Index

ADHD. See Attention Deficit Hyperactivity Disorder (ADHD)

Administration
materials, 35–36
easel, 35
manipulatives, 36
protocols, 35–36
model selection (CHC vs. MPI), 3
out of level norms, 41–43
options, 42
querying, 44
rapport, 37–40
breaks, 39–40
elementary and secondary aged children and, 38
limit setting, 38–39
positive feedback, 38
very young children and, 37–38
recording responses, 46
abbreviations for, 45

additional notations, 46
repeating items, 44–46
reasons for, 45
sample and teaching items, 41
special needs, 40–41
acceptable modifications, 40
subtest-by-subtest, 47–72
start points/basal rules/
discontinue rules, 48–50
test preparation, 33–36
testing room, 34
timing, 43–44
Age levels, 11–13, 15–16
American Sign Language (ASL), 178
Anxiety, 149
Atlantis Delayed subtest, 57
administration, 57, 69
influences affecting subtest scores, 159
observations, 159
qualitative indicators, 57
scoring rules, 75
Atlantis subtest, 47
administration, 47, 67
influences affecting subtest
scores, 156
observations, 156
qualitative indicators, 48, 51
scoring rules, 74
Attention Deficit Hyperactivity Dis-
order (ADHD), 201–208, 327–
328. See also Clinical applications
Autistic disorder, 186–292

Background information. See Case
reports
Batteries
Core, 15, 17
Expanded, 15
Behavior and Attitude Checklist, 139
Behavioral observations. See Case
reports
Binet, 3
Block Counting subtest, 61–62
administration, 61–62, 70
influences affecting subtest
scores, 163
observations, 163
qualitative indicators, 62
scoring rules, 75
Brain damage, 11

Carroll’s Three-Stratum Hierarchy, 10
CAS. See Cognitive Assessment
System
Case reports/sample profiles
case reports
Alex R. (mild attention
deficit), 334–344
Allisonbeth C. (attention
problems), 306–314
Pedro G. (ADHD), 315–333
Vanessa J. (reading disorder),
283–305
sample profiles
Alex R. (mild attention
deficit), 343–344
Allisonbeth C. (attention
problems), 314
Pedro G. (ADHD), 332–333
Vanessa J. (reading disorder),
302–305
Cattell-Horn theory, 7
long-term storage and retrieval
($Gt$), 9
short-term acquisition and
retrieval ($Gm$), 7
speed of processing ($Gs$), 9
visual processing ($Gv$), 9
Cattell-Horn-Carroll theory
(CHC), 2, 3, 8–10, 12, 14–15,
16, 20, 22, 82, 85–87. See
also Fluid-Crystallized Index
(FCI)
CHC narrow abilities, 124–130
Cattell system, 9
CHC. See Cattell-Horn-Carroll
theory
Clinical applications
ADHD, 201–208
in case report (Pedro G.),
327–330
comorbidity, 204–205
KABC-II and, 206–208
presentation of, 201, 203
symptoms of, 201, 202
autistic disorder, 186–292
clinical implications, 191–192
controversy, 186–187
high and low subtests, 188–189, 190
KABC-II and, 189–191
symptoms of, 187
verbal vs. nonverbal performance, 188
ethnic groups, 221–223
American Indian children, 229–230
differences among, 223–229
KABC-II and, 221–223
socioeconomic differences and, 230–232
hearing impairment, 177–186
cognitive tests and, 179–181
KABC and, 181–182
KABC-II and, 182–186
learning disabilities, 208–220
in case report (Vanessa J.), 283–305
defined, 210
KABC and, 211–212
KABC-II and, 212–220
math disability, 218–219
reading disability, 215–218
writing disability, 219–220
mental retardation, 196–201
diagnosis of, 196
KABC-II and, 197–200
nonverbal scale and, 176–177
socioeconomic status (SES) norms, 233–236, 367, 368
in the case of Javier, 235–236
in the case of Ken, 235–236
speech and language disorders, 192–195
clinical implications, 194–195
diagnosis of, 192–193
research, 193–194
terms, 192
Cognitive Assessment System (CAS), 1, 4
Conceptual Thinking subtest, 51
administration, 51, 67
influences affecting subtest scores, 156
observations, 156
qualitative indicators, 51–52
Confirmatory Factor Analyses (CFA), 25–27. See also Validity
Core subtests, 17
Correlations, 22, 27, 29–30, 31
Cross-battery approach, 268–280
guiding principles, 272–273
step-by-step, 273–280
Crystallized intelligence (Gc), 9

Deaf. See hearing impaired
Developmental Test of Visual-Motor Integration (VMI-4)
in case reports
Alex R., 337, 340
Pedro G., 235
Draw-a-Person
in case report (Pedro G.), 323
Dual theoretical model, 1–3

