

Index

- ability-achievement discrepancy, 5, 96, 252
- ACID profile, 113
- Aggregate Neurobehavioral Student Health and Educational Review (ANSER), 46
- analysis of results, 77–85. *See also* interpretation
- ANSER. *See* Aggregate Neurobehavioral Student Health and Educational Review
- Asperger's, 238, 262
- assessment methods. *See also* processing assessment
 - formal, 41–42
 - informal, 41–42
 - preliminary data collection, 42–50
- assets, 71, 81
- attention, 21, 128
 - interpretation of, 261
- Attention Deficit Hyperactivity Disorder (ADHD), 31, 113, 154, 163–164, 185, 192, 221
- auditory processing, 29–30
 - interpretation of, 246, 258
 - types of, 30
- Autism, 253–254
- automaticity, 23–24
- average range, 70, 93
- axons, 15

- Bannatyne profile, 119–120
 - base rates, 73, 74
- Behavior Rating Inventory of Executive Functions (BRIEF), 231
- behavioral observations. *See* observations
- Binet-Simon Intelligence Test, 137
- brain structure, 15

- California Verbal Learning Test, Children's Version (CVLT-C), 217
- California Verbal Learning Test, Second Edition, Adult Version (CVLT-II), 217
- Carroll, John, B., 18
- CAS. *See* Cognitive Assessment System
- case reports. *See* psychological reports
- Cattell-Horn-Carroll theory, 17, 100, 137, 150–151, 155
 - broad abilities of, 17
 - developmental evidence for 18, 19, 169
- CHC. *See* Cattell-Horn-Carroll theory

- Children's Memory Scale (CMS), 137, 207, 208, 209–215
 - administration and scoring of, 211
 - Attention/Concentration Index, 208
 - Delayed Recognition Index, 208
 - discrepancy analysis with IQ, 212, 213
 - General Memory Index, 208, 211, 213
 - interpretation of, 211–215
 - interpretive steps, 212, 208–215
 - Learning Index, 209, 215
 - memory types measured by, 208
 - pairwise comparisons, 212, 214–215
 - practice effects of, 210
 - processing analysis of, 213–214
 - profile analysis of, 213
 - reliability of, 209
 - standardization of, 209
 - strengths of, 215
 - structure of, 208
 - validity of, 210–211
 - Visual Delayed Index, 209, 211
 - Visual Immediate Index, 209, 211
 - weaknesses of, 215
- clinical factors, 78–79, 248
- clinical interpretation, 76
- CMS. *See* Children's Memory Scale
- confidence intervals, 93
- Cognitive Assessment System (CAS), 159, 160, 161–166
 - achievement, relationship with, 159–160, 166
 - administration and scoring of, 164
 - advantages of, 160
 - Attention scale, 166
 - basic battery, 164
 - Full Scale, 160
 - interpretation of processing components, 164, 165, 166
 - observation of strategies, 164
 - pairwise comparisons, 164–165
 - PASS theory of, 160
 - Planning scale, 166
 - processes measured by, 161
 - attention, 162
 - planning, 161–162
 - simultaneous processing, 162
 - successive processing, 162
 - processing analysis steps, 165

- reliability of, 163
- standard battery, 164
- standardization of, 162–163
- strengths of, 166
- structure of, 161, 163
- validity of, 160, 163–164
- weaknesses of, 166
- cognitive development, 131
- Cognitive Performance Model, 100
- cognitive processes, 2. *See also* processing
- cognitive processing. *See* processing
- cognitive psychology, 4
- cognitive scales, 150–195
- Comprehensive Test of Phonological Processing (CTOPP), 234
- Comprehensive Trail-Making Test, 222
- Conners Continuous Performance Test-II, 234
- cross-battery assessment, 60–63, 119, 137
 - advantages of, 63
 - analysis of scores, 81–82
 - challenges associated with, 60
 - concerns and suggestions regarding, 83
 - steps of, 59
- Crystallized Intelligence, 7, 18, 111, 117, 119, 150–151

