saklofske (Eds.) *WISC-III clinical use and interpretation: Scientist-practitioner perspectives*. San Diego: Academic Press. Pp. 227-248
- Pontón, M.O. (2000). Research and assessment issues with Hispanic populations. In M.O. Pontón and J. León Carrión (Eds.) *Neuropsychology and the Hispanic Patient, A Clinical Handbook* (pp. 39-58) Mahwah, N.J. Lawrence Erlbaum Associates.
- Rhodes, R. L., Kayser, H., & Hess, R. S. (2000). Neuropsychological differential diagnosis of Spanish-speaking preschool children. In E. Fletcher-Janzen, T.L. Strickland, and C.R. Reynolds (eds.), *Handbook of cross-cultural neuropsychology*. (pp. 317-334) New York: Kluwer Academic/Plenum Publishers.
- Salazar, G. D., Garcia, M. P., & Puente, A. E. (2006). Clinical neuropsychology of

Spanish speakers: The challenge and pitfalls of neuropsychology of a heterogeneous population. In B. Uzzell, M. Ponton, & A. Ardila (eds.), *International handbook of cross-cultural neuropsychology*. (pp. 283-302). Mahwah, New Jersey: Lawrence Erlbaum.

Veltman, C. (1988). The future of the Spanish language in the United States. Washington, DC: Hispanic Policy Development Project. (ERIC Document Reproduction Service No. ED 295 485)

### **Bilingualism:**

Arce, C. (1982). Language shift among Chicanos: Strategies for measuring and assessing direction and rate. *Social Science Journal*, 19, 121-132.

Dupont, S., Ardila, A., Rosselli, M. & Puente, A. (1992). Neuropsychological assessment in bilinguals. In: A.E. Puente, & R.J. McCaffrey (eds), *Handbook of Neuropsychological Assessment: A Biopsychosocial Perspective*. New York: Plenum Press. pp. 193-210

Fernández, R. & Nielsen, F. (1986). Bilingualism and Hispanic scholastic achievement: Some baseline results. *Social Science Research*, 15, 43-70.

López, D. (1976). The social consequences of Chicano home/school bilingualism. *Social Problems*, 24, 234-246.

López, D. (1978). Chicano language loyalty in an urban setting. *Sociology and Social Research*, 62, 267-278.

Navarro, M. (1996, August 3). Bilingual parents dismayed by English's pull on children. *The New York Times - National*, (pp. 1, 7).

Paradis, P. & Ardila, A. (1989). *Bilingual Aphasia Test: Spanish/ English*. Hillsdale, NJ: Lawrence Erlbaum Associates.

### **Review Articles:**

Arce, P. P. (1999). The influence of culture on cognition. *Archives of Clinical Neuropsychology*, 14, 581-592.

Ardila, A. (1999). Spanish applications of Luria's assessment methods. *Neuropsychology Review*, 9, 63-70.

Ardila, A., (1990). Neuropsychology in Latin America. *The Clinical Neuropsychologist*, 4, 121-132.

- Ardila, A., Rosselli, M., & Ostrosky, F. (1992). Socioeducational factors in neuropsychological assessment. In: A.E. Puente, & R.J. McCaffrey (eds), *Handbook of Neuropsychological Assessment: A Biopsychosocial Perspective*. New York: Plenum Press, pp. 181-192.
- Gasquoine, P. G. (2001). Research in clinical neuropsychology with Hispanic American participants: A review. *Clinical Neuropsychologist*, *15*, 2-12.
- Harris, J. G. & Llorente, A. M. (2005). Cultural considerations in the use of the Wechsler Intelligence Scale for children—4<sup>th</sup> Edition (WICS-IV). In A. Prifitera, D. H. Saklofske, & L. G. Weiss (Eds.), *WICS-IV clinical use and interpretation: Scientist-practitioner perspectives*. New York: Elsevier Academic.
- Ponton, M. O., & Leon-Carrion, J. (2001). *Neuropsychology and the Hispanic Patient: A clinical handbook*. Mahwah, NJ: Lawrence Erlbaum Assoc.
- Ponton, M. O., & Ardila, A. (1999). The future of neuropsychology with Hispanic populations in the United States. *Archives of Clinical Neuropsychology*, *14*, 565-580.
- Prifitera, A., Saklofske, D. H., Weiss, L. G., & Rolfhus, E. (2005). The WISC-IV in the clinical assessment context. In A. Prifitera, D. H. Saklofske, & L. G. Weiss (Eds.), *WICS-IV clinical use and interpretation: Scientist-practitioner perspectives*. New York: Elsevier Academic.
- Puente, A. E., Puente, K. L., Salazar, G., & Anderer, S. (2004). Intellectual assessment of Hispanics. *The Clinical Neuropsychologist*, .
- Rosselli, M. & Ardila, A. (2003). The impact of culture and education on nonverbal neuropsychological measurements: A critical review. *Brain and Cognition*, *52*, 226-233.
- Rosselli, M. & Ardila, A. (2001). Normal and abnormal aging. In M. Pontón & J. Leon-Carrion (Eds) *Neuropsychology and the Hispanic Patient*. Mahwah, NJ: Lawrence Erlbaum Associates, pp. 341-360.
- Roth, P. L., Bevier, C. A., Bobko, P., Switzer, F. S., & Tyler, P. (2001). Ethnic group differences in cognitive ability in employment and educational settings: A meta-analysis. *Personnel Psychology*, *54*, 297-330.
- Sattler, J. M., & Dumont, R. (2004). *Assessment of children: WICS-IV and WPPSI-III supplement*. San Diego: Jerome M. Sattler, Publisher, Inc.
- Strauss, E., Sherman, E. M., & Spreen, O. (2006). *A compendium of neuropsychological Tests 3<sup>rd</sup> ed*. New York: Oxford University Press.