Education and Consolidation and Improvement Act, 11
English proficiency, 15
Ethnic groups, 4, 11, 221–223. See also Clinical applications
Expressive Vocabulary subtest, 57–58
administration, 58, 69
Expressive Vocabulary subtest
(continued)
influences affecting subtest scores, 160
observations, 160
qualitative indicators, 58

Face Recognition subtest, 52
administration, 52, 67
influences affecting subtest scores, 157
observations, 157
qualitative indicators, 52
Fluid Crystallized Index (FCI), 2, 3, 85–87
vs. MPI, 3, 12, 14–15
Fluid intelligence (Gf), 9

General intelligence, 9
Gestalt Closure subtest, 55
administration, 55, 68
influences affecting subtest scores, 158
observations, 158
qualitative indicators, 55
Global score, 79
Guide to Assessment of Test Session Behavior, 139

Hand Movements subtest, 64
administration, 64, 71
influences affecting subtest scores, 165
observations, 165
qualitative indicators, 64
Hearing impaired, 177–186. See also Clinical applications
High Priority Concern, 95–96
Horn and Cattell’s Gf-Gc theory, 9

Index ceilings, 21
Identifying information. See Case reports
Individuals with Disabilities Education Act (IDEA), 4, 215
Intellectual giftedness, 11
Intermediate Visual and Auditory Continuous Performance Test (IVA)
in case report (Pedro G.), 327–328
Interpretation
administration requirements, 81
calculating the range, 86
in case reports
Alex R., 338–340
Allisonbeth C., 309–312
Pedro G., 319–328
Vanessa J., 84–135
CHC narrow abilities, 124–130
confidence interval, 85
Cross Battery Approach, 268–280
descriptive categories, 83–84
focus of, 79
generating hypotheses, 82, 120–135
interpretation worksheet, 345–357
main goal of, 79
overview of, 80–83
percentile ranks, 85
planned clinical comparisons, 107–120, 121–124
planned comparisons, 98–100, 102–104
qualitative indicators (see Qualitative indicators)
steps, 80–81, 85–135
administration requirements for, 81
ground rules for step 2, 88
optional steps, 82
strengths and weaknesses, 91–96
supplementary subtest analysis, 104–107
uninterpretable index, 90
in the case of Aiden, 122, 131–132
Ipsative perspective, 79, 83, 92–96

K-ABC. See Kaufman Assessment Battery for Children
Kaufman Adolescent and Adult Intelligence Test (KAIT), 4
Kaufman Assessment Battery for Children (K-ABC), 1, 3, 4
Kaufman Assessment Battery for Children—Second Edition (KABC-II) and ADHD, 206–208
administration, 33–72
batteries, 15, 17
categorizations of, 17
description of, 11
history and development, 3
information, 13
overview, 1
purposes and uses, 11
reliability, 22–25
revisions, 5, 20, 21
goals of, 7
scoring, 66, 72–74, 76, 77
standardization, 21–22
subtests, 18–19 (see also individual subtests)
supplemented by cross-battery approach, 268–280
theoretical foundation, 6–10
validity, 26–31
Kaufman-Lichtenberger approach, 82
Kaufman Test of Educational Achievement—Second Edition (KTEA-II), 10, 29
in case reports
Pedro G., 318, 324–327, 329
Vanessa J., 293–298
description of, 240–241
integration with procedural options, 267–268
qualitative/behavioral analysis, 265–267
quantitative analysis, 241–246
theory, 246–265
KABC-II and, 236–268
Key Asset, 95–96
Kinetic Family Drawing (KFD)
in case reports
Pedro G., 319, 323
Vanessa J., 291
Knowledge Scale/\(G_{k}\), 10, 12, 15, 80
Learning disabilities, 208–220. See also Clinical applications
Learning Scale/\(G_{l}\), 10, 12, 14
Luria-Das, 4
Luria neuropsychological model, 6, 7. See also Mental Processing Index (MPI)
Luria’s sequential-simultaneous processing, 20

Mental Processing Index (MPI), 2, 3, 11, 12, 14–15, 16, 20, 22, 85–87
vs. FCI, 3, 12, 14–15
Mental Retardation, 11, 208–220. See also Clinical applications

No Child Left Behind Act, 208
Nonverbal Index (NVI), 20, 85, 97
vs. verbal ability, 108–112
Nonverbal scale, 13, 15, 16, 85, 176–177
Normative perspective, 79, 83, 91–92
Number Recall subtest, 54
administration, 54, 68
influences affecting subtest scores, 158
observations, 158
qualitative indicators, 54

Pattern Reasoning subtest, 63
administration, 63, 71
influences affecting subtest scores, 165
observations, 165
qualitative indicators, 63–64
scoring rules, 75