- DAS. *See* Differential Ability Scales
- declarative knowledge, 14
- deficits, 34–35, 74, 81
 - definition of, 71
 - versus weaknesses, 71–72
- Delis-Kaplan Executive Function System (D-KEFS), 229, 230, 231
 - processes measured by, 230
- dendrites, 15
- Detroit Tests of Learning Aptitude, Fourth Edition (DTLA-4), 234
- diagnosing LD, 96–98
 - consistency approach versus discrepancy approach, 96–98
- Differential Ability Scales (DAS), 146, 147

- executive functioning. *See* executive processing
- executive processing, 31, 32
 - assessment of, 229–231
- factors
 - clinical factors, 67, 106–107, 110, 115, 121, 124, 126
 - definition of, 61, 67
 - processing factor mean, 79–80, 111, 126
 - processing factors, 21–34
 - nonunitary, 72, 73
 - unitary versus nonunitary, 72–73
- Fluid Intelligence, 18. *See also* Fluid Reasoning
- Fluid Reasoning, 33, 102, 117, 128, 138, 258–259
 - interpretation of, 246–247
 - types of, 33
- Flynn Effect, 105
- formal assessment, 41–42
- Freedom from Distractibility, 104, 120
- functional behavioral assessment, 48

- g*, 137, 139, 145. *See also* intelligence, theories of Galton, 1
- Gordon Diagnostic System, 234
- graphemes, 27

- Horn, John, 18
- Horn-Cattell theory, 18, 150
- hypotheses
 - a posteriori, 52, 75
 - a priori, 52, 75
 - by academic area of difficulty, 51
 - generation of, 50
- hypothesis testing, 50–52, 74–75
 - advantages of, 50–51
 - confirmation bias, 52
 - confirming or disconfirming hypotheses, 74–75

- IDEA 2004, 5
- informal assessment, 41–41
- information processing model, 13, 14, 119
- intellectual abilities, 100
- intellectual scales, 100–149, 145–147
 - intellectual scales that assess processing, 146
 - processes measured by, 101
 - selection of, 145–146
- intelligence
 - measurement of, 6–8
 - processing, relationship with, 7–8
 - theories of, 100
- Integrated Processing Model, 19, 20, 21
- interpretation, 65–98
 - analysis of processing assessment results, 77, 78, 79–85
 - clinical, 76
 - guidelines for, 77, 78, 79–85
 - oral interpretation, 85, 91–96
 - integrating data, 95
 - steps, 91, 92–96
 - pairwise comparisons, 81
 - processing analysis steps, 77, 78, 79–85
 - shared abilities, 76
- interventions, 41
- interviewing, 43–46
 - interview items by academic skill area, 45
 - structured interviews, 46
 - teacher and parent interview items, 43–44