(synopses-CAS, MMSE, WISC-IV, GORT-4, TMT, BSRT, ROCF, EOWPVT3, MAE, CDT, FRT, JLO, TPT, FTT, Stroop, VF, WCST, CTMT, *Brazil*- BSIFD, RLO, *Mexico*-MMSE, TPT, FTT)

### **Norms/Testing Articles:**

- Ardila, A. . (1998). A note of caution: Normative neuropsychological test performance: Effects of age, education, gender and ethnicity: A comment on Saykin et al. (1995). *Applied Neuropsychology*, 5, 51-53.
- Ardila, A., Ardila, O., Bryden, M.P., Ostrosky, F., Rosselli, M., & Steenhuis, R. (1989). Effects of cultural background and education on handedness. *Neuropsychologia*, 27, 893-898.
- Ardila, A., Matute, E. & Rosselli, M. (2005). Parents' educational level and development of executive functions in five to 15-year-old children. *Developmental Neuropsychology*, 28, 539-60.
- Ardila, A., Montañés, P., Caro, C., Delgado, R., & Buckingham, H.W. (1989). Phonological transformations in Spanish-speaking aphasics. *Journal of Psycholinguistic Research*, 18, 163-180.
- Ardila, A., Ostrosky, F., & Mendoza, V. (2000). Learning to read is much more than learning to read: A neuropsychologically-based learning to read method. *Journal of the International Neuropsychological Society*, 6, 789-801.
- Ardila, A., Ostrosky-Solis, F., Rosselli, M. & Gomez, C. (2000). Age related cognitive decline during normal aging: The complex effect of education. *Archives of Clinical Neuropsychology*, 15, 495-514.
- Ardila, A., & Rosselli, M. (1996). Spontaneous language production: Age and educational effects. *International Journal of Neuroscience*, 87, 71-78.
- Ardila, A., & Rosselli, M.. (1994). Development of language, memory and visuospatial abilities in 5 -to 12-year-old children using a neuropsychological battery. *Developmental Neuropsychology*, 10, 97-120.
- Ardila, A., Rosselli, M. & Ostrosky, F. (1996). Agraphia in Spanish-language. *Aphasiology*, 10, 723-739.
- Ardila, A., Rosselli, M., Ostrosky-Solis, F., Marcos, J., Granda, G., & Soto, M. (2000). Syntactic comprehension, verbal memory and calculation abilities in Spanish-English bilinguals. *Applied Neuropsychology*, 7, 3-16.
- Ardila, A., Rosselli, M., & Pinzón, O. (1989). Alexia and agraphia in Spanish speakers:

- CAT correlations and interlinguistic analysis. In: A. Ardila, & F. Ostrosky-Solls (eds) *Brain Organization of Language and Cognitive Processes*. New York: Plenum Press, pp. 147-175.
- Armengol, C. G. (2002). Stroop test in Spanish: Children's norms. *The Clinical Neuropsychologist*, *16*, 67-80.
- Arnold, B. R., Montgomery, G. T., Casteneda, I., & Longoria, R. (1994). Acculturation and performance of Hispanics on selected Halstead-Reitan neuropsychological tests. *Assessment*, *1*, 239-248.
- Artiola i Fortuny, L. Hermsillo, D Heaton, R.K, & Pardee,R.E. (1999) Manual de normas y procedimientos para la Batería Neuropsicológica en Español, Tucson, *m* Press.
- Benito-Cuadrado, M. M., Esteba-Castillo, S., Bohm, P., Cejudo-Bolivar, J., Pena-Casanova, J. (2002). Semantic verbal fluency of animals: A normative and predictive study in a Spanish population. *Journal of Clinical and Experimental Neuropsychology*, *24*, 1117-1122.
- Bernard, L. C. (1989). Halstead-Reitan neuropsychological test performance of Black, Hispanic, and White young adult males from poor academic backgrounds. *Archives of Clinical Neuropsychology*, *4*, 267-274.
- Byrd, D. A., Touradji, P., Tang, M. X., & Manly, J. J. (2004). Cancellation test performance in African American, Hispanic, and White elderly. *Journal of the International Neuropsychological Society*, *10*, 401-411.
- Campo, P., Morales, M., & Juan-Malpartida, M. (2000). Development of two Spanish versions of the verbal selective reminding test. *Journal of Clinical and Experimental Neuropsychology*, *22*, 279-285.
- Campo, P., Morales, M., & Martinez-Castillo, E. (2003). Discrimination of normal from Demented elderly on a Spanish version of the verbal selective reminding test. *Journal of Clinical and Experimental Neuropsychology*, *25*, 991-999.
- Cherner, M., Suarez, P., Lazzaretto, D., Fortuny, L.A., Mindt, M.R., Dawes, S., Marcotte, T., Grant, I., and Heaton, R. (2007). "Demographically corrected norms for the Brief Visuospatial Memory Test-revised and Hopkins Verbal Learning Test-revised in monolingual Spanish speakers from the U.S.-Mexico border region." *Arch Clinical Neuropsychology*, *22*,
- Mardell-Czudnowski, C., & Goldenberg, D. S. (200 ). *Developmental Indicators for the Assessment of Learning 3<sup>rd</sup> ed*. Minneapolis MN: AGS Publishing. (Spanish material and normed with Spanish-speaking US children)

- Demsky, Y., Gass, C., Edwards, W. T., & Golden, C. J. (1998). Optimal short forms of The Spanish WAIS (EIWA). *Assessment*, 5, 361-364.
- Dick, M. B., Teng, E. L., Kempler D., Davis, D. S., & Taussig, I. M. (2002). The cross-cultural neuropsychological test battery (CCNB): Effects of age, education, ethnicity, and cognitive status on performance. In F. R. Ferraro (Ed.). *Minority and cross-cultural aspects of neuropsychological assessment*. (pp. 17-42). Lisse, Netherlands: Swets & Zeitlinger.
- Echemendia, R. J., & Harris, J. (2004). Neuropsychological test use with Hispanic/Latino populations in the United States: Part II of a national survey. *Applied Neuropsychology*, 11, 4-12.
- Espino, D. V., Lichtenstein, M. J., Palmer, R. F., & Hazuda, H. P. (2001). Ethnic Differences in Mini-Mental State Examination (MMSE) scores: Where you live makes a difference. *Journal of the American Geriatric Society*, 49, 538-548.
- Fuchs, E., & Fuchs, L. S. (1989). Effects of examiner familiarity on Black, Caucasian, and Hispanic children: A meta-analysis. *Exceptional Child*, 55, 303-308.
- Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available: Spanish)
- Gasquoine, P G. (2001). Variables moderating cultural and ethnic differences in neuropsychological assessment : The case of Hispanic Americans. *The Clinical Neuropsychologist*, 13, 376-383.
- Gass, C. S., Demsky, Y. I., & Martin, P. C. (1998). Factor analysis of the WISC-R (Spanish version) at 11 age levels between 6 ½ and 16 ½ years. *Journal of Clinical Psychology*, 54, 109-113.
- Gollan, T. H., Fennema-Notestine, Montoya, R.I., and Jernigan, T.L. (2007). The bilingual effect on Boston Naming Test performance. *Journal of the International Neuropsychological Society*, 13, 197-208.
- Green, P. (2003). Memory and Concentration Test. Order information [paulgreen@shaw.ca](mailto:paulgreen@shaw.ca). (malingering test translated into Spanish)
- Green, P. (2003). Word Memory Test. Order information [paulgreen@shaw.ca](mailto:paulgreen@shaw.ca)  
(malingering test translated into Spanish)
- Hernstein, R. J. & Murray, C. (1994). *The bell curve: Intelligence and class structure in American life*. New York: Free Press.

