

Index

- ABIQ. *See* Abbreviated Battery IQ
- Abbreviated Battery IQ, 3, 50, 59
- Absurdities. *See* Activities
- Accommodations, 20, 24–27, 69–70
- access skills, 26
 - target skills, 26
- Acculturation, 70–71
- Activities, 30–50, 170–173
- Block Span, 42, 46
 - Delayed Response, 39
 - Early Reasoning, 45–46
 - Form Board, 39
 - Form Patterns, 39–41
 - Last Word, 49–50
 - Object-Series/Matrices, 30–32, 170
 - Picture Absurdities, 3, 9, 105–10, 110
 - Procedural Knowledge, 36–37
 - Position and Direction, 49
 - Quantitative Reasoning, 37–38, 48–49
 - Vocabulary, 1, 9, 32, 134
 - Verbal Absurdities, 47–48
 - Verbal Analogies, 47–48
- ADHD. *See* Attention Deficit Hyperactivity Disorder
- Administration:
- accommodating (*see* Accommodations)
 - administration time, 16
 - assumptions (*see* Interpretation)
 - basal and ceiling, 34–35
 - definition of terms, 21
 - examiner tips, 33, 37–38, 43–44
 - item books, 27–29, 30, 33, 44, 182–184
 - modifications, 25
 - plastic tray, 21
 - presentation format, 26
 - prompt rule, 32
 - rapport, 22–23
 - response format, 26
 - reverse rule, 29
 - standard order of, 27–28
 - start point, 25, 29
 - starting and stopping rules, 29
 - teaching items, 30
 - testlets, 21, 34–35
 - timing, 16, 26
- Age equivalents, 59, 62–63
- Applications, clinical
- ADHD (*see* Attention Deficit Hyperactivity Disorder)
 - forensic, 131–133

- Applications, clinical (*continued*)
 gifted, twice-exceptional, 133–135
 learning disabilities, 115–124
 mental retardation, 135
 Traumatic Brain Injury (TBI), 130–131
- Attention Deficit Hyperactivity Disorder (ADHD), 126–129, 134
- Attention-Concentration
 composite, 125–127, 131
 bibliographic notes on, 128
 criteria for diagnosis, 128
 types, 128–129
- Background of examinee. *See* Interpretation
- Baddeley, 3, 185
- Basal rule, 35
- Base points. *See* Scoring
- Bias reviews, 99
- Binet, 3–6, 8, 185, 193
- Binet-Simon scale. *See* Binet
- Block Span. *See* Activities
- Carroll, 9, 101, 186, 193
- Case reports, 67–80, 83–85, 138–154
- Cattell, 9, 186
- Ceiling rule, 35
- Change-sensitive scores (CSS), 3, 53, 59–64, 87, 101, 103–104, 107–108, 110–111, 164–165
- CHC (Cattell-Horn-Carroll) theory, 9, 78, 101–102, 108, 185
 cross-battery approach, 78
 Stratum I abilities, 161–169
See also Carroll; Cattell; Horn
- Child card, 32
- Clinical applications. *See* Applications
- Cluster analysis. *See* Core profiles
- Cognitive abilities, 177–181. *See also* Factor Index scores
- Composite scores, 3, 21
 Conversion equation for shared abilities, 127
 definitions, 21, 58, 73, 79, 125–126
 factors (*see* Factor Index scores)
 FSIQ categories, 161
 Full Scale IQ (*see* IQ scores)
 Nonverbal IQ (*see* IQ scores)
 Verbal IQ (*see* IQ scores)
- Computer scoring, 64–65
- Confidence intervals, 77, 141, 151
- Context of examinee. *See* Interpretation
- Core profiles, 93–94
- CSS. *See* Change-sensitive scores
- Delayed Response. *See* Activities
- Depression, 145
- Deviation. *See* Standard deviation
- Differential item functioning (DIF), 99–100
- Digit Span, 129