Peabody Picture Vocabulary Test (PPVT)
in case report (Pedro G.), 323–324, 329
PIAT-R, 29
Planned comparisons. See Interpretation
Planning Scale/Gf, 10, 12, 15, 80
Practice effect, 24–25, 26
Profile interpretation. See Interpretation
Qualitative indicators, 138–167. See also individual subtests
defined, 138
functions of, 143–148
history, 138–140
influences on performance, 148–155
anxiety, 149–150
cultural issues, 154–155
disruptive behavior, 153–154
executive functioning and attention, 150–153
interpretation of, 141–148
subtest-by-subtest, 155–166

Rebus Delayed subtest, 65
administration, 65, 71
influences affecting subtest scores, 166
observations, 166
qualitative indicators, 65
scoring rules, 75
Rebus subtest, 59–60
administration, 59–60, 69–70
influences affecting subtest scores, 161
observations, 161
qualitative indicators, 60
scoring rules, 75
Reliability, 22–25
internal, 23
test-retest, 23
Riddles subtest, 65–66
administration, 65–66, 71
influences affecting subtest scores, 166
observations, 166
qualitative indicators, 66
Rover subtest, 55–56
administration, 55–56, 68–69
influences affecting subtest scores, 159
observations, 159
qualitative indicators, 56–57
scoring rules, 74–75
Scoring
multipoint and, 74–75
prorating, 72
raw scores, 72
zero and, 72
recording scores, 76
procedures for, 77
scaled scores, 76
scoring keys (see individual subtests)
simple 1 or 0 scoring, 74
substitutions, 66, 72, 73
Sequential Scale/Gim, 9, 10, 12, 14, 92
Simultaneous Scale/Gi5, 9, 10, 12, 14, 92
Socioeconomic status (SES) norms, 233–236
Special needs, 40–41
Speech and language impairment, 15, 192–195. See also Clinical applications
Sperry model, 4
Story Completion subtest, 52–53
administration, 52–53, 68
influences affecting subtest scores, 157
observations, 157
qualitative indicators, 53–54
scoring rules, 74
Standard deviation, 16
Standardization, 21–22
Stanford-Binet Intelligence Scale, 139
Strengths and weaknesses, 168–175
administration and scoring, 170
interpretation, 174–175
reliability/validity, 171–172
standardization, 173
test development, 169

Scales
description of, 83–84
graphing, 36
Knowledge Scale/Gc, 10, 12, 15, 80
defined, 15
Learning Scale/Gh, 10, 12, 14
defined, 14
Planning Scale/Gf, 10, 12, 15, 80
defined, 15
Sequential Scale/Gsm, 9, 10, 12, 14, 92
defined, 14
Simultaneous Scale/Gv, 9, 10, 12, 14, 92
defined, 14
Subtests
administration (see individual subtests), 17
categorization of, 17
complementary aspects, 124, 125, 126, 127
Core, 17
descriptions, 18–19
influences affecting subtest scores (see individual subtests)
observations (see individual subtests)
qualitative indicators (see individual subtests)
scoring rules, 74–75
substitution, 73
Supplementary, 17
Supplementary subtests, 17, 104

Taos Study, 228–230
Test Behavior Checklist, 139
Test Behavior Observation Guide, 139
Test Observation Form (TOF), 139
Triangles subtest, 60–61
administration, 60–61, 70
influences affecting subtest scores, 162
observations, 162
qualitative indicators, 61
scoring rules, 75

Validity, 26–31
confirmatory factor analyses (CFA), 26–27
convergent/discriminant, 28

Verbal Knowledge subtest, 58–59
administration, 58–59, 69
influences affecting subtest scores, 160
observations, 160
qualitative indicators, 59
VMI-4. See Developmental Test of Visual-Motor Integration

Wechsler Adult Intelligence Scale—Third Edition (WAIS-III), 111
Wechsler Individual Achievement Test—Second Edition (WIAT-II), 29
in case report (Alex R.), 340
Wechsler Intelligence Scale or Children—Third Edition (WISC-III), 24
Wechsler Intelligence Scale or Children—Fourth Edition (WISC-IV), 28, 29, 82, 111
in case report (Vanessa J.), 290–293
Wechsler Preschool and Primary Scale of Intelligence—Third Edition (WPPSI-III), 111
in case reports
Alex R, 340
Allisonbeth C., 309, 311–312
WIAT-II. See Wechsler Individual Achievement Test—Second Edition
WISC-III. See Wechsler Intelligence Scale for Children—Third Edition
WISC-IV. See Wechsler Intelligence Scale for Children—Fourth Edition
Scale for Children—Fourth Edition
WJ-Revised, 4
Word Order subtest, 62
administration, 62, 70
influences affecting subtest scores, 164
observations, 164
qualitative indicators, 63
Woodcock-Johnson–III (WJ III),
1, 4, 24, 28–29
Woodcock-Johnson Psych-Educational Battery (WJ),
3, 4
WPPSI-III. See Wechsler Preschool and Primary Scale of Intelligence—Third Edition