- Herrera, L. P., Ponton, M. O., Corona, M., Gonzales, J., & Higareda, I. (1998). Acculturation impact on neuropsychological test performance in a Hispanic population. *Archives of Clinical Neuropsychology*, *13*, 27-28.
- Hohl, U., Grundman, M., Salmon, D. P., Thomas, R. G., & Thal, L. J. (1999). Mini-Mental state examination and Mattis Dementia Rating Scale performance Differs in Hispanic and non-Hispanic Alzheimer's disease patients. *Journal of the International Neuropsychological Society*, *5*, 301-307.
- Jacobs, D. M., Sano, M., Albert, S., Schofield, P., Dooneief, G., & Stern, Y. (1997). Cross-cultural neuropsychological assessment: A comparison of randomly selected, demographically matched cohorts of English- and Spanish-speaking older adults. *Journal of Clinical and Experimental Neuropsychology*, *19*, 331-339.
- Johnson-Selfridge, M. T., Zalewski, C., & Abouardham, J. F. (1998). The relationship between ethnicity and word fluency. *Archives of Clinical Neuropsychology*, *13*, 319-325.
- Jorm, A. F. (2004). Tine Informant Questionnaire on Cognitive Decline in the Elderly (IQCODE): A review. *International Psychogeriatrics*, *16*, 3-19.  
(test is downloadable in Spanish, although your computer would have to have special features for specific languages: <http://www.anu.edu.au/iqcode/>)
- Kaufman, A. S., & Kaufman, N. L. (2004). *Kaufman Brief Intelligence Test 2<sup>nd</sup> ed.* Minneapolis MN: AGS Publishing. (has list of correct responses in Spanish)
- Kaufman, A. S., & Kaufman, N. L. (2004). *Kaufman Assessment Battery for Children 2<sup>nd</sup> ed.* Minneapolis MN: AGS Publishing. (has list of correct responses in Spanish)
- Kaufman, A. S., McLean, J. E., & Kaufman, J. C. (1995). The fluid and crystallized abilities of White, Black, and Hispanic adolescents and adults, both with and without an education covariate. *Journal of Clinical Psychology*, *51*, 636-647.
- Kaufman, J. C., McLean, J. E., Kaufman, A. S., & Kaufman, N. L. (1994). White-Black and White-Hispanic differences on fluid and crystallized abilities by age across the 11-94 year range. *Psychological Reports*, *75*, 1279-1288.
- Kempler, D., Teng, E. L., Dick, M., Tassig, I. M., & Davis, D. S. (1998). The effects of age, education and ethnicity on verbal fluency. *Journal of the International Neuropsychological Society*, *4*, 531-538.
- La Rue, A., Romero, L. J., Ortiz, I. E., Liang, H. C., & Lindeman, R. D. (1999). Neuropsychological performance on Hispanic and non-Hispanic older adults: An epidemiologic survey. *The Clinical Neuropsychologist*, *13*, 474-486.

- Levav, M., Mirsky, A.F., French, L.M., & Bartko, J.J. (1998). Multinational neuropsychological testing: Performance of children and adults. *Journal of Clinical and Experimental Neuropsychology*, 20(5), 658-672.
- Loewenstein, D.A., Arguelles, T., Barker, W.W., & Duara, R. (1993). A comparative analysis of neuropsychological test performance of Spanish-speaking and English-speaking patients with Alzheimer's disease. *Journal of Gerontology: Psychological Sciences* 48, 142-149.
- Loewenstein, D.A., Ardila, A., Rosselli, M., Hayden, S., Duara, R., Berkowitz, N., Linn-Fuentes, P., Mintzer, J., Norville, M., & Eisdorfer, C. (1992). A comparative analysis of functional status among Spanish and English-speaking patients with dementia. *Journal of Gerontology*, 47, 389-394.
- Loewenstein, D.A., Arguelles, T., Arguelles, S., & Linn-Fuentes, P. (1994). Potential cultural bias in the neuropsychological assessment of the older adult. *Journal of Clinical and Experimental Neuropsychology*, 16, 623-629.
- Loewenstein, D. A., Duara, R., Arguelles, T., & Arguelles, S. (1995). Use of the Fuld Object Memory Evaluation in the detection of mild dementia among Spanish-speaking and English-speaking groups. *American Journal of Geriatric Psychiatry*, 3, 448-454.
- Llorente, A. M., Ponton, M. O., Taussig, M., & Satz, P. (1999). Patterns of American immigration and their influence on the acquisition of neuropsychological norms for Hispanics. *Archives of Clinical Neuropsychology*, 14, 603-614.
- Lynn, R. (2006). *Race differences in intelligence: An evolutionary analysis*. Augusta, Georgia: Washington Summit Publishers. (cites a plethora of studies across world, however, thesis/interpretation of findings highly controversial)
- Lyness, S. A., Hernandez, I., Chui, H. C., & Teng, E. L. (2006). Performance of Spanish speakers on the Mattis dementia rating scale (MDRS). *Archives of Clinical Neuropsychology*, 21, 827-836.
- Mahurin, R. K., Espino, D. V., & Holifield, E. B. (1992). Mental status testing in elderly Hispanic populations: Special concerns. *Psychopharmacological Bulletin*, 28, 391-399.
- Mardell-Czudnowski, C., & Goldenberg, D. S. (1998). *DIAL-3: Developmental Indicators for the Assessment of Learning 3<sup>rd</sup> ed.* Minneapolis MN: AGS Publishing. (has English and Spanish materials)
- Mulgrew, C. L., Morgenstern, N., Shutterly, S. M., Baxter, J., Baron, A. E., & Hamman,