- Domains, 21
 Nonverbal, 34–42
 Verbal, 43–50
- Diagnosis, 115, 128–129, 138. *See also* Interpretation
- Disabilities, 12, 102, 115–121, 135
 Individuals with Disabilities
 Education Act (IDEA), 115
 learning (*see* Learning disabilities)
- DSM-IV, 126, 128–129, 193
- Earned points. *See* Scoring
- Emotional intelligence, 91
- Ethnic groups in norms, 12, 99
- Examiner's manual, 15, 19, 189
- Examiner tips. *See* Administration
- EXIQ. *See* Extended IQ
- Extended IQ 3, 63–64, 104, 107, 111, 134–135
- Factors, 9, 79
- Factor analyses, 15, 101, 106, 108
 confirmatory, 15
g-loadings, 88–91
 LISREL, 15
 specificity, 91–93
- Factor Index scores, 3, 57, 78–79
 Fluid Reasoning (FR), 2, 11, 79, 94, 143, 151–152
 Knowledge (KN), 2, 79, 101, 142–144
 Quantitative Reasoning (QR), 2, 79, 87, 92–94, 108, 111, 142, 152
- Visual-Spatial Processing (VS), 2, 79, 144, 152
 Working Memory (WM), 1, 10, 79, 90, 111, 134, 143
- Five factor model, 9, 78
- Flanagan, 78, 186, 194
- Fluid reasoning. *See* Factor Index scores
- Forensic assessment, 131–133
- Form Board. *See* Activities
- Form L-M, or L, M, 1, 2, 7–8, 14
- Form Patterns. *See* Activities
- Fourth edition. *See* SB4
- FR. *See* Factor Index scores
- FSIQ. *See* IQ scores
- Full Scale IQ. *See* IQ scores
- Functional levels, 21, 33–50
 nonverbal, 34–42, 46
 verbal, 43–50
- General ability (*g*), 9–10, 88–91
- Gf-Gc theory, 78, 188, 194
- Gifted assessment, 133–135
g-loading. *See* Factor analyses
- Goddard, 4, 187
- Hagan, 7–8, 191
- Horn, 9, 187
- Horn & Cattell, 187
- Hypotheses. *See* Interpretation
- Information processing abilities, 177–178
- Insanity, 132

- Intellectual giftedness. *See* Applications; Gifted assessment
- Intelligence. *See* IQ scores
- Interpretation, 68–95
- assumptions (step 1), 68–69, 157
 - background and context (step 2), 69–72, 158–160
 - clinical importance of score differences, 72
 - cognitive abilities, 166–169, 174–181
 - core profiles, 93–94
 - definitions, 73, 79, 125–126, 166–167, 177–181
 - factor scores (step 5), 78–80 (*see also* Factor Index scores)
 - FSIQ (step 4), 75–77 (*see also* IQ scores)
 - general ability factor loadings, 88–91
 - Interpretive Manual, 15, 111–112, 134, 167
 - ipsative comparison, 82
 - items, 62–63
 - NVIQ versus VIQ (step 3), 72–74 (*see also* IQ scores)
 - qualitative (step 7), 85–87, 164–165, 182–184
 - score differences, 72–73, 80–85, 152, 160, 162–164
 - seven-step method, 68–87
 - shared ability composites, 124–127
 - subtest comparisons (step 6), 81–85, 163–165 (*see also* Nonverbal subtests; Verbal subtests)
 - subtest specificity, 91–93
 - test session behavior, 85
 - testing the limits, 86 (*see also* Interpretation, qualitative)
 - VIQ (*see* IQ scores)
 - Worksheet, 157–165
- Ipsative. *See* Interpretation
- IQ-achievement discrepancy, 121–124
- IQ-discrepancy method for learning disabilities, 116
- prediction method, 121–123
- simple-difference method, 123–124
- IQ scores 3, 58–59, 72–78, 141, 150
- ABIQ (*see* Abbreviated Battery IQ)
- case studies, 74, 141, 151
- categories of FSIQ, 161
- confidence intervals for, 77
- definitions, 73
- EXIQ (*see* Extended IQ)
- Full Scale IQ, 9, 58, 73, 75–78, 101, 106, 108, 141, 151–152, 160–161
- limitations of, 90–91
- Nonverbal IQ, 10, 58, 72–75, 160
- Verbal IQ, 10, 58, 72–25, 160
- Item books. *See* Administration

- Kamphaus, 88, 91, 130
 Kaufman, 76, 88–91, 101, 124, 188
 KN. *See* Factor Index scores
 Knowledge factor. *See* Factor Index scores
- Last Word. *See* Activities
 LD. *See* Learning disabilities
 Learning disabilities, 112, 115–123
 Leiter-R, 103, 105
 Lezak, 130, 194
 L-M. *See* Form L-M
- Manipulatives, 19–20
 McGrew, 14–15, 188, 194
 MCMI, 149
 Memory. *See* Factor Index scores, Working Memory
 Memory for Sentences. *See* Activities
 Mental status, 139, 149
 Millon, 149, 188
 MR. *See* Applications, clinical, mental retardation
- Nonverbal domain, 10, 105, 182–183
 Nonverbal subtests, 34–42, 163–164, 170–176. *See also* Functional levels for the following
 NVFR, Nonverbal Fluid Reasoning, 11, 30–33, 87, 93, 130, 170, 182
 NVKN, Nonverbal Knowledge, 11, 36–37, 93, 106, 170, 182
 NVQR, Nonverbal Quantitative Reasoning, 11, 36–37, 130, 171, 183
 NVVS, Nonverbal Visual-Spatial Processing, 11, 36, 38–41, 88, 134, 172, 183
 NVWM, Nonverbal Working Memory, 11, 38–39, 42–43, 46, 130, 172, 183
 Norms. *See* Standardization
 NVIQ. *See* IQ scores
- Object-series/ Matrices. *See* Activities; Nonverbal subtests
 Orthopedic disability, 86
- Performance IQ comparison, 109
 Picture Absurdities. *See* Activities
 Point scale, 1
 Position and Direction. *See* Activities
 Practice effect, 109
 Problem solving abilities, 178–179
 Procedural Knowledge. *See* Activities
 Profile interpretation. *See* Interpretation
 Profiles, 78–85, 112, 157–164
 core profiles of normative sample, 93–94
 scaled scores, 56–57, 163
 IQ and factor, 58, 78, 160–162