- ipsative analysis, 68–70, 80–81. *See also* profile analysis
- KABC-II. *See* Kaufman Assessment Battery for Children—Second Edition
- Kaplan Baycrest Neurocognitive Assessment (KBNA), 235
- Kaufman Adolescent and Adult Intelligence Test (KAIT), 146
- Kaufman Assessment Battery for Children (K-ABC), 16, 150
- Kaufman Assessment Battery for Children—Second Edition (KABC-II), 18, 131, 150, 151, 152–159
- administration and scoring of, 155–156
- Atlantis subtest, 153
- Block Counting subtest, 154
- Delayed-Recall scale, 153, 158
- Fluid-Crystallized Index (FCI), 151, 155
- Hand-Movements subtest, 152
- interpretation of processing components, 156, 157, 158–159
- Knowledge/Crystallized Ability Index, 151, 155–156
- learning disabilities, indications of, 155
- Learning/Long-Term Retrieval Index, 152, 155, 158
- Mental Processing Index (MPI), 151, 155–156
- model of choice, 155
- Nonverbal Index, 156
- Number Recall subtest, 152
- pairwise comparisons, 158
- Pattern Reasoning subtest, 152
- Planning/Fluid Reasoning, 158
- processes measured by, 152, 153, 154
- fluid reasoning, 152
- long-term retrieval, 152–153
- planning, 152
- short-term memory, 152
- simultaneous processing, 153–154
- successive processing, 152
- visual processing, 153–154
- processing analysis steps, 156, 157, 158
- Rebus subtest, 153
- reliability of, 154
- Rover subtest, 153
- Sequential/Short-Term Memory Index, 155, 158–159
- Simultaneous/Visual Processing Index, 155, 158
- Spanish directions, 156
- standardization of, 154
- Story Completion subtest, 152
- strengths of, 159
- structure of, 153, 154
- theories based on, 150, 151
- Triangles subtest, 153–154
- validity of, 154–155
- weaknesses of, 159
- Word Order subtest, 152
- Kaufman Test of Educational Achievement, Second Edition (KTEA-II), 155
- learning
- definition of, 12
- processing relationships with, 34–38
- Learning and Memory Battery (LAMB), 217
- learning disabilities (LD), 71, 76, 137, 238
- deficit model of, 4–5
- diagnosis of, 96–98, 113, 252
- consistency approach versus discrepancy approach, 96–98
- evaluation of, 40–41, 155, 164, 170, 221
- mathematics disability, 155
- processing difficulties associated with, 13, 35, 113, 119–120, 139, 155, 163, 179, 185, 198, 211
- reading disability/disorder, 76, 155, 185
- written language disability, 140
- Learning Disabilities Diagnostic Inventory (LDDI), 232
- learning outcomes, 9
- Leiter-R, 146
- long-term memory. *See* long-term retrieval
- long-term retrieval, 25. *See also* memory, assessment of
- interpretation of, 247, 260–261
- narrow abilities of, 25, 26
- types of, 25, 26
- long-term storage and retrieval, 25. *See also* long-term retrieval
- categories of, 198
- relationship with learning, 198
- Luria's theory, 15, 16, 150–152, 155, 159–160, 225
- primary deficit, 225
- secondary deficit, 225
- mathematics, processes related to, 37
- memory, assessment of, 198–218
- Memory Assessment Scales (MAS), 218
- memory scales, 215–216, 217–218. *See also* Children's Memory Scale; Wechsler Memory Scale for Children—Third Edition
- interpretative guidelines, 215–217
- interpretative steps for, 216
- selection criteria, 215
- Mental Measurements Yearbook, 102
- metacognition, 32
- MicroCog: Assessment of Cognitive Functioning, 235
- motor abilities, 106, 113

- motor skills. *See* motor abilities
- multidimensional assessment, 41–42
- naming facility. *See* rapid automatic naming
- NEPSY, 221–222, 223, 225–229
 administration and scoring of, 225–226
 interpretation of, 227–229
 interpretive steps, 227
 observations, 226
 pairwise comparisons, 228
 processes measured, 224
 processing analysis, 227–229
 reliability of, 225, 226
 standardization of, 225
 strengths of, 229
 structure of, 224
 weaknesses of, 229
- neural network model, 14
- neurons, 15
- neuropsychological testing, 221–229
- neuroscience, 14–15
- normative interpretation, 68–70, 80–81
- observations, 48–50
- oral interpretation, 85, 91–96. *See also* reporting results orally
 integrating data, 95
 steps, 91, 92–96
- pairwise comparisons, 81
- PASS theory, 15–16, 17, 160
- percentiles, 94
- phonemes, 27
- phonemic awareness, 27–28, 35
- phonics, 27
- Phonological Abilities Test (PAT), 235
- phonological awareness. *See* phonemic awareness
- phonological processing. *See* phonemic awareness
- planning, 33
 assessment of, 229–231
 interpretation of, 250, 258
- planning an assessment, 40–63
- postevaluation conference
 agenda, 92
 guidelines for oral interpretation at, 91, 92–96
- PPC. *See* Psychological Processing Checklist
- procedural knowledge, 14
- Process Assessment of the Learner (PAL), 235
- processing
 assets, 71, 81
 beliefs regarding, 2
 components of, 21, 34
 definition of, 2–3
 deficits, 34–35, 71, 81. *See also* deficits
 difficulties indicative of processing problems, 47
 factor mean, 79–80
 hypotheses, 50, 51
 integrated model of, 21
 integration of, 34
 learning disability, relationship with, 4–6
 learning relationship with, 34–38
 nonprocessing scores, 77–78
 problems, 47
 selecting factors and subtests for, 58–63
 strengths, 76–77
 theories of, 1, 12–28
 weaknesses, 71–72
- Processing Analysis Steps, 77, 78, 79–85
 illustration of, 82–85, 86–87
- Processing Analysis Worksheet, 106–107, 110, 123–125, 267–268
- processing assessment, 40–63
 advances in, 3–4
 analysis of results, 77–85
 benefits of, 8
 categories of standardized measures, 61
 challenges of, 6–8
 cross-battery approach to, 59, 60–63
 interpretation of results, 65–98
 organizer, 53
 selecting factors and subtests for, 58–63
 strategies for, 40–63
 test selection criteria, 56–58
- Processing Assessment Organizer, 52, 53
 illustration of, 54–55, 88–89
- processing factor mean, 79–80, 111, 126
- processing report writing guidelines. *See* report writing guidelines
- processing speed, 25–26, 104, 116–117, 128
 interpretation of, 249–250, 259
 types of, 26
- processing tests, 221–233, 234–236
- production systems, 14
- profile analysis, 66–69
 controversy surrounding, 66–67
 defensible approach to, 67
 factor level, 67–69
- psychological processing. *See* processing
- Psychological Processing Checklist (PPC), 231, 232
 processes measured by, 232
 reliability of, 233
 standardization of, 232
 strengths of, 232–233
 weaknesses of, 233
- psychological report writing guidelines. *See* report writing guidelines
- psychological reports, 241–262
 Gabriel's report, 253–262
 Hannah's report, 241–253
- psychomotor speed, 121, 128
- public law 94-142, 4, 6