- R. F. (1999). Cognitive functioning and impairment among rural elderly Hispanics and non-Hispanic Whites as assessed by the Mini-Mental Status Examination. *Journal of Gerontology: Psychological Sciences*, *54B*, P223-230.
- Matute, E., Leal, F., & Zarabozo, D. (2000). Coherence in short narratives written by Spanish-speaking children with reading disabilities. *Applied Neuropsychology*, *7*, 47-60.
- Matute, E., Leal, F., Zaraboro, D., Robles, A., & Cedillo, C., (2000). Does literacy have an effect on stick construction tasks? *Journal of the International Neuropsychological Society*, *6*, 668-672.
- Matute, E., Montiel, T., Rosselli, M. & Ardila, A. (2003). Writing, spelling and phonemic skills across ages in Spanish speaking children. *Journal of the International Neuropsychological Society*. *29*, 220-221.
- Matute, E., Rosselli, M. & Ardila, A. (2004). Verbal and non verbal fluency in six to 15-year-old Spanish speaking children. *Developmental Neuropsychology*, *26*, 647-660.
- Matute, E., Rosselli, M. Ardila, A., & Morales, G. (2004). Verbal and nonverbal fluency in Spanish-speaking children. *Developmental Neuropsychology*, *26*, 647-660.
- Mindt, M. R., Chemer, M., Marcotte, T. D., Moore, D. J., Bentely, H., Esquivel, M. M., Lopez, Y., Grant, I., Heaton, R. K, the HNRC Group. (2003). The functional impact of HIV-associated neuropsychological impairment in Spanish-speaking adults: A pilot study. *Journal of Clinical and Experimental Neuropsychology*, *25*, 122-132.
- Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed.* New York: Oxford University Press. (**Hispanic US**-Color Trails, Stroop, BNT, Verbal Fluency, ROCF, AVLT, WCST)
- Munoz-Sandoval, A. (2004). *Bateria III Woodcock-Munoz*. Itasca, Illinois: Riverside Publishing Company.
- Naglieri, J. A., Booth, A. L., & Winsler, A. (2004). Comparison of Hispanic children with and without limited English proficiency on the Naglieri Nonverbal Ability Test. *Psychological Assessment*, *16*, 81-84.
- Naglieri, J. A., & Das, J. P. (1997). *Cognitive Assessment system interpretive handbook*. Itasca, IL: Riverside Publishing.
- Oberg, G., & Ramirez, M. (2006). Cross-linguistic meta-analysis of phonological

- fluency: Normal performance across cultures. *International Journal of Psychology*, 41, 342-347.
- Olazaran, J., Jacobs, D. M., & Stern, Y. (1996). Comparative study of visual and verbal short-term memory in English and Spanish speakers: Testing a linguistic hypothesis. *Journal of the International Neuropsychological Society*, 2, 105-110.
- Pena, E. Quinn, R., & Iglesias, A. (1992). The application of dynamic methods to language assessment: A nonbiased procedure. *The Journal of Special Education*, 26, 269-280. (Puerto Ricans)
- Perez, M., & Godoy, J. (1998). Comparison between a "traditional" memory test and a "behavioral" memory battery in Spanish patients. *Journal of Clinical and Experimental Neuropsychology*, 20, 496-502.
- Pineda, D. A., Rosselli, M., Ardila, A., Mejia, S. E., Romero, M. G., & Perez, C. (2000). The Boston Diagnostic Aphasia Examination-Spanish Version: The influence of demographic variables. *Journal of the International Neuropsychological Society*, 7, 802-814.
- Pontón, M.O., Gonzalez, J. J., Herandez, I., Herrera, L., & Higareda, I. (2000). Factor analysis of the neuropsychological screening battery for Hispanics (NeBHIS). *Applied Neuropsychology*, 7, 32-39.
- Pontón, M.O., Satz, L., Herrera, L., Ortiz, F., Urrutia, C.P., Young, R., d'Elia, L.F., Furst, C.J., & Namerow, N. (1996). Normative data stratified by age and education for the neuropsychological screening battery for Hispanics (NeSBHIS): Initial Report. *Journal of the International Neuropsychological Society*, 2, 96-105.
- Prifitera, A., Lawrence, L. G., & Saklofske, D. H. (1998). The WISC-III in context. In A. Prifitera & D. H. Saklofske (Eds.). *WISC-III clinical use and interpretation*. San Diego, CA: Academic.
- Reidy, T. J., Bowler, R. M., Rauch, S. S., & Pedroza, G. I. (1992). Pesticide exposure and neuropsychological impairment in migrant farm workers. *Archives of Clinical Neuropsychology*, 7, 85-95.
- Rey, G. J., Feldman, E., Rivas-Vazquez, R., Levin, B. E., & Benton, A. (1999). Neuropsychological test development and normative data on Hispanics. *Archives of Clinical Neuropsychology*, 14, 593-601.
- Rey, G. J., Feldman, E., Hernandez, D., Levin, B. E., Rivas-Vazquez, R., Nedd, K. J., & Benton, A. L. (1999). Application of the Multilingual Aphasia Examination-Spanish in the evaluation of Hispanic patients post closed-head trauma. *The Clinical Neuropsychologist*, 15, 13-18.

- Rey, G. J., & Sivan, A. B. (1995). *Las pruebas de Benton para el diagnóstico neuropsicológico*. Iowa City, IA: AJA Associates.
- Reynolds, C. R. (2002). *Comprehensive Trail-making Test*. Austin, TX: PRO-ED, Inc.
- Rosselli, M., Ardila, A., Araujo, K., Weekes, V. A., Caracciolo, V., Padilla, M., & Ostrosky-Solis, F. (2000). Verbal fluency and repetition skills in healthy older Spanish-English bilinguals. *Applied Neuropsychology*, 7, 17-24.
- Rosselli, M., & Ardila, A. (1991). Effects of age, education and gender on the Rey-Osterrieth Complex Figure *The Clinical Neuropsychologist*, 5, 370-376.
- Rosselli, M., & Ardila, A. (1993). Developmental norms for the Wisconsin Card Sorting Test in 5 - to 12-year-old children. *The Clinical Neuropsychologist*, 7, 145-154.
- Rosselli, M., Ardila, A., Bateman, J.R. (2001). Neuropsychological test scores, academic performance, and developmental disorders in Spanish-speaking children. *Developmental Neuropsychology*, 20, 355-374.
- Rosselli, M., Ardila, A., Flórez, A., & Castro, C. (1990). Normative data on the Boston Diagnostic Aphasia Examination in a Spanish -Speaking population. *Journal of Clinical and Experimental Neuropsychology*, 12, 313-322.
- Rosselli, M., Ardila, A., Salvatierra, J., Marquez, M., Matos, L. & Weekes, V.A. (2002). A cross-linguistic comparison of verbal fluency tests. *International Journal of Neuroscience*, 112, 759-776.
- Rosselli, M., Ardila, A., Santisi, M.N., Arecco, M.R., Salvatierra, J., Conde, A., & Lenis, B. (2002). Stroop Effect in Spanish-English Bilinguals. *Journal of the International Neuropsychological Society*, 8, 819-827
- Rosselli, M., Tappen, R., Williams, C., & Salvatierra, J. (2006). The relation of education and gender on the attention items of the Mini-Mental State Examination in Spanish speaking Hispanic elders. *Archives of Clinical Neuropsychology*, 21, 677-686.
- Ryan, E., Baird, R., Rivera Mindt, M., Byrd, D., Monzones, J., & Morgello, S. (2005). neuropsychological impairment in racial/ethnic minorities with HIV infection and low literacy levels: Effects of education and reading level in participant characterization. *Journal of the International Neuropsychological Society*, 11, 889-898.
- Saccuzzo, D. P., Johnson, N. E., & Russell, G. (1992). Verbal versus performance IQs for Gifted African-American, Caucasian, Filipino, and Hispanic children. *Psychological Assessment*, 4, 239-244.