- Prompt rule. *See* Administration
- Psychometric properties, 12, 107–110
- QR. *See* Factor Index scores
- Quantitative reasoning. *See* Factor Index scores
- Quantitative testlets. *See* Activities; Functional levels
- Qualitative interpretation. *See* Interpretation
- Rasch, 100, 103, 189
 CSS scaling, 59–64, 103
 EXIQ scaling, 63–64, 104
 item calibration, 108
- Rapport, 22–23
- Ratio IQ, 7
- Raw scores. *See* Scoring
- Reason for referral, 138, 147
- Record form, 16, 27
- Reliability:
 internal consistency (Split-half), 12–13, 107–110
 test-retest, 12, 109
- Religious reviews, 99
- Response format. *See* Administration
- Reverse rule, 29
- Routing, 1, 20, 182
- Sattler, 72, 90, 193, 195
- SB4, 1, 7–9, 14, 100, 108
- Scoring:
 base points, 31, 55
 composite standard scores, 58–64
 computer scoring, 64–65
 earned points, 31
 Factor scores (*see* Factor Index scores)
 functional level testlets, 34–50, 56–58
 IQ (*see* IQ scores)
 raw scores, 30–33, 53–55
 record form scoring, 56–60
 routing subtests, 27, 30–33
 scaled scores, 54–58
 standard scores (*see* Factor Index scores; IQ scores)
 shared-ability composites, 115–120, 125–127, 130–131, 134
 supplementary scores, 59–64 (*see also* Abbreviated Battery IQ; Change-sensitive scores; Extended IQ)
- Simon. *See* Binet
- Sorting chips, 45–47
- Special needs, 23
- Standard deviation, 3, 103
- Standard scores. *See* Scoring
- Standardization, 12, 99–100
 ethnic composition, 12, 99
 number of subjects, 12, 99
 stratification, 12
- Stanford-Binet. *See* Binet; Terman & Merrill
- Start point. *See* Administration
- Start/stop rules. *See* Administration
- Stopping rules, 29

- Strengths and weaknesses, 98–112
 administration and scoring, 103–107
 development and standardization, 99–103
 interpretation, 110–112
 reliability, validity, 107–110
- Subtests, 170–173. *See* Nonverbal subtests; Verbal subtests
- Subtest profiles, 81–85, 163–164. *See also* Profiles
- TBI (Traumatic Brain Injury), 130–131
- Technical manual, 8, 15
- Terman & Merrill, 1, 2, 4, 7, 8, 190–191
- Terman. *See* Terman & Merrill
- Testlet, 20, 21
- Test-retest. *See* Reliability
- Test session behavior. *See* Interpretation
- Testing the limits. *See* Interpretation
- Theory. *See* CHC theory
- Twice exceptional. *See* Applications, clinical, gifted
- U.S. Census, 12, 99
- UNIT (Universal Nonverbal Intelligence Test), 105, 185
- Validity, 12, 14, 107–110
 Concurrent validity, 12, 14, 108
 Construct validity, 12, 14–15, 107–110
 Factorial (*see* Factor analysis)
- Verbal absurdities. *See* Activities
- Verbal analogies. *See* Activities
- Verbal subtests, 43–50, 163–164, 170–176. *See also* Functional levels for the following
- VFR, Verbal Fluid Reasoning, 11, 45–48, 87, 170, 183
- VKN, Verbal Knowledge (Vocabulary), 11, 32–33, 43, 171, 182
- VQR, Verbal Quantitative Reasoning, 11, 43, 48–49, 171, 182
- VVS, Verbal Visual-Spatial Processing, 11, 43–44, 49, 93, 130, 172, 184
- VWM, Verbal Working Memory, 11, 44, 49–50, 130, 173, 184
- Visual-spatial processing factor. *See* Factor Index scores
- Vocabulary subtest. *See* Activities; Verbal subtests, VKN
- VS. *See* Factor Index scores
- Weaknesses (*see* Strengths and weaknesses)
- Wechsler scales:
 Wechsler Adult Intelligence Scale (WAIS-III), 14, 90, 109

- Wechsler Individual Achievement Test (WIAT-II), 14, 108
- Wechsler Intelligence Scale for Children (WISC-III), 14, 90, 109, 130
- Wechsler Preschool & Primary Scale of Intelligence (WPPSI-R), 14
- WM. *See* Factor Index scores
- Woodcock, 14–15, 60–61, 65, 99, 101, 103, 191–192, 195
- Woodcock-Johnson tests (WJ III), 14–15. *See also* Woodcock
 - WJ III Achievement, 65, 101
 - WJ III Cognitive, 99, 103, 108
- Working memory. *See* Factor Index scores