- rapid automatic naming, 25, 35
- reading
 - basic reading skills, 35–37
 - comprehension, 36
 - processes related to, 25–37
- reading comprehension, 36
- referral concerns, 42–46, 50
- referral questions, 50
- reliability, 56
- report writing guidelines, 238, 239, 240–241
- reporting results orally, 85, 92–96
 - agenda for, 92
 - domain-by-domain approach to, 90
 - guidelines for, 91
 - integrating data, 90
 - interpretation steps for, 91
 - reporting percentile ranks, 94
 - using graphs, 93
- response-to-intervention, 5
- reviewing records, 46–47
- Reynolds Intellectual Assessment Scale, 145, 146
- Ross Information Processing Assessment–Primary (RIPA), 236
- RTL. *See* response-to-intervention
- SB5. *See* Stanford-Binet Intelligence Scales–Fifth Edition
- SCAN-A: A Test of Auditory Processing Disorders in Adolescents and Adults, 236
- SCAN-C: A Test of Auditory Processing Disorders in Children–Revised, 236
- schema, 14
- screening, 46
- selective testing, 56–63
- Selective Testing Table, 264–265
- semantic memory, 24
- sequential processing. *See* Successive Processing
- short-term memory, 22, 104, 115–116, 139
 - interpretation of, 247–248, 260
 - limitations of, 22
- significance levels, 66, 70–71
- simultaneous processing, 30–31
 - interpretation of, 260
- Stanford-Binet Intelligence Scales–Fifth Edition (SB5), 137–145, 137
 - administration and scoring of, 140
 - change-sensitive scores, 141
 - Early Reasoning subtest, 138
 - interpretation of processing components of, 141–145
 - Knowledge scale, 139
 - Last Word subtest, 139
 - Matrices subtest, 138
 - Memory for Sentences subtest, 139
 - Nonverbal scale, 138, 144
 - Nonverbal Visual-Spatial Processing subtest, 139
 - Nonverbal Working Memory subtest, 139
 - Pairwise comparisons, 145
 - Position and Direction subtest, 139
 - processes measured by, 138
 - fluid reasoning, 138, 144–145
 - verbal fluid reasoning, 138
 - short-term memory, 139
 - visual processing, 138–139, 144
 - working memory, 139, 144–145
 - auditory working memory, 139
 - visual working memory, 129
 - processing analysis steps for, 141
 - illustration of, 142–143, 144–145
- Quantitative Reasoning scale, 139, 144
- reliability of, 139, 140
- routing subtests, 140
- standardization of, 139
- strengths of, 145
- structure of, 138
- testlets, 140
- validity of, 139–140
- Verbal Knowledge subtest, 140
- Verbal scale, 137, 144
- weaknesses of, 145
- Working Memory scale, 139
- statistical significance, 70–71
- Sternberg’s theory, 8
- strengths, 76–77
- Supplemental Processing Analysis Worksheet for All Wechsler Scales, 110, 123, 270–271
- Successive Processing, 30
 - interpretation of, 259–260
- Swanson Cognitive Processing Test (S-CPT), 218
- synapse, 15
- Test of Memory and Learning (TOMAL), 218
- Test of Phonological Awareness (TOPA), 236
- Universal Nonverbal Intelligence Test, 145, 146
- validity, 56–57
- verbal intelligence. *See* Crystallized Intelligence
- visual processing, 28–29, 103–104, 117, 128, 139
 - interpretation of, 250, 258
 - types of, 29
- WAIS-III. *See* Wechsler Adult Intelligence Scale–Third Edition
- weaknesses, 71–72
- Wechsler Adult Intelligence Scale–Third Edition (WAIS-III), 101, 102, 103–114, 122, 128
 - administration and scoring of, 106
 - Arithmetic subtest, 104