Schrauf, R. W., Weintraub, S., & Navarro, E. (2006). Is adaptation of the Word Accentuation Test of Premorbid Intelligence (WAT) necessary for use among older, Spanish-speaking immigrants in the United States? *Journal of the International Neuropsychological Society*, *12*, 391-399.

Stricks, L., Pittman, J., Jacobs, D. M., Sano, M., & Stern, Y. (1998). Normative data for a brief neuropsychological battery administered to English- and Spanish-speaking community-dwelling elders. *Journal of the International Neuropsychological Society*, *4*, 311-318.

Taussig, I.M., Henderson, V., & Mack, W. (1992). Spanish translation and validation of a neuropsychology battery: Performance of Spanish- and English-speaking Alzheimer's disease patients and normal comparison participants. *Clinical Gerontologist*, *11*, 95-108.

Taussig, I. M., Mack, W. J., & Henderson, V. W. (1996). Concurrent validity of Spanish-language versions of the Mini-Mental State Examination, Mental Status Questionnaire, Information-Memory-Concentration Test: Alzheimer's disease patients and nondemented elderly comparison subjects. *Journal of the International Neuropsychological Society*, *2*, 286-298.

Umbel, V. M., Pearson, B. Z., Fernandez, M. C., & Oller, D. K. (1992). Measuring bilingual children's receptive vocabularies. *Child Development*, *63*, 1012-1020.

Wechsler, D. (2005). *Wechsler Intelligence Scale for Children 4<sup>th</sup> ed., Spanish*. San Antonio: Harcourt Publishers.

Wechsler, D. (1984). *WISC-RM escala de inteligencia para nivel escolar Wechsler. Mexico*. DF: El Manual Moderno.

Wilkie, F.L., Goodkin, K., Ardila, A., Concha, M., Lecusay, R., O'Mellan, S., Molina, R. & van Zuilen, R. (2004). 'HUMANS': An English and Spanish neuropsychological test battery for assessing HIV-1 infected individuals. *Applied Neuropsychology*, *11*, 121-133

### **Argentina:**

Burin, D. I., Jorge, R. E., Arizaga, R. A., & Paulsen, J. S. (2000). Estimation of premorbid intelligence: The word accentuation test-Buenos Aires version. *Journal of Clinical and Experimental Neuropsychology*, *22*, 677-685.

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available: Argentinian Spanish)

## **Brazil:**

- Brito, G. N., Alfradique, G. M., Pereira, C. C., Porto, C. M., & Santos, T. R. (1998). Developmental norms for eight instruments used in the neuropsychological assessment of children: Studies in Brazil. *Brazil Journal of Medical and Biological Research*, *31*, 399-412.
- Brito, G. N., Pereira, C., & Santos-Morales, T. R. (1999). Behavioral and neuropsychological correlates of hyperactivity and inattention in Brazilian school children. *Development Medicine and Child Neurology*, *41*, 732-739.
- Bryden, M.P., Ardila, A. & Ardila, O. (1993). Handedness in native Amazonians. *Neuropsychologia*, *31*, 301-308.
- Dellatolas, G., Braga, L. W., de Nascimento Souza, Filho, G. N., Queiroz, E., & Deloche, G. Cognitive consequences of early phase of literacy. *Journal of the International Neuropsychological Society*, *9*, 771-782.
- Henry, G. K. (2001). The Rey figure in Amazonia: Effects of jungle living on children's copy performance. *Developmental Neuropsychology*, *19*, 33-39.
- Radanovic, M., & Mansur, L. L. (2002). Performance of a Brazilian population sample in the Boston Diagnostic Aphasia Examination: A pilot study. *Brazil Journal of Medical and Biological Research*, *35*, 305-317.
- Santos, D. C. C., Gabbard, C., & Goncalves, V. M. G. (2003). Motor development during the first year: A comparative study. *The Journal of Genetic Psychology*, *162*, 143-153.
- Santos, D. C. C., Gabbard, C., & Goncalves, V. M. G. (2000). Motor development during the first 6 months: The case of Brazilian infants. *Infant and Child Development*, *9*, 161-166.
- Senhorini, M. C. T., Amajo, E., Ayres, A. D. M., De Simone, A., & Busatto, G. F. (2006). Phonemic fluency in Portuguese-speaking subjects in Brazil: Ranking of letters. *Journal of Clinical and Experimental Neuropsychology*, *28*, 1191-1200.

## **Chile:**

- Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available: Chilean Spanish)

## **Columbia:**

Ardila, A., Rosselli, D. & Geneco. (2001). Laterality in Colombia: Some associated variables. *Laterality*, 6, 77-87.

Ginsburg, H. P., Choi, E., Lopez, L. S., Netley, R., & Chao-Yuan, C. (1997). Happy birthday to you: Early mathematical thinking of Asian, South American and US children. In T. Nunes & P. Bryant (Eds.). *Learning and teaching mathematics: An international perspective*. Hove, UK: Psychology Press.

Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed.* New York: Oxford University Press. (**Columbia**-ROCF, FTT, WCST)

Pineda, D., A., Rosselli, M., Henao, G. C., & Mejia S. E. (2000). Neurobehavioral assessment of Attention Deficit Hyperactivity Disorder in a Columbian sample. *Applied Neuropsychology*, 7, 40-46.

### **Ecuador:**

Counter, S. A., Buchanan, L. H., Rosas, H. D., & Ortega, F. (1998). Neurocognitive effects of chronic lead intoxication in Andean children. *Journal of Neurological Sciences*, 160, 47-53.

Fierro-Benitez, R., Cazar, R., & Sandoval, H. (1989). Early correction of iodine deficiency and late effects on psychomotor capabilities and migration. In G. R. De Long, J. Robbins, & P. G. Condliffe, (Eds.). *Iodine and the brain*. New York: Plenum.

Proctor, B. E., Kranzler, J. H., Rosenbloom, A. L., Martinez, V., & Guevara-Aguire, J. (2000). An initial investigation of validation of the Matrix Analogies Test-Expanded from in Ecuador. *Psychological Reports*, 86, 445-453.

### **Mexico:**

Artiola i Fortuny, L., Heaton, R.K, and Hermsillo, D. (1998). Neuropsychological comparisons of Spanish speaking participants from the U.S.-Mexico Border region vs. Spain. *Journal of the International Neuropsychological Society*, 4, 363-379.

Black, S. A., Espino, D. V., Mahurin, R., Lichtenstein, M. J., Hazuda, H. P., Fabrizio, D., Ray, L. A., & Markides, K. S. (1999). The influence of noncognitive factors on the Mini-Mental State Examination in older Mexican-Americans: Findings from The Hispanic EPESE. Established Population for the Epidemiological Study of Elderly. *Journal of Clinical Epidemiology*, 52, 1095-1102.

