

SERIES PREFACE

In the *Essentials of Psychological Assessment* series, we have attempted to provide the reader with books that will deliver key practical information in the most efficient and accessible style. The series features instruments in a variety of domains, such as cognition, personality, education, and neuropsychology. For the experienced clinician, books in the series will offer a concise yet thorough way to master utilization of the continuously evolving supply of new and revised instruments, as well as a convenient method for keeping up to date on the tried-and-true measures. The novice will find here a prioritized assembly of all the information and techniques that must be at one's fingertips to begin the complicated process of individual psychological diagnosis.

Wherever feasible, visual shortcuts to highlight key points are utilized alongside systematic, step-by-step guidelines. Chapters are focused and succinct. Topics are targeted for an easy understanding of the essentials of administration, scoring, interpretation, and clinical application. Theory and research are continually woven into the fabric of each book but always to enhance clinical inference, never to sidetrack or overwhelm. We have long been advocates of what has been called *intelligent testing*—the notion that a profile of test scores is meaningless unless it is brought to life by the clinical observations and astute detective work of knowledgeable examiners. Test profiles must be used to make a difference in the child's or adult's life, or why bother to test? We want this series to help our readers become the best intelligent testers they can be.

This volume provides practitioners with a framework for planning, conducting, and interpreting an assessment of cognitive processes. This systematic approach elucidates a challenging type of assessment that usually requires the compilation of an assessment battery from different tests. The author provides detailed information on which processes are measured by major contemporary intellectual scales, cognitive scales, memory scales, and scales purposely designed to assess processing. After setting the stage by integrating theories of processing and examining relationships between processes and types of academic

learning, the book applies a hypothesis-testing approach to processing assessment. Through step-by-step guidelines and worksheets, the author walks the reader through interpretation of intellectual and cognitive scales from a processing perspective and adds additional steps and insights to the interpretation of memory and processing scales. A *Processing Analysis Worksheet* that can be applied to any test or combination of tests is the heart of the interpretative model. It is our hope that the knowledge, insights, and practices gained from this volume will lead to more accurate diagnoses and more effective treatment for individuals who struggle with learning.

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