- Block Design subtest, 104
- clinical factors, computation of, 106–107, 110
- Digit Span subtest, 104, 106
 - Digits Backward span, 110, 112
 - Digits Forward span, 110, 112
- Digit Symbol-Coding subtest, 106, 114
- Full Scale IQ (FSIQ) 106
- incidental learning in, 106
- interpretation of processing components, 106–113
- learning disabilities, indications of, 113
- Letter-Number Sequencing subtest, 104, 106
- Matrix Reasoning subtest, 102–104, 106, 111
- Object Assembly subtest, 107
- Pairwise comparison, 111
- Perceptual Organization Index (POI), 103–104, 106, 113
- Performance scale (Performance IQ), 104–106, 114
- processes measured by, 101, 103
 - fluid reasoning, 102–103, 110
 - clinical factor, 106–107, 110–111
 - influences affecting performance of, 111
 - interpretation of, 111
 - processing speed, 104
 - influences affecting performance of, 112
 - interpretation of, 112–113
 - short-term memory, 104, 112
 - visual processing, 103–104
 - clinical factor, 106–107, 110
 - interpretation of, 110, 113
 - working memory, 104
 - influences affecting performance of, 112
 - interpretation of, 111–112
- processing analysis steps for, 107
 - illustration of, 108–109, 110–111
- Processing Analysis Worksheet for, 108–109
- Processing Speed Index (PSI), 106–107, 112–113
- reliability of, 105
- Similarities subtest, 103, 107, 111
- standardization of, 105
- strengths as a processing measure, 114
- structure of, 103
- Symbol Search subtest, 106
- validity of, 105
- Verbal Comprehension Index (VCI), 103, 105–106, 113
- Verbal scale (Verbal IQ), 105–106, 114
- weaknesses as a processing measure, 114
- Working Memory Index (WMI), 102, 106–107, 111–113
- Wechsler Intelligence Scale for Children (WISC), 102, 118
- Wechsler Intelligence Scale for Children—Fourth Edition (WISC-IV), 114, 115, 116–128, 139, 180
 - Arithmetic subtest, 115
 - administration and scoring of, 118–119
 - Block Design subtest, 117–118, 120–122
 - Cancellation subtest, 116, 118, 121–122
 - clinical factors computation, 126
 - Coding subtest, 116, 121
 - Digit Span subtest, 115, 118
 - Digit Span backward, 115, 122
 - Digit Span forward, 115, 122
 - Full Scale IQ (FSIQ), 117–119
 - General Ability Index (GAI), 118–119
 - Information subtest, 113
 - interpretation of processing components, 119–126
 - Letter-Number Sequencing subtest, 115
 - Matrix Reasoning subtest, 117, 120–121
 - pairwise comparisons, 126
 - Perceptual Reasoning Index (PRI), 114–115, 117, 120–121, 127
 - Picture Completion subtest, 117, 121
 - Picture Concepts subtest, 117, 120–121
 - processes measured by, 116
 - fluid reasoning, 117, 120, 127
 - clinical factor, 115, 121, 124
 - interpretation of, 121
 - processing speed, 116–117
 - interpretation of, 121
 - short-term memory, 115–116
 - visual processing, 117, 120–121, 123, 127
 - clinical factor, 115, 124
 - interpretation of, 121
 - working memory, 115–116, 123
 - auditory working memory, 121
 - interpretation of, 121
 - visual working memory, 121
 - processing analysis steps for, 123
 - illustration of, 123, 124–125, 126
 - Processing Speed Index (PSI), 114, 121
 - Reading Disordered performance on, 115, 117
 - record form, 120, 122
 - reliability of, 117, 118
 - Similarities subtest, 114, 117, 119–120
 - standardization, 118
 - strengths of, 127
 - structure of, 116
 - subtests, supplemental, 118
 - Symbol Search subtest, 117, 121
 - validity of, 118
 - Verbal Comprehension Index (VCI), 114, 117, 119–121
 - weaknesses of, 127
 - Word Reasoning subtest, 114, 117, 119–120
 - Working Memory Index (WMI), 114, 119, 121