Coffey, D. M., Marmol, L., Schock. L, & Adams, W. (2005). The influence of

- acculturation on the Wisconsin Card sorting Test by Mexican Americans. *Archives of Clinical Neuropsychology*, 20, 795-803.
- Espino, D. V., Lichtenstein, M. J., Palmer, R. F., & Hazuda, H. P. (2004). Evaluation of the Mini-Mental State Examination's internal consistency in a community-based sample of Mexican-American and European-American elders: Results from the San Antonio longitudinal study of aging. *Journal of the American Geriatric Society*, 52, 822-827.
- Gutierrez, G. (2002). The empirical development of a neuropsychological screening Instrument for Mexican-Americans. In F. R. Ferraro (Ed.). *Minority and cross-cultural aspects of neuropsychological assessment*. (pp. 205-224). Lisse, Netherlands: Swets & Zeitlinger.
- Heller, P. L., Briones, D. F., Schiffer, R. B., Guerrero, M., Royall, D. R., Wilcox, J. A., & Ledger, E. M. (2006). Mexican-American ethnicity and cognitive function: Findings from an elderly southwestern sample. *Journal of Neuropsychiatry and Clinical Neurosciences*, 18, 350-355.
- Lynn, R., Backhoff, E., & Contreras, L. A. (2005). Ethnic and racial differences on the Standard Progressive Matrices in Mexico. *Journal of Biosocial Science*, 37, 107-113.
- Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed.* New York: Oxford University Press. (**Mexico**-Stroop, ROCF)
- Ostrosky-Solis, F., Ardila, A., & Rosselli, M. (1999). NEUROPSI: A brief neuropsychological test battery in Spanish with norms by age and educational level. *Journal of the International Neuropsychological Society*, 5, 413-433.
- Ostrosky-Solis, F., Ardila, A., Rosselli, M., Lopez-Arango, G., & Uriel-Mendoza, V. (1998). Neuropsychological test performance in illiterate subjects. *Archives of Clinical Neuropsychology*, 13, 645-660.
- Ostrosky-Solís, F., López-Arango, G., & Ardila, A. (2000). Sensitivity and specificity of the Mini-Mental State Examination in a Spanish-speaking population. *Applied Neuropsychology*, 7(1): 25-31.
- Ostrosky-Solis, F., & Lozano, A. (2006). Digit Span: Effect of education and culture. *International Journal of Psychology*, 41, 333-341.
- Ostrosky-Solis, F., Ramirez, M., Lozano, A., Picasso, H., & Velez, A. (2004). Culture or Education? Neuropsychological test performance of a Maya indigenous population. *International Journal of Psychology*, 39, 36-46.

Ostrosky-Solis, F., Marcos-Ortega, J., Ardila, A., Rosselli, M., & Palacios, S. (1999). Syntactic comprehension in Broca's Spanish-speaking aphasics: Null effect of word-order. *Aphasiology*, *13*, 553-571

Ostrosky, A., Quintanar, L., & Ardila, A. (1989). Detection of brain damage: Neuropsychological assessment in a Spanish speaking population. *International Journal of Neuroscience*, *49*, 141-149.

Ostrosky-Solis, F., Ramirez, M. & Ardila, A. (2004). Effects of culture and education on neuropsychological testing: A preliminary study with indigenous and nonindigenous populations. *Applied Neuropsychology*, *11*, 188-195

Padilla, Y. C., Boardman, J. D., Hummer, R. A., & Espita, M. (2002). Is the Mexican American epidemiologic paradox advantage at birth maintained through early childhood? *Social Forces*, *80*, 1101-1123.

Reynolds, C. R., Willson, V. L., & Ramsey, M. (1999). Intellectual differences among Mexican Americans, Papagos, and Whites independent of *g*. *Personality and Individual Differences*, *27*, 1181-1188.

#### **Peru:**

Raven, J. C., Court, J. H., & Raven, J. (1995). *Coloured progressive matrices*. Oxford: Oxford Psychologists Press.

#### **Puerto Rico:**

Raven, J. C., Court, J. H., & Raven, J. (1995). *Coloured progressive matrices*. Oxford: Oxford Psychologists Press.

Raven, J. C., & Court, J. H. (1989). *Manual for Raven's Progressive Matrices and vocabulary*. London: Lewis.

Wechsler, D. (1993). *Escala de inteligencia para Ninos-Revisada de Puerto Rico*. San Antonio: Harcourt Publishers.

#### **Venezuela:**

Ardila, A., & Moreno, S. (2001). Neuropsychological test performance in Aruco Indians: An exploratory study. *Journal of the International Neuropsychological Society*, *7*, 510-515.

Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed*. New York: Oxford University Press. (**Venezuela**-BVRT)

## **MIDDLE-EASTERN-AMERICANS:**

Lehman, J. (Ed.). (2000). *Gale encyclopedia of multicultural America, 2<sup>nd</sup> ed.* Detroit: Gale Virtual Reference Library via Thomson Gale. [www.gale.com/eBooks](http://www.gale.com/eBooks) (essays on 152 different ethnic and religious cultural groups in US, see appendix)

McGoldrick, M., Giordano, J., & Pearce, J. K. (Eds.). (1993). *Ethnicity and family therapy.* New York: Guilford Press.

Arab families. Abudabbeh, N. (pp. 333-346).

Iranian families. Jalali, B. (pp. 347-363).

Israeli families. Fogelman, E. (pp. 638-648).

Lebanese families. Simon, J. P. (pp. 364-376).

### **Norms:**

#### **Israel:**

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available: Hebrew)

Green, P. (2003). Word Memory Test. Order information [paulgreen@shaw.ca](mailto:paulgreen@shaw.ca)  
(malingering test translated into Hebrew)

Harvey, P. D., Artioli i Fortuny, L., Vester-Blockland, E., & De Smedt, G. (2002). cross-national cognitive assessment in schizophrenia clinical trials: A feasibility study. *Schizophrenia Research*, 59, 243-251.

Kave, G. (2005). Phonemic fluency, semantic fluency, and difference scores: Normative data for adult Hebrew speakers. *Journal of Clinical and Experimental Neuropsychology*, 27, 690-699.

Lynn, R. (2006), Race differences in intelligence: An evolutionary analysis. Augusta, Georgia: Washington Summit Publishers. (cites a plethora of studies across world, however, thesis/interpretation of findings highly controversial)

Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed.* New York: Oxford University Press. (*Israel*-Stroop)

Oberg, G., & Ramirez, M. (2006). Cross-linguistic meta-analysis of phonological fluency: Normal performance across cultures. *International Journal of Psychology*, 41, 342-347.

