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COGNITIVE PROFILES OF CHILDREN WITH ENCOPRESIS: INSIGHTS FROM THE STANFORD–BINET TEST

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Abstract

Introduction: *Encopresis, or the passing of feces in inappropriate places, is associated with cognitive and emotional difficulties. The present research work aims to present the detailed cognitive functioning of children with encopresis using the Stanford Binet Intelligence Scales, Fifth Edition (SB5). It aims to identify cognitive impairment, intellectual vulnerability, and essential clinical and educational interventions.*

Materials and Methods: *A total of 69 children with encopresis and 69 typically developing controls matched for age were included in the study. Cognitive functions were assessed using performance on the SB5, including total IQ, verbal reasoning, non-verbal reasoning, visual-spatial processing, working memory, and quantitative reasoning; as well as evaluation of clinical symptoms, somatic complaints, and psychosocial aspects.*

Results: *Children with encopresis scored significantly below controls on most cognitive tests. While 36% of the encopresis group fell within the "borderline or impaired" IQ range and 30% in the "low average" range, 86.9% of controls scored within the "average" range. The most pronounced deficits were observed in visual-spatial processing and reasoning. Clinically, children with encopresis experienced more pain during defecation, prolonged colon transit time, larger rectal diameters, reduced appetite, and increased somatopsychic and psychosomatic disturbances, including nocturnal enuresis.*

Conclusion: *The findings indicate that chronic stress, emotional dysregulation, and social stigma in children with encopresis may play a role in the development of cognitive impairments. A multidisciplinary approach should be implemented for overall improvement in cognitive and emotional outcomes including early cognitive screening, individualized education plans, and psychological support.*

Keywords: *Encopresis, Cognitive functioning, Stanford-Binet Intelligence Scales, Intellectual development, Chronic stress, Behavioral disorders*

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