- Wechsler Intelligence Scale for Children, Fourth Edition—Integrated (WISC-IV Integrated). *See* WISC-IV Integrated
- Wechsler Intelligence Scale for Children—Third Edition (WISC-III), 114–115, 119, 127
- Wechsler Intelligence Scale for Children—Third Edition as a Process Instrument (WISC-III PI), 180, 185
- Wechsler Memory Scale for Children—Third Edition (WMS-III), 102, 105, 114, 199, 200–208
 administration and scoring of, 202
 Auditory Delayed Index, 200, 206–207
 Auditory Immediate Index, 200, 206–207
 Auditory Process Composites, 200
 Auditory Recognition Delayed Index, 200, 207
 discrepancy analysis with WAIS-III, 204, 207
 General Memory Index, 200, 204–206
 Immediate Memory Index, 200, 205–206
 interpretation of, 202, 203, 204–207
 interpretive steps, 203, 204–207
 memory types measured by, 200
 pairwise comparisons, 201, 203, 205–206
 processing analysis of, 205
 profile analysis of, 204–205
 reliability of, 201
 standardization of, 200–201
 strengths of, 207
 structure of, 200
 validity of, 201
 Visual Delayed Index, 200, 206
 Visual Immediate Index, 200, 206
 weaknesses of, 207
 Working Memory Index, 200, 206
- Wechsler Preschool and Primary Scale of Intelligence (WPPSI), 127
- Wechsler Preschool and Primary Scale of Intelligence—Revised (WPPSI-R), 127, 137
- Wechsler Preschool and Primary Scale of Intelligence—Third Edition (WPPSI-III), 102, 127–137, 127
 administration and scoring of, 130
 age bands of, 127
 attention's influence on, 132
 Block Design subtest, 128, 130
 clinical factors of, 131, 136
 fine motor's influence on, 132
 Full Scale IQ (FSIQ), 130
 General Language Composite, 137
 interpretation of processing components, 131–136
 Matrix Reasoning subtest, 128, 130–131
 Object Assembly subtest, 128, 130
 pairwise comparisons, 136
 Performance IQ, 130, 133
 Picture Completion subtest, 128, 130
 Picture Concepts subtest, 128–131
 processes measured by, 128, 129
 fluid reasoning, 128, 133
 clinical factor, 131, 136
 development of, 128, 131
 nonverbal fluid reasoning, 132, 137
 verbal fluid reasoning, 132–133
 processing speed, 130, 132
 influences on, 132
 visual processing, 128, 133
 clinical factor, 136
 processing analysis steps, 133, 134–126
 illustration of, 134–135, 136
 Processing Speed Quotient, 130, 133
 reliability of, 130
 Similarities, 132–133
 standardization of, 129
 strengths of, 136–137
 structure of, 128, 129
 Symbol Search subtest, 130
 validity of, 130
 Verbal IQ, 130, 133
 weaknesses of, 136–137
 Word Reasoning subtest, 132–133
- Wide Range Assessment of Memory and Learning (WRAML), 218
- WISC. *See* Wechsler Intelligence Scale for Children
- WISC-III. *See* Wechsler Intelligence Scale for Children—Third Edition
- WISC-IV. *See* Wechsler Intelligence Scale for Children—Fourth Edition
- WISC-IV Integrated, 114, 122, 179, 180, 181–195
 administration and scoring of, 186–187
 Block Design Multiple Choice subtest, 184
 Block Design Process Approach subtest, 184
 clinical factors, 189, 190–191, 192, 248
 Coding Copy subtest, 182–183
 Coding Recall, 182–183
 Elithorn Mazes subtest, 184
 Information Multiple Choice subtest, 185
 interpretation of processing components, 187–192
 Letter-Number Sequencing Process Approach subtest, 183
 Letter Span subtest, 183
 mental manipulation subtests, 183, 189
 pairwise comparisons, 187–188
 processes measured by, 182
 executive processing, 184
 fluid reasoning, 184
 long-term retrieval, 181–183
 planning, 184
 reliability of, 185, 186
 short-term memory, 183–184, 192
 analysis of, 189, 190–191
 validity of, 185
 visual processing, 184
 working memory, 183–184, 192
 analysis of, 189, 190–191

- processing analysis steps, 193
 - illustration of, 190–191, 194–195
- Processing Speed domain, 182–183
 - registration subtests, 183, 189
 - span subtests, 183
 - standardization of, 184–185
 - strengths, 192
 - structure of, 182
- Verbal domain, 187
 - weaknesses, 192
- Working Memory domain, 187, 189
- Wisconsin Card Sorting Test, Revised and Expanded, 230
- WJ III Achievement. *See* Woodcock-Johnson III Tests of Achievement
- WJ III COG. *See* Woodcock-Johnson III Tests of Cognitive Ability
- WMS-III. *See* Wechsler Memory Scale for Children—Third Edition
- Woodcock Diagnostic Reading Battery (WDRB), 236
- Woodcock-Johnson, 150
- Woodcock-Johnson Revised, 160
- Woodcock-Johnson III Tests of Achievement (WJ III Achievement), 139, 251, 252, 259
- Woodcock-Johnson III Tests of Cognitive Ability (WJ III COG), 18, 167, 168–179
 - administration and scoring of, 169–170
 - Cognitive Efficiency cluster, 177
 - cognitive performance model, 177, 178
 - controlled learning tasks, 170
 - discrepancy analysis
 - intra-cognitive, 170, 171
 - predicted achievement, 177–178
 - extended easel, 170
 - Fluid Reasoning cluster, 170
 - General Intellectual Ability (GIA), 170
 - interpretation of processing components, 170, 171, 173, 173–178
 - learning disabilities, indications of, 179
 - pairwise comparisons, 173
 - processes measured by, 167, 168
 - processing analysis steps, 172
 - illustration of, 173, 174–175, 176–177
 - reliability of, 168, 169
 - strengths of, 179
 - standard easel, 170
 - standardization of, 167–168
 - Thinking Ability cluster, 177
 - validity of, 168–169
 - Verbal Ability cluster, 177
 - weaknesses of, 179
- Working Memory, 22, 104, 115–116, 139
 - auditory, 24, 112
 - interpretation of, 248–249
 - limitations, 23
 - short-term memory relationship with, 23
 - visual, 24
- Working Memory Test Battery for Children (WMTB-C), 218
- WPPSI. *See* Wechsler Preschool and Primary Scale of Intelligence
- WPPSI-R. *See* Wechsler Preschool and Primary Scale of Intelligence—Revised
- WPPSI-III. *See* Wechsler Preschool and Primary Scale of Intelligence—Third Edition
- written language
 - processes related to, 37–38