### **Jordan:**

El-Mneizel, A. F. (1987). *Development and psychometric analysis of Jordanian adaptation of the Kaufman Assessment Battery for Children*. Ph.D. dissertation, University of Alabama.

### **Kuwait:**

Abdel-Khalek, A. M., & Lynn, R. (2006). Sex differences on the Standard Progressive Matrices and educational attainment in Kuwait. *Personality and Individual Differences, 40*, 175-182.

### **Qatar:**

Bart, W., Kamal, A., & Lane, J. F. (1987). The development of proportional reasoning in Qatar. *Journal of Genetic Psychology, 148*, 95-103.

### **Saudi Arabia:**

Escandell, V. A. (2002). Cross-cultural neuropsychology in Saudi Arabia. In F. R. Ferraro (Ed.). *Minority and cross-cultural aspects of neuropsychological assessment*. (pp. 299-325). Lisse, Netherlands: Swets & Zeitlinger.

Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). Mini-Mental Status Examination. Florida: Psychological Assessment Resources.  
(test translated into following languages, although no specific normative data available: Arabic)

Mitrushina, M., Boone, K B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment 2<sup>nd</sup> ed*. New York: Oxford University Press. (*United Arab Emirates-BVRT*)

## **NATIVE-AMERICANS:**

### **General Cultural Articles:**

Lehman, J. (Ed.). (2000). *Gale encyclopedia of multicultural America, 2<sup>nd</sup> ed*. Detroit: Gale Virtual Reference Library via Thomson Gale. [www.gale.com/eBooks](http://www.gale.com/eBooks) (essays on 152 different ethnic and religious cultural groups in US, see appendix)

Gaw, A. (Ed.). (1996). *Culture, ethnicity, and mental illness*. Washington DC, American Psychiatric Press.

Psychiatric care of American Indians and Alaska natives. Thompson, J. W., Walker, R. D., & Silk-Walker, P. (pp. 189-244).

McGoldrick, M., Giordano, J., & Pearce, J. K. (Eds.). (1993). *Ethnicity and family therapy*. New York: Guilford Press.

American Indian families: An overview. Sutton, C., & Broken Nose, M. (pp. 31-44).

Back to the future: An examination of the Native American holocaust. Tafoya, N., & del Vecchio, A. (pp. 45-56).

### **Conceptual Articles:**

Flynn, J. R. (2000). IQ gains, WISC subtests and fluid g: g theory and the relevance of Spearman's hypothesis to race. *Novartis Foundation Symposium*, 233, 202-216.

King, J., & Fletcher-Janzen, E. (2000). Neuropsychological assessment and intervention with Native Americans. In E. Fletcher-Janzen, T.L. Strickland, and C.R. Reynolds (eds.), *Handbook of cross-cultural neuropsychology*. (pp. 105-122) New York: Kluwer Academic/Plenum Publishers.

### **Review Articles:**

### **Norms/Testing Articles:**

Beiser, M. & Grotowiec, A. (2000). Accounting for native/non-native differences in IQ Scores. *Psychology in the Schools*, 37, 237-252.

Brown, D. B. (1984). WISC-R scoring patterns among Native Americans of the northern plains. *White Cloud Journal*, 3, 3-16.

Craig, P.L. (2005). On the Far Edge of the Last Frontier: The Alaskan Experience. In R.L. Heilbrunner (ed.). *Forensic Neuropsychology Casebook*. (pp. 167-184). New York: Guilford. (Alaska Natives from the Yukon-Kuskokwim Delta region)

Ferraro, R. F., Bercier B. J., Holm, J., & McDonald, J. D. (2002). Preliminary normative data from a brief neuropsychological test battery in a sample of Native American elderly. In F. R. Ferraro (Ed.). *Minority and cross-cultural aspects of neuropsychological assessment*. (pp.227-240). Lisse, Netherlands: Swets & Zeitlinger. (North-Central North Dakota tribe)

Gardiner, J. C., Tansley, D. P., & Ertz, D. J. (2002). Native Americans: Future directions. In F. R. Ferraro (Ed.). *Minority and cross-cultural aspects of neuropsychological assessment*. (pp.241-261). Lisse, Netherlands: Swets & Zeitlinger. (subjects from South Dakota, North Dakota, Wyoming, Nebraska, Minnesota, and Montana)

Lynn, R. (2006), *Race differences in intelligence: An evolutionary analysis*. Augusta, Georgia: Washington Summit Publishers. (cites a plethora of studies across world, however, thesis/interpretation of findings highly controversial)

McShane, D. A., & Plas, J. M. (1984). The cognitive functioning of American Indian children: Moving from the WISC to the WISC-R. *School Psychology Review*, 17, 39-51.

Munoz-Sandoval, A. F., Cummins, J., Alvarado, C. G., & Ruef, M. L. (1998). *Bilingual verbal ability tests*. Illinois: Riverside Publishing.  
(Navajo)

Raven, J., & Court, J. H. (1989). *Manual for Raven's Progressive Matrices and vocabulary scales*. London: Lewis.

Reynolds, C. R., Wilson, V. L., & Ramsey, M. (1999). Intellectual differences among Mexican Americans, Papagos, and whites, independent of *g*. *Personality and Individual Differences*, 27, 1181-1188. (Papagos)

Seyfort, B., Spreen, O., & Lahmer, V. (1980). A critical look at the WISC-R with native Indian children. *Alberta Journal of Educational Research*, 16, 14-24.

Sidles, C., & MacAvoy, J. (1987). Navajo adolescents' scores on a primary language questionnaire and the Raven Progressive Matrices. *Educational and Psychological Measurement*, 47, 703-709. (Navajo)

Teeter, A., Moore, C., & Peterson, J. (1982). WISC-R verbal and performance abilities of Native American students referred for school learning problems. *Psychology in the Schools*, 19, 39-44.

### **Inuit:**

Wilgosh, L., Mulcahy, R. & Watters, B. (1986). Assessing intellectual performance of culturally different Inuit children with the WISC-R. *Canadian Journal of Behavioral Science*, 18, 270-277.

Wright, S. C., Taylor, D. M., & Ruggiero, K. M. (1996). Examining the potential for academic achievement among Inuit children. *Journal of Cross-Cultural Psychology*, 27, 733-753.

### **PACIFIC ISLANDERS:**

Beck, L. R., & St. George, R. (1983). The alleged cultural bias of PAT: Reading comprehension and reading vocabulary tests. *New Zealand Journal of Educational Studies*, 18, 32-47. (Tonga)

Reid, N., & Gilmore, A. (1989). The Raven's Standard Progressive Matrices in New Zealand. *Psychological Bulletin*, 2, 25-34.

Robin, R. W., & Shea, J. D. (1983). The Bender Gestalt visual motor test in Papua New Guinea. *International Journal of Psychology*, 18, 263-270.

## **OTHER:**

Lehman, J. (Ed.). (2000). *Gale encyclopedia of multicultural America*, 2<sup>nd</sup> ed. Detroit: Gale Virtual Reference Library via Thomson Gale. [www.gale.com/eBooks](http://www.gale.com/eBooks) (essays on 152 different ethnic and religious cultural groups in US, see appendix)

## **Appendix:**

Gale chapters:

### ***Volume I***

Acadians . . . . .	1
Afghan Americans . . . . .	16
African Americans . . . . .	28
Albanian Americans. . . . .	55
Algerian Americans . . . . .	67
Amish . . . . .	79
Apaches . . . . .	95
Arab Americans. . . . .	108
Argentinean Americans . . . . .	123
Armenian Americans . . . . .	133
Asian Indian Americans . . . . .	147
Australian and New Zealander Americans . . . . .	161
Austrian Americans . . . . .	173
Bangladeshi Americans . . . . .	186
Barbadian Americans . . . . .	195
Basque Americans . . . . .	206
Belarusan Americans . . . . .	219
Belgian Americans . . . . .	228
Blackfoot. . . . .	240
Bolivian Americans . . . . .	252
Bosnian Americans. . . . .	262
Brazilian Americans . . . . .	270
Bulgarian Americans . . . . .	284
Burmese Americans . . . . .	297
Cambodian Americans . . . . .	305
Canadian Americans. . . . .	319
Cape Verdean Americans . . . . .	333
Carpatho-Rusyn Americans . . . . .	345
Chaldean Americans. . . . .	355
Cherokees . . . . .	362
Chilean Americans. . . . .	373
Chinese Americans. . . . .	386

Choctaws . . . . .	404
Colombian Americans . . . . .	417
Costa Rican Americans . . . . .	429
Creeks . . . . .	437
Creoles . . . . .	450
Croatian Americans . . . . .	460
Cuban Americans . . . . .	473
Cypriot Americans . . . . .	486
Czech Americans . . . . .	497
Danish Americans . . . . .	511
Dominican Americans . . . . .	525
Druze . . . . .	534
Dutch Americans . . . . .	541
Ecuadoran Americans . . . . .	553
Egyptian Americans . . . . .	567
English Americans . . . . .	575
Eritrean Americans . . . . .	590
Estonian Americans . . . . .	601
Ethiopian Americans . . . . .	613
Filipino Americans . . . . .	622
Finnish Americans . . . . .	636
French Americans . . . . .	655
French-Canadian Americans . . . . .	668
Garifuna Americans . . . . .	686

***Volume II***

Georgian Americans . . . . .	699
German Americans . . . . .	708
Ghanaian Americans . . . . .	721
Greek Americans . . . . .	732
Grenadian Americans . . . . .	748
Guamanian Americans . . . . .	755
Guatemalan Americans . . . . .	764
Guyanese Americans . . . . .	781
Gypsy Americans . . . . .	793
Haitian Americans . . . . .	805
Hawaiians . . . . .	819
Hmong Americans . . . . .	832
Honduran Americans . . . . .	844
Hopis . . . . .	853
Hungarian Americans . . . . .	866
Icelandic Americans . . . . .	884
Indonesian Americans . . . . .	897
Inuit . . . . .	906
Iranian Americans . . . . .	918
Iraqi Americans . . . . .	929
Irish Americans . . . . .	934
Iroquois Confederacy . . . . .	955
Israeli Americans . . . . .	970
Italian Americans . . . . .	982
Jamaican Americans . . . . .	1000
Japanese Americans . . . . .	1014
Jewish Americans . . . . .	1030
Jordanian Americans . . . . .	1052
Kenyan Americans . . . . .	1062
Korean Americans . . . . .	1071

Laotian Americans . . . . .	1091
Latvian Americans . . . . .	1101
Lebanese Americans . . . . .	1114
Liberian Americans . . . . .	1126
Lithuanian Americans . . . . .	1138
Luxembourger Americans . . . . .	1151
Macedonian Americans. . . . .	1161
Malaysian Americans . . . . .	1173
Maltese Americans . . . . .	1180
Mexican Americans . . . . .	1190
Mongolian Americans . . . . .	1223
Mormons . . . . .	1234
Moroccan Americans . . . . .	1249
Navajos . . . . .	1259
Nepalese Americans . . . . .	1272
Nez Percé . . . . .	1282
Nicaraguan Americans . . . . .	1295
Nigerian Americans . . . . .	1312
Norwegian Americans . . . . .	1325
Ojibwa . . . . .	1339

***Volume III***

Oneidas . . . . .	1353
Pacific Islander Americans . . . . .	1364
Paiutes . . . . .	1375
Pakistani Americans. . . . .	1389
Palestinian Americans . . . . .	1400
Panamanian Americans. . . . .	1412
Paraguayan Americans . . . . .	1422
Peruvian Americans . . . . .	1431
Polish Americans . . . . .	1445
Portuguese Americans . . . . .	1461
Pueblos . . . . .	1477
Puerto Rican Americans . . . . .	1489
Romanian Americans . . . . .	1504
Russian Americans. . . . .	1520
Salvadoran Americans . . . . .	1534
Samoan Americans . . . . .	1547
Saudi Arabian Americans . . . . .	1558
Scottish and Scotch-Irish Americans . . .	1567
Serbian Americans . . . . .	1579
Sicilian Americans . . . . .	1597
Sierra Leonean Americans . . . . .	1610
Sioux. . . . .	1622
Slovak Americans. . . . .	1634
Slovenian Americans . . . . .	1646
South African Americans . . . . .	1660
Spanish Americans . . . . .	1671
Sri Lankan Americans . . . . .	1681
Swedish Americans . . . . .	1691
Swiss Americans . . . . .	1704
Syrian Americans. . . . .	1715
Taiwanese Americans . . . . .	1727
Thai Americans . . . . .	1741
Tibetan Americans . . . . .	1751
Tlingit. . . . .	1763

<b>Tongan Americans</b> .....	<b>1777</b>
<b>Trinidadian and Tobagonian Americans</b> .....	<b>1782</b>
<b>Turkish Americans</b> .....	<b>1795</b>
<b>Ugandan Americans</b> .....	<b>1804</b>
<b>Ukrainian Americans</b> .....	<b>1813</b>
<b>Uruguayan Americans</b> .....	<b>1831</b>
<b>Venezuelan Americans</b> .....	<b>1839</b>
<b>Vietnamese Americans</b> .....	<b>1847</b>
<b>Virgin Islander Americans</b> .....	<b>1863</b>
<b>Welsh Americans</b> .....	<b>1872</b>
<b>Yemeni Americans</b> .....	<b>1883</b>
<b>Yupiat</b> .....	<b>